

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, February 16, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer: J. Brown	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 Our Kids Network (E. DiBattista)	1 - 14
5. Delegations	
6. Approval of Minutes	
6.1 Minutes of the Regular Board Meeting of February 2, 2016	15 - 21
7. Business Arising from Previous Meetings	
7.1 Summary of Outstanding Items from Previous Meetings	22 - 22
8. Action Items	
8.1 Suspend Section 4.1.6 of Board By-Laws - March 22, 2016 Special Board Meeting	23 - 23
8.2 2016-2017 School Year Calendar (C. McGillicuddy)	24 - 26
8.3 Amendment to Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary (C. Cipriano)	27 - 30
8.4 Rescind Policy II-22 Secondary School Day (C. Cipriano)	31 - 33
8.5 Amendment to Policy II-42 Medical Conditions (C. Cipriano)	34 - 37
8.6 School Consolidation Capital Project Submission (P. McMahon & G. Corbacio)	38 - 58

9.	Staff Reports	
9.1	First Nations, Metis and Inuit Education (A. Prkacin) (Presentation and Report)	59 - 99
9.2	North Oakville Preserve Catholic Elementary School Boundary Review (C. Cipriano)	100 - 103
10.	Information Items	
10.1	Student Trustees Update	
10.2	School Educational Field Trips (T. Overholt)	104 - 106
10.3	Parent Survey (P. Dawson)	107 - 110
10.4	International Congress for School Effectiveness and Improvement - January 6th-9th, 2016, Glasgow, Scotland Conference (B. Browne)	111 - 112
10.5	North Oakville Preserve Construction Report (G. Corbacio)	113 - 114
11.	Miscellaneous Information	
11.1	CPIC Minutes - January 11, 2016	115 - 117
11.2	Policy Committee Minutes - January 12, 2016	118 - 123
11.3	OCSTA Resolutions:13-15 – Ontario Regional 274/12 – Hiring Practices and Support for Boards to Address High Rates of Absenteeism	124 - 127
12.	Correspondence	
12.1	Elementary and Secondary Principals' and Vice Principals' Association - Oath of Citizenship	128 - 128
12.2	J. Moher - Oath of Citizenship	129 - 130
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: A. Iantomasi	

All Children Thrive!



- 1996** Early Years Committee established
- 2004** Partnership Protocol Agreement signed
First Community Report Card released
Pilot project evaluation began
- 2010** Pilot evaluation completed
Strategic directions established
Executive director and initial core staff hired
- 2012** Partnership Protocol Agreement renewed
ErinoakKids & Halton Multicultural Council join OKN



All Children Thrive

Collective Action for Children, Youth and Families

The Halton 7



Our Kids Network Protocol Partners



90 + participating agencies

200 + individuals

early learning and care; library systems

child, youth and family services

faith-based organizations

and the public, education, mental health

and children's services sectors

connect through OKN





Halton 7

1. Children are healthy
2. Children are learning
3. Children are positively connected
4. Children are safe
5. Families are strong and stable
6. Schools are connected to the community
7. Neighbourhoods are where we live,
work and play

Asset-Building

OKN adopted the
Developmental Assets
Framework
to help Halton professionals
invest in our kids.

Halton is an
Asset-Building
community

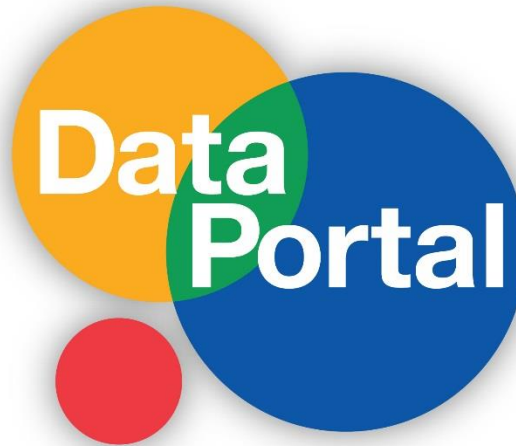




Gives families easy, online access to Halton parenting programs and services listings

Listings are geared to strengthening and enhancing parenting knowledge and skills



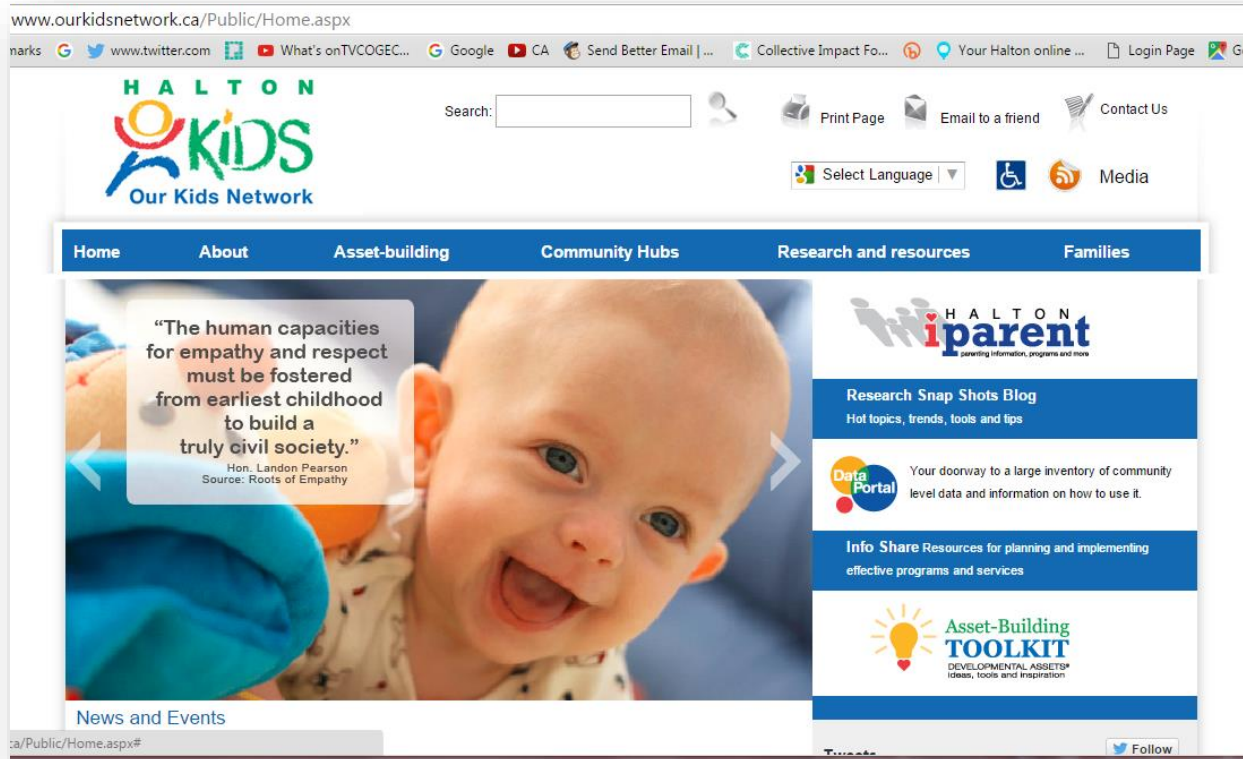


Online. Interactive. Gives us access to a large inventory of community level data

Makes data and information open, free, accessible and usable for everyone in our community



www.ourkidsnetwork.ca





Community Hubs

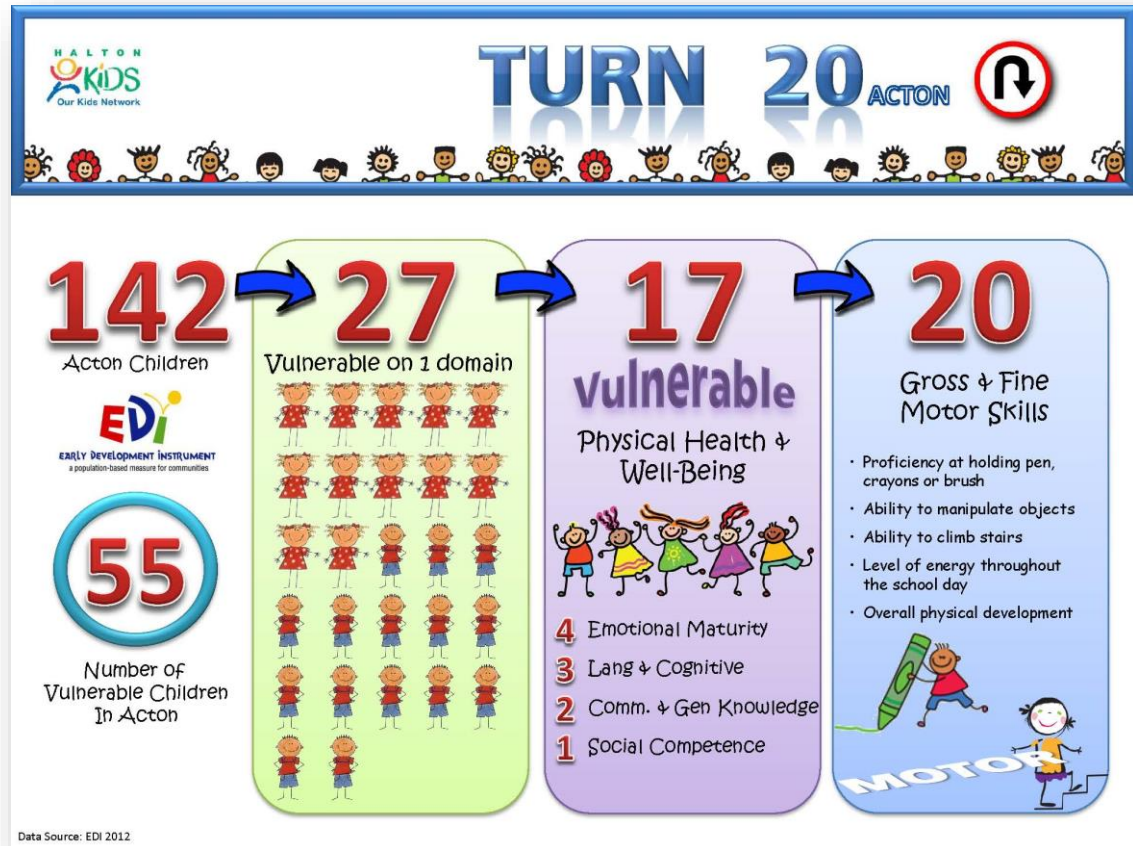
Acton

Aldershot

Milton



Acton Turn 20 in 30





Halton Youth Collective Impact Project

North Oakville





All Children Thrive!

Elena DiBattista
Director, Our Kids Network
elena@ourkidsnetwork.ca

905-333-4226

www.ourkidsnetwork.ca



MINUTES OF THE REGULAR BOARD MEETING

Date: February 2, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	A. Danko	J. Michael, Chair of the Board
	A. Iantomasi, Vice Chair of the Board	A. Quinn
	H. Karabela	D. Rabenda
	P. Marai	J.M. Rowe
		S. Trites

Student Trustees	J. Brown	M. Zapata
	C. Kemeni	

Staff Present	B. Browne	L. Naar
	C. Cipriano	J. O'Hara
	G. Corbacio	T. Overholt
	P. Dawson, Secretary of the Board	T. Pinelli
	P. McMahon	A. Prkacin
	C. McGillicuddy	

Also Present

P. Codner, Chief Social Worker
O. Foese, Chief of Psychological Services
R. Negoj, Senior Administrator Financial Services, Business Services
A. Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services
P. Weber-Callaghan, Mental Health Lead
K. Yanchus, Reporter

1. Call to Order
The Chair called the meeting to order.
 - 1.1 Opening Prayer: C. Kemeni
The meeting opened at 7:30 p.m. with a prayer led by C. Kemeni.
 - 1.2 Motion Adopted In-Camera
RESOLVED, that the Halton Catholic District School Board ratify the attached Memorandum of Settlement between the Board and OECTA Secondary teachers to be effective September 1, 2014 and to expire August 31, 2017.
 - 1.3 Information Received In-Camera
Night School Vice Principal
Melissa Giardina appointed as Night School Vice Principal for the period February 22, 2016 to April 18, 2016.

Hiring

Ian Canham and Lilly Cheng hired as probationary teachers effective February 8, 2016

2. Approval of the Agenda
The Chair indicated that item 10.3 would be moved under Presentation "4.1".

#50/16

Moved by: J.M. Rowe

Seconded by: D. Rabenda

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest
There were no conflicts of interest declared.

4. Presentations
L. Naar commented on the excellent work and support provided by the Compassionate Care Response Team and introduced members in attendance: Patricia Codner, Chief Social Worker; Oliver Foese, Chief of Psychological Services, and Patricia Webber-Callaghan Mental Health Lead in attendance. The fourth member of the team, G. Federico, System Chaplain and Faith Formation Lead, was unable to attend due to a previous commitment.

Information was shared on the composition, structure and function of the team that provides support to school communities experiencing grief and crisis. Each team leader addressed the Board of Trustees and elaborated on their specific role, the role of the Steering Committee, the role of the principal, reviewed the compassionate care and crisis response team guidelines; and addressed their mandate within the context of the school, parish and community.

A sample of the Resource Binder that is available to all site administrators was circulated to trustees. As well, one of the video clips that are being created to provide responses for parents, students and staff was viewed.

In response to questions, the team commented on the strategies being implemented for refugees in Halton, the frequency the team is being called out, the resources available, the team approach used by neighbouring boards and the types of support they provide for students in need.

The Chair thanked the team for a very informative presentation.

5. Delegations
There were no delegations.

6. Approval of Minutes
6.1 Minutes of the Regular Meeting of January 19, 2016

#51/16

Moved by: A. Quinn

Seconded by: S. Trites

RESOLVED, that the minutes of the January 19, 2016 Regular Board Meeting be approved as presented.

CARRIED

7. Business Arising from Previous Meetings
7.1 Summary of Outstanding Items from Previous Meetings
The Summary of Outstanding Items from Previous Meetings was received as information.

8. Action Items

8.1 Georgetown School Boundary Review - Amend Previously Adopted Motion (T. Overholt)

Staff explained that patch V72, although referenced in the January 19th, 2016 Board Report, was inadvertently omitted from the resolution. In order to ensure clarity, F. Thibeault suggested amending the motion previously adopted.

#52/16

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; **re-direct patch V72 from St. Francis of Assisi CES to St. Brigid CES**; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES. *UNANIMOUSLY CARRIED*

Trustee Quinn requested that the previously adopted motion be amended and that the word “grandparented” be replaced with “**grandfathered**”. Trustees were informed that an amendment without notice to a “Previously Adopted Motion” requires 2/3 majority vote.

#53/16

Moved by: A. Quinn

Seconded by: J.M. Rowe

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; re-direct patch V72 from St. Francis of Assisi CES to St. Brigid CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

Resolved, that all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (**grandfathered**) to remain at their current home school until they graduate to the secondary panel without transportation. Furthermore, siblings of **grandfathered** students will not be granted cross-boundary status.

Resolved, that all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (**grandfathered**) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of **grandfathered** students will not be granted cross-boundary status.

Resolved, that, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion of the students would not be eligible for transportation based on the 1.6 km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.

Resolved, that Board staff organize a meeting with each of the affected school communities to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new school and school staff.

Resolved, that families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.
UNANIMOUSLY CARRIED

8.2 Policy II-09 - Opening and Closing Exercises (P. Marai)

P. Marai addressed the proposed amendments to the Policy, specifically the requirement that the National Anthem be played and sang by students and staff every morning in the daily opening exercises. As well that the Oath of Citizenship be recited daily in keeping with what trustees would like to set for the schools across the district.

#54/16

Moved by: A. Quinn

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-09 Opening and Closing Exercises as amended.

H. Karabela commented that students should be provided historical background information and informed that **it's a privilege for** them to recite the Oath of Citizenship. C. Cipriano explained that the amendments to the Policy will be presented to principals **and vice principals at the next Administrators' meeting. A memo** will also be sent outlining the requirements of the Policy with information on how the administrators can present it to students in their schools.

The Chair called for a vote and the motion *UNANIMOUSLY CARRIED*.

9. Staff Reports

9.1 2016-2017 School Year Calendar (C. McGillicuddy)

C. McGillicuddy commented on the 2016-2017 School Year Calendar and pointed out that all PA days are aligned with the co-terminous Board. He also clarified that the Christmas Break will be from December 26th 2016 to January 6th, 2017. Since this is a modified calendar, the calendar must be submitted to the Ministry of Education by March 1, 2016.

Staff, in response to questions, acknowledged that most of the topics on P.A. days are mandated by the Ministry. However, in terms of Math, although only half of a P.A. day is assigned to that topic, P. Dawson assured trustees that the majority of professional learning, administered outside of PA days, for this year and next year focuses on Math.

9.2 2016-2017 Budget Estimates Schedule, Objectives and Updates (P. McMahon)

P. McMahon addressed the purpose of the report, reviewed the 2016-17 budget estimates schedule, objectives, challenges and priorities. He noted that a Trustee Budget Strategy Session will take place following the March 1st Board Meeting and commented on the format of the workshop: each superintendent will outline their portfolio responsibilities and how those are included in the budget process. As well, presentations will be made by consultants on sick leave and benefits costs.

With respect to “Early Years and Child Care Modernization”, staff explained that the Ministry is supporting the establishment of as many child care facilities as possible attached to schools.

10. Information Items

10.1 Student Trustees Update

C. Kemeni reported that student trustees will be attending the OSTA-AECO Conference in Ottawa from February 18th to the 21st 2016. She also commented on the activities that will be taking place during Black History Month. Each student trustee elaborated on the Achieving, Believing and Belonging pillars: valentine cards to residents in long term care, physical activities organized to relieve stress during exams, as well as various awareness activities and drives that are taking place for those in needs in HCDSB communities.

10.2 School Educational Field Trips (L. Naar)

Trustee Karabela questioned a weekend field trip that did not make mention of attendance to Mass. In response, C. Cipriano explained that attendance to Vigil or Mass will depend on the success of the team and how far they get in the debate championships.

10.3 Compassionate Care and Crisis Response Team (L. Naar)

This item was presented under 4.1

10.4 Christian Meditation with Children (L. Naar)

L. Naar provided information on the implementation of the practice of Christian Meditation, a contemplative form of prayer rooted in our Christian tradition, often called the prayer of the heart, for children in our system. More than 30 schools have been participating. Two focus groups are planned in February and March that will look at expanding implementation of Christian Meditation across the system, in both elementary and secondary schools.

Trustee Quinn questioned the status of the Rosary Apostolate in our schools and asked at whose direction Christian Meditation has been given approval. In response, L. Naar indicated that Christian Meditation is not intended to replace the Rosary Apostolate but is another form of prayer by which students and staff can connect to God. The implementation has received support from the local Bishop as well as the Vicar for Education, Father **Con O'Mahony**.

Trustee Trites, having witnessed grade 7 students participate in a meditation exercise, spoke in support of this spiritual reflection.

Staff noted that for the most part, meditation is done in class, on average two to three times a week, for 4 to 5 minutes.

10.5 Instructional Rounds (P. Dawson)

P. Dawson highlighted the plans to embed the instructional rounds approach in the district, the goal of which is to improve teaching and learning using a collaborative approach. Some staff members attended the Instructional Rounds Institute offered by Harvard during the 2014-2015 school year and additional staff members attended the Institute in December 2015. To accomplish the spread of learning throughout the district,

host schools will become training labs for instructional rounds during the week of March 29th to April 1st with the assistance of Harvard Professors.

P. Dawson noted that the Halton Catholic District School Board has built its capacity and the visit by Harvard is to monitor the implementation of instructional rounds.

- 10.6 International Student Program - International Conference for Educational Fairs (ICEF) North America - Workshop - Miami, Florida (C. Cipriano)
C. Cipriano shared information regarding the Board's attendance at the International Conference for Educational Fairs (ICEF) from December 6th to December 10th. The focus of the trip was to meet with leading student recruitment agencies from around the globe and to present the Board as a desirable destination for students considering studying abroad.

C. Cipriano acknowledged that trustees will be receiving a report on the growth of international students within the Board. The matter will also be brought up for discussion during the budget workshop. C. Cipriano provided information regarding attendance from the other school districts in Ontario.

- 10.7 North Oakville Preserve Catholic Elementary School (G. Corbacio)
 G. Corbacio was pleased to report receipt of the official approval from the Ministry of Education to proceed to tender the construction of the 671 new pupil place North Oakville Preserve Catholic Elementary School. He noted that site services and the foundation permits are in place.
- 10.8 School Consolidation and Closure Process Update (T. Overholt & T. Pinelli)
 T. Overholt referenced the Modified Pupil Accommodation Reviews – Communication Plan listing some of the actions that have transpired and highlighting key consultation dates with stakeholders as well as the Guide to Pupil Accommodation Reviews published by the Ministry of Ontario. Trustees were encouraged to read through the document that provides detailed information to help inform parents and guardians about the process.

Other Issues:

Staff indicated that ICE is still in consultation with the Bishops as well as the Ministry and has not finalized the resources. Staff continues to teach the Fully Alive Program, with the exception of one unit that will not be taught until materials have been received. The Director confirmed that a letter is sent to parents for each of the units delivered. Copies of the teacher resource for that specific unit will be sent to trustees immediately upon receipt.

The Chair indicated that a Special Board Meeting will be required on March 22, 2016, specifically for the purpose of presenting the Final Report and Recommendations – Modified Pupil Accommodation Reviews. A portion of the By-laws will have to be suspended for the meeting in order to proceed.

11. Miscellaneous Information
 11.1 SEAC Minutes - December 14, 2015
 The minutes were provided as information.

12. Correspondence
 - 12.1 Ministry of Education - 2016 B01 - Guide to Pupil Accommodation Reviews
Correspondence was provided as information.
13. Open Question Period
There was no open question period.
14. In Camera
There was no follow-up In-Camera session.
15. Resolution re Absentees
There were no absentees.
16. Adjournment and Closing Prayer: A. Danko
#55/16
Moved by: A. Quinn
Seconded by: H. Karabela
RESOLVED, that the meeting adjourn. *CARRIED*

The meeting adjourned at 9:22 p.m. with a prayer led by A. Danko.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 15, 2015	Policy III-17 Attendance Support Program	2 nd Reading	C. Cipriano	April 2016
December 15, 2015	Policy I-02, Records and Information Management; Policy I-07, Protection and Privacy and Policy I-30 Video Surveillance	2 nd Reading	C. Cipriano	April 2016
January 16, 2016	Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - First Reading (P. Marai)	2 nd and 3 rd Readings	C. Cipriano	April 2016

ACTION REPORT

ITEM 8.1

SUSPEND SECTION 4.1.6 OF BOARD BY-LAWS
MARCH 22, 2016 SPECIAL BOARD MEETING

PURPOSE:

To suspend Section 4.1.6 of the Board By-Laws in order to hold a Special Board Meeting on March 22, 2016.

COMMENTS:

A Special Board Meeting is required on March 22, 2016, which falls during Holy Week, to present the final report and recommendations of the Modified Pupil Accommodation Plan to trustees. This meeting is not considered an “emergency” but is required in order to finalize the process in a timely manner.

Section 4.1.6 of the Board By-Laws reads that: “The Board, except for emergency, shall not meet during Holy Week. Any meeting scheduled for that week shall be re-scheduled to a date and time by majority vote of members.” Sections 14.3, 14.4 and 14.5 read as follows:

14.3	Temporary Suspension of By-laws - Voting	The Board may temporarily suspend a provision of these By-Laws by a two-thirds (2/3) majority vote of the members of the Board, except where the provision is grounded in an obligation imposed by law.
14.4	Timing on Agenda	A temporary suspension of the By-Laws shall expire at the end of the meeting in which the By-Laws are suspended, unless the Board determines otherwise.
14.5	Timing of Suspension	No temporary suspension of the By-Laws shall extend beyond the current meeting of the Board.

RECOMMENDATION:

In an effort to avoid any delays in the process, staff is recommending that the Board Suspend Section 4.1.6 of the Board By-Laws for the March 22, 2016 meeting.

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board suspend Section 4.1.6 of the Board By-Laws (the Board, except for emergency, shall not meet during Holy Week) and hold a Special Board Meeting on March 22, 2016.

REPORT SUBMITTED AND APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION

ACTION REPORT

ITEM 8.2

SCHOOL YEAR CALENDAR 2016 - 2017

PURPOSE:

The *Education Act* requires each school Board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved modified calendar to the Ministry of Education by March 1, 2016.

BACKGROUND:

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a professional activity Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2016 - 2017 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

COMMENTS:

The 2016 - 2017 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 Representatives, Principal Association representatives and a trustee. The Committee met on January 20, 2016 for the purpose of preparing a draft calendar.

The 2016 - 2017 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304. An additional seven (7) Professional Activity Days are added on to the calendar throughout the year.

Two (2) PA days will be used for assessment and completion of report cards at the elementary level. An additional PA Day will be used for Elementary Parent/Teacher Interviews.

The three (3) mandatory Provincial Priority PA Days that will occur next year will be devoted to criteria established by the Ministry.

At the time of this writing, seven (7) of the seven (7) elementary professional activity days align with the Halton District School Board. Seven (7) of the seven (7) secondary professional activity days align with the Halton District School Board and both boards will have the same secondary school examination days. As such there are no additional transportation costs incurred as a result of the proposed calendar.

CONCLUSION:

The proposed 2016-2017 School Year Calendar was presented to trustees as a Staff Report at the February 2nd, 2016 Board Meeting and is now being presented as an Action Item. Once approved, the proposed School Year Calendar will be forwarded to the Ministry of Education for final consent.

RECOMMENDATION:

<i>RESOLUTION</i>	<i>MOVED BY:</i> <i>SECONDED BY:</i>
<i>RESOLVED, that the Halton Catholic District School Board approve the 2016 - 2017 School Year Calendar as presented.</i>	

REPORT PREPARED AND SUBMITTED BY:	C. MCGILICUDDY SUPERINTENDENT OF EDUCATION
--------------------------------------	---

REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD
---------------------	---

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Tuesday, September 6, 2016	School Improvement Planning	School Improvement Planning
Friday, October 7, 2016	Faith Day	Faith Day
Friday, November 25, 2016	Parent/Teacher Interviews	Assessment and Evaluation
Friday, February 3, 2017	Report Card Writing	Curriculum Review – Semester 1
Friday, March 10, 2017	Equity and Inclusion	Equity and Inclusion
Friday, April 28, 2017	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 2, 2017	Report Card Writing	N/A
Friday, June 30, 2017	N/A	Curriculum Review – Semester II

Instructional School days – Elementary 187
 Instructional School days – Secondary 187

Total School days – Elementary 194
 Total School days – Secondary 194

First day of instruction for all students	Wednesday, September 7, 2016
Last day of instruction for elementary students	Thursday, June 30, 2017
Last day of instruction for secondary students	Wednesday, June 29, 2017

Examination Days (Secondary)	January 26, 27, 30, 31; February 1, (five days) June 22, 23, 26, 27, 28 (five days)
------------------------------	--

SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 5, 2016	Labour Day
October 10, 2016	Thanksgiving Day
December 26, 2016 to January 6, 2017 (inclusive)	Christmas Break
February 20, 2017	Family Day
March 13 – 17, 2017	March Break
April 14, 2017	Good Friday
April 17, 2017	Easter Monday
May 22, 2017	Victoria Day

ACTION REPORT

ITEM 8.3

AMENDMENT TO POLICY II-07 THE SCHOOL DAY (DAILY SESSIONS) –
ELEMENTARY AND SECONDARY

PURPOSE:

To approve *Policy II-07 The School Day (Daily Sessions) – Elementary and Secondary* as amended.

COMMENTS:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-7 The School Day/The Teaching Day – Elementary and Secondary*. A change to the title of this Policy was recommended to reflect the updated language in the Education Statutes and Regulations of Ontario 2015 (*Daily Sessions*) and to broaden the scope of the Policy. One of the major revisions to be recommended in this Policy is to embed the language from Policy II-22 – Secondary School Day into this Policy. This Policy, with its recommended revisions, fully reflects the current practice of both elementary and secondary schools and clearly outlines the requirements for all staff in our school buildings.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-07 The School Day (Daily Sessions) – Elementary and Secondary, as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI

CHAIR OF THE POLICY COMMITTEE

PURPOSE

It shall be the policy of the Halton Catholic District School Board to establish the school day to be consistent with the Education Act, in compliance with the Regulations of the Province of Ontario.

APPLICATION AND SCOPE

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

REFERENCES

This policy is in accordance with provisions of the *Education Act*.

PRINCIPLES**THE SCHOOL DAY (DAILY SESSIONS) - ELEMENTARY AND SECONDARY:**

- (a) The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day and ending fifteen minutes after classes end for the day.
- (b) Teachers shall be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of pupils at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon;
- (c) The length of the instructional program of each school day for pupils of compulsory school age and pupils in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes.
- (d) The instructional program on a school day shall begin not earlier than 8 a.m. and end not later than 5 p.m. except with the approval of the Minister.
- (e) A board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program.
- (f) Each pupil and each teacher shall have a scheduled interval for a lunch break.

**THE SCHOOL DAY (DAILY SESSIONS)
– ELEMENTARY & SECONDARY****Operating Policy: II-7**
Date: October 23, 1973
Amended: July 30, 1991
Amended: June 5, 2007

- (g) A pupil's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other pupil or any teacher.
- (h) A teacher's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other teacher or any pupil.
- (i) In the intermediate and the senior divisions, a principal may, subject to the approval of the board, provide for recesses or intervals for pupils between periods.
- (j) The buildings and the playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.
- (k) In elementary schools, there shall be a morning recess and an afternoon recess, each of which shall be not less than ten minutes and not more than fifteen minutes in length, for pupils in the primary and junior divisions.
- (l) The school shall be opened to the students during inclement weather (i.e. rain).
- (m) When inclement weather results in bus cancellation, schools and the school office will remain open.
- (n) When inclement weather results in school closure, schools and the school office will remain closed.

THE SCHOOL DAY (DAILY SESSIONS) - SECONDARY ONLY:**REQUIREMENTS:**

1. Each secondary school Principal will develop, annually, a secondary school day organization proposal for the subsequent school year in accordance with the established guideline procedures. It is understood that the principal will have consulted with staff members, Catholic School Council, and with their Family of Schools Superintendent. The proposal shall also include a response to the following criteria:
 - The safety of the students and staff.
 - The efficiency and quality of the educational programs to be provided.
 - The co-curricular activities of the school.
 - The needs of the school community.
 - The maximum and efficient utilization of available instructional space.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****THE SCHOOL DAY (DAILY SESSIONS)****– ELEMENTARY & SECONDARY****Operating Policy:****II-7****Date: October 23, 1973****Amended: July 30, 1991****Amended: June 5, 2007**

-
- System bus scheduling requirements.
2. Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for his/her school.
 3. Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
 4. The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 8.4

RESCIND POLICY II-22 SECONDARY SCHOOL DAY

PURPOSE:

To rescind *Policy II-22 Secondary School Day*.

COMMENTS:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-22 Secondary School Day*. This policy was created to ensure Secondary schools were in compliance with the Education Act, sections 1 and 10, and with Regulations 298, 1990 of the Province of Ontario. The Halton Catholic District School Board also currently maintains *Policy II-7 The School Day/The Teaching Day – Elementary and Secondary*. Therefore, it is the recommendation of the Policy Working Group to rescind this Policy and embed its requirements into Policy II-7. Staff have reviewed the recommendation and have now brought forth the proposed amendment, as appropriate.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policy II-22 Secondary School Day.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI

CHAIR OF THE POLICY COMMITTEE

PURPOSE

It shall be the policy of the Halton Catholic District School Board to establish the secondary school day to be consistent with the Education Act, in compliance with the Regulations of the Province of Ontario.

APPLICATION AND SCOPE

In compliance with the Acts and Regulations, each secondary school Principal shall develop and submit to their Family of Schools Superintendent, a school day organization proposal for each subsequent school year, by mid-April. The proposal shall also include a response to the following criteria:

- The safety of the students and staff.
- The efficiency and quality of the educational programs to be provided.
- The co-curricular activities of the school.
- The needs of the school community.
- The maximum and efficient utilization of available instructional space.
- System bus scheduling requirements.

REFERENCES

The Halton Catholic District School Board will ensure that the secondary school day is consistent with the Education Act, sections 1 and 10; and with the Regulations of the Province of Ontario, sections 3 and 12.

PRINCIPLES

The Halton Catholic District School Board appreciates the aforementioned benefits of the consistency of the secondary school day in adherence to the Education Act and the Regulations of the Province of Ontario.

REQUIREMENTS

1. Each secondary school Principal will develop, annually, a secondary school day organization proposal for the subsequent school year in accordance with the established guideline procedures. It is understood that the principal will have consulted with staff members, Catholic School Council, and with their Family of Schools Superintendent.
2. Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for his/her school.
3. Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
4. The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

Approved: Regular Meeting of the Board

AUTHORIZED BY :
Chair of the Board

ACTION REPORT

ITEM 8.5

AMENDMENT TO POLICY II-42 MEDICAL CONDITIONS

PURPOSE:

To approve Policy II-42 Medical Conditions as amended.

COMMENTS:

On April 30, 2015 the Ontario Legislature passed Bill 20, Ryan's Law (Ensuring Asthma Friendly Schools) which made specific requirements for school boards to implement in order to further ensure the safety of all students in our schools. The Halton Catholic District School Board currently has a detailed Policy and Procedure related to all medical conditions. As a result of Bill 20, minor adjustments to Policy and Procedure as it relates to Asthma is required.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-42 Medical Conditions as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI

CHAIR OF THE POLICY COMMITTEE

PURPOSE

To ensure consistent expectations of a standard of care to provide management, care and emergency procedures, where appropriate, to students and staff who are diagnosed with a medical condition or infestation that requires treatment, (e.g. anaphylaxis, asthma, type 1 diabetes, type 2 diabetes, epilepsy-seizure disorder, concussion, heart conditions, pediculosis etc.).

APPLICATION & SCOPE

This policy applies to Halton Catholic District School Board staff that comes in contact on a regular basis with a student and/or staff diagnosed with a medical condition that requires treatment while on school site and/or at all off-site activities sponsored by the school/Board.

PRINCIPLES

- The Halton Catholic District School Board has an interest in the health and wellbeing of its students and staff.
- The safety of students/staff with a medical condition is a shared responsibility with the school, Board, family and community partners working together.
- The Halton Catholic District School Board recognizes that each student/staff diagnosed with a medical condition is unique and requires an individual plan of action.
- The safety of students/staff with medical conditions in school settings depends on the cooperation of the entire school community.
- School staff must be aware of the recommended plan of action for the individual student/staff diagnosed with a medical condition and the action required should an emergency arise.
- The school principal must provide a supportive environment for students/staff with a medical condition and their families.
- Community partnerships will be encouraged in order to achieve a collaborative approach to the promotion of healthy lifestyles, and the management of medical conditions.
- The goal of the school is for the student/staff to become:
 - i. as independent as possible, as soon as possible, in managing their medical condition,
 - ii. a self advocate in the management of their medical condition.

REQUIREMENTS

- a) The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy and to support the necessary treatment of ongoing medical conditions while on school site and/or off site activities sponsored by the school/Board.
- b) The Superintendent of Schools has the responsibility to ensure all principals and appropriate others are familiar with the requirements and expectations of the applicable HCDSB Medical Condition Administrative Procedures and Protocols.
- c) The principal has the responsibility to coordinate communication of information as necessary and appropriate, about the medical conditions to all school staff, parent/guardian of student with a medical condition, students and school community.
- d) The principal has the responsibility to ensure that all school staff and appropriate others (e.g. noon hour supervisors, volunteers) are familiar with all requirements and expectations of the Halton Catholic District School Board's Medical Condition Protocols and Responsibility Checklists.
- e) The principal shall ensure the maintenance of a school-wide comprehensive plan and individual student plans, as appropriate, to implement this policy and applicable procedures.
- f) Community partnerships will be encouraged in order to achieve a collaborative approach to health and well-being education, disease and harm-prevention, and intervention.

CROSS-REFERENCE

1. Education Act 265 Duties of Principal: *care of pupils and property – to give assiduous attention to the health and comfort of the pupils.*
2. Education Act Regulations 298 s20 Duties of Teachers: *ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.*
3. Policy/Program Memo No. 81 July 19, 1984, *Provision of Health Support Services in School Setting.*
4. Policy/Program Memo No. 150 October 4, 2010, *School Food and Beveridge Policy.*
5. Caring and Safe Schools in Ontario, 2010.
6. Bill 3, Sabrina's Law (Royal Assent June 13, 2005) – an Act to protect anaphylactic students.
7. Bill 20, Ryan's Law (An Act to protect pupils with asthma).

MEDICAL CONDITIONSPOLICY No.: **II-42**

DATE: DECEMBER 1, 2009

AMENDED: JANUARY 15, 2013

AMENDED: OCTOBER 21, 2014

SCHEDULED REVIEW: JANUARY 2018

APPROVED: Regular Meeting of the Board

Authorized by:

Chair of the Board

ACTION REPORT

ITEM 8.6

SCHOOL CONSOLIDATION CAPITAL PROJECT SUBMISSION

PURPOSE:

To obtain Board approval for the proposed list and priority ranking of capital projects for the 2015 Ministry request for School Consolidation Capital (SCC) Priorities Business Cases.

BACKGROUND INFORMATION:

- 1) Action Report Item 8.3, "North Georgetown Modified Pupil Accommodation Review" from the January 19, 2016 Regular Board Meeting.
- 2) Action Report Item 8.4, "Burlington Southeast QEW Modified Pupil Accommodation Review" from the January 19, 2016 Regular Board Meeting.
- 3) Action Report Item 8.5, "Burlington Southwest QEW Modified Pupil Accommodation Review" from the January 19, 2016 Regular Board Meeting.
- 4) Action Report Item 8.6, "Oakville South of QEW Modified Pupil Accommodation Review" from the January 19, 2016 Regular Board Meeting.
- 5) Staff Report Item 8.2 "2015 School Consolidation Capital Project Proposals" from the January 5, 2016 Regular Board Meeting.

COMMENTS:

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation Projects and New Construction of Child Care" (see Appendix A). This Ministry Memorandum requested school boards to submit consolidation projects that need to be completed by the 2019-20 school year. The Business Cases for selected projects must be submitted to the Ministry no later than February 29, 2016.

The Ministry's School Consolidation Capital program serves as the primary funding mechanism to fund projects that have the effect of consolidating two or more schools into a new facility; proposes to build an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that the Board has made a decision to close; or right-sizing existing schools by renovating existing excess space for other uses including community hubs.

As per the May 26, 2015 Ministry of Education Memorandum 2015: B11 "Capital Funding for New Construction of Child Care" (Appendix B), the funding available for the construction of child care spaces is also available for consolidation projects. If an opportunity arises to introduce a Child Care facility in a proposed project, staff will advise the Board. The Board recently received an allocation for the construction of a Child Care Centre at the new North Oakville Preserve Catholic Elementary School.

On January 19, 2016, the Board approved the initiation of four Modified Accommodation Review Processes (MPAR). All four (4) are scheduled to be reviewed by the Board for potential approval on April 19th, 2016. As such, under the assumption that they may be approved, the accommodation projects will be submitted in the following priority ranking for the February 29, 2016, submission date:

TENTATIVE RANKING	2016 SCHOOL CONSOLIDATION CAPITAL PROJECT PROPOSALS BY REVIEW AREAS	PANEL	TYPE OF PROJECT	CHILD CARE SUBMISSION
1	North Georgetown Community School (2017-18 Opening)	E	Consolidation of St. Francis of Assisi Catholic Elementary School and Holy Cross Catholic Elementary School	4 child care rooms (73 spaces)
2	Burlington Southwest QEW School (2017-18 Opening)	E	Consolidation of St. John Catholic Elementary School and St. Paul Catholic Elementary School	n/a
3	Burlington Southeast QEW School (2017-18 Opening)	E	Consolidation of Ascension Catholic Elementary School, St. Patrick Catholic Elementary School, & St. Raphael Catholic Elementary School	5 child care room (88 spaces)
4	Oakville South Central School (2017-18 Opening)	E	Consolidation of St. Joseph Catholic Elementary School & St. James Catholic Elementary School	n/a
5	St. Dominic School Partial Rebuild (2018-17 Opening)	E	Partial Rebuild for Renewal Needs	3 child care rooms (49 spaces)

As for the St. Mark Catholic Elementary School proposal to remove the eleven (11) Relocatable Building Section, Staff now believe this project would be better suited for Phase II of the Board's school consolidation strategic plan.

It should be also be noted that all school consolidation projects contemplated in this submission are first and foremost contingent on Board approval on April 19, 2016. The initiation of the implementation plan presented in each MPAR Initial Staff Report was presented at the January 19, 2016 Regular Meeting of the Board and is contingent on both Board approval and Ministry Funding.

CONCLUSION:

Staff recommends Board approval to submit the following School Consolidation Capital priority projects in the presented in priority order in response to Ministry Memorandum 2015: B16 “Request for School Capital Consolidation Projects and New Construction of Child Care” for the February 29, 2016 submission deadline.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Board approve the priority ranking of the Capital Priorities Business Cases for 2015 as follows:

RANKING 2015 CAPITAL PROJECT DESCRIPTION

- | | |
|---|--|
| 1 | North Georgetown Community School (2017-18 Opening) |
| 2 | Burlington Southwest QEW School (2017-18 Opening) |
| 3 | Burlington Southeast QEW School (2017-18 Opening) |
| 4 | Oakville South Central School (2017-18 Opening) |
| 5 | St. Dominic School Partial Rebuild (2018-19 Opening) |

RESOLVED, that the Board authorize staff to submit the Board’s 2016 School Closure Capital Priorities Business Cases Submission to the Ministry of Education for funding consideration on February 29, 2016.

RESOLVED, that the Board authorize staff to re-organize priorities 2-5 in the event that new information identified in the development of the business cases warrants altering the approved ranking prior to submission on February 29, 2016.

REPORT PREPARED & SUBMITTED BY:

FREDERICK THIBEALT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

GIACOMO CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

PAUL McMAHON
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

PAULA DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education

Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2

**2015: B16**

MEMORANDUM TO: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District School Services Administration Boards (DSSABs)

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Nancy Matthews
Assistant Deputy Minister
Early Years Division

DATE: December 16, 2015

SUBJECT: Request for School Consolidation Capital Projects and New
Construction of Child Care

We are writing to announce details of the 2016 School Consolidation Capital (SCC) program which is supported through the \$750 million in funding that was announced in the 2014-15 GSN release as part of the School Board Efficiencies and Modernization (SBEM) initiative.

As was first communicated in [2015:B11 Memorandum: Capital Funding for New Construction of Child Care](#), child care project submissions are included as part of the SCC program. The memo included the details of a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools. As communicated in the memo, future opportunities to apply for major capital funding to support new construction of child care would continue as part of the Capital Priorities and SCC programs.

The SCC investments are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project.

The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some cases, adjust their capital footprint. Through the SCC program, capital funding will be available to school boards to support projects that address a board's excess capacity. This funding will be allocated on a business case basis for new schools, retrofits and additions that support consolidations.

School boards are requested to provide the Ministry with their consolidation projects that need to be completed at the latest by the 2019-20 school year. The Ministry will be reviewing the SCC submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

Business Case Considerations

The Ministry will consider funding business cases under the SCC program that allow a board to reduce their excess capacity. Only projects that are identified as consolidating excess space will be eligible for funding. Eligible projects for funding consideration include the following:

- Consolidating two (or more) schools into one new facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a board has made a decision to close.
- Right-sizing existing schools by renovating existing excess space for other uses including Community Hubs.

The SCC business cases will be reviewed by the Ministry with the focus being on the cost effectiveness of the proposed solutions. The business cases should address the following:

- Improvement of facility utilization through the reduction of unused space.
- Impact on reducing a school board's operating and renewal costs.
- Enrolment projections for schools in the area of the project.
- Existing renewal needs of schools that are part of the business case.
- Other benefits, such as improved programming, accessibility and/or energy efficiency.
- Results of the accommodation review process (where applicable).

We expect that school boards will be submitting projects for SCC funding that are linked to accommodation reviews decisions. Please note, projects related to accommodation reviews must have a final trustee decision by March 28, 2016 to be considered for SCC funding approval.

Submission of School Consolidation Capital Projects

Beginning January 15, 2016, school boards will be able to submit their requests for SCC funding through the School Facilities Inventory System (SFIS). Only a school board's eight highest priority projects expected to open no later than 2019-20 will be considered for SCC funding and will need to be supported with a completed business case. School boards are required to submit their SCC business cases by February 29, 2016. The Ministry will not accept business cases after this date.

School boards can save their work in progress within the SFIS Capital Priorities module, however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission.

The Ministry is aiming to make announcements regarding their SCC funding decisions in early Spring 2016 with an announcement of the next round of Capital Priorities to follow shortly thereafter.

Submission of Child Care Projects

As with the previous round of child care project submissions through the Capital Priorities program, school boards and CMSMs/DSSABs have an opportunity to submit child care projects through the SCC program. To date, 49 projects have been approved totaling \$80.1 million to support the new construction of 164 new child care rooms and 2,901 new child care spaces.

As part of the SCC program, school boards can submit a request for the inclusion of new child care construction. Note that stand-alone child care capital projects are not eligible as part of the SCC program.

Eligibility

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is any of the following:
 - a) an existing school that will be accommodating students from a closing school that currently contains child care spaces,
 - b) a new school that is to be constructed and receives Ministry funding approval,
 - c) an existing school that is to undergo a major addition/renovation that receives Ministry funding approval, or
 - d) an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.

- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
- 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections as well as other local data to inform submission decisions.

Affirmation Letter

As part of your SCC submission, the Ministry will require an affirmation letter (see Appendix A for the template) signed by both the CMSM/DSSAB Manager of Children's Services and the school board Director of Education. The affirmation letter includes project details and confirms that the child care program meets all eligibility and viability requirements.

To be considered for funding, the affirmation letter must be submitted as part of the school board's SCC business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (see Appendix B) and Capital Analyst (see Appendix C). The Ministry may request supporting documentation following a review of the affirmation letter.

Prioritization of Eligible Child Care Capital Projects

As communicated in 2015:B11 Memoranda, the Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

Joint Use Capital Projects

As with previous Capital Priorities Grant programs, the Ministry encourages school boards to consider collaborative capital project arrangements between school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects. Please see Memorandum B2013:18, Initiative to Encourage Joint Use/Collaboration between School Boards on Capital Projects, for further details.

Community Hubs

As you are likely aware, in August 2015, the Premier's Community Hubs Framework Advisory Group released a report titled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province. The ministry recognizes the value of joint community based planning across local agencies. To that end, the Ministry encourages school boards to seek out community organizations for possible partnership opportunities in their SCC submissions.

Proceeds of Disposition

School boards will not be required to allocate their Proceeds of Disposition (POD) towards new SCC projects. School boards are reminded, however, that projects that they wish to undertake on their own using POD will first need to be submitted to the Ministry through the Capital Priorities or SCC programs. Additionally, school boards have the option to identify POD as a funding source for a SCC project that addresses outstanding renewal needs. Please see Memorandum B2015:13, Proceeds of Disposition Policy, for further details.

Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for SCC funding approval if the Ministry does not have an approved CAPT consistent with the board's 2014-15 Financial Statement.

Highlights/Summary Points

- School boards to submit School Consolidation Capital projects expected to open no later than the 2019-20 school year.
- School boards will be able to submit their business cases through SFIS beginning on January 15, 2016.
- The deadline for School Consolidation Capital submission is February 29, 2016.
- Business cases will be required only for a board's top 8 School Consolidation Capital projects.
- School boards may also request funding for the construction of new child care spaces as part of a board's School Consolidation Capital submission.

Ministry Contact

If you have any SCC program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@ontario.ca, or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at Mathew.P.Thomas@ontario.ca.

If you have any child care program questions, or require additional information, please contact the local Early Years Regional Staff assigned to your school board or:

Laura Sparling, Manager, Full Day Kindergarten at 416-212-4004 or at Laura.Sparling@ontario.ca.

We look forward to working with you to identify your future Capital Priorities Consolidation projects.

Original signed by

Gabriel F. Sékaly Assistant Deputy Minister Financial Policy and Business Division

Nancy Matthews Assistant Deputy Minister Early Years Division

Appendices:

Appendix A: Template – Affirmation Letter: Capital Funding for New Construction of
Child Care – School Consolidation Capital

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

cc: Superintendents of Business and Finance

Affirmation Letter: Capital Funding for New Construction of Child Care – School Consolidation Capital

School Board Name:

School Consolidation Capital Proposal:

Rank:

Current Scenario - Existing Schools

		Existing Licensed Child Care Capacity							
		Spaces				Rooms			
SFIS	School Name	Infant	Toddler	Pre-school	Total	Infant	Toddler	Pre-school	Total
					0				0
					0				0
					0				0
					0				0
					0				0
					0				0
TOTAL		0	0	0	0	0	0	0	0

Proposed Solution - Resulting Schools

			Child Care Rooms Being Requested						
			Rooms			Total		Opening Date	
School Name	School Address	Postal Code	Infant	Toddler	Pre-school	Rooms	Spaces	School	Child Care
		Spaces per room	10	15	24				
						0	0		
						0	0		
						0	0		
						0	0		
TOTAL			0	0	0	0	0		

This is to affirm that this Affirmation Letter has been jointly approved by the school board and Consolidated Municipal Service Manager (CMSM) or District School Services Administration Board (DSSAB) listed below. The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified schools and affirms that the new spaces will not result in an operating pressure for the CMSM/DSSAB.

Please Note: For this request to be considered for funding, this Affirmation Letter must be submitted as part of the school board's School Consolidation Capital business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Name of CMSM/DSSAB

Manager of Children's Services (CMSM/DSSAB) Name

Manager of Children's Services (CMSM/DSSAB) Signature

Date

Director of Education (School Board) Name

Director of Education (School Board) Signature

Date

Over for Project
Details →

Please enter project description here.

Appendix B: List of Ministry Early Years Regional Staff

<i>London Regional Office</i>		
<i>Education Officer (English-Language Boards)</i>	Sue Chanko	217 York Street, Suite 207 London, ON, N6A 5P9 Email: sue.chanko@ontario.ca Tel: 519-870-2187 Fax: 519-667-9769
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 th Floor Toronto, ON, M7A 1L2 Email: azza.hamdi@ontario.ca Tel: 416-325-8303 Fax: 416-314-7836
<i>Child Care Advisor</i>	Karen Calligan	217 York Street, Suite 207 London, ON, N6A 5P9 Email: karen.calligan@ontario.ca Tel: 226-919-5832 Fax: 519-667-9769

<i>Toronto and Area Regional Office</i>		
<i>Education Officer (English-Language Boards)</i>	Dolores Cascone	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: dolores.cascone@ontario.ca Tel: 416-314-6300 Fax: 416-325-4153
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 th Floor Toronto, ON, M7A 1L2 Email: azza.hamdi@ontario.ca Tel: 416-325-8303 Fax: 416-325-4153
<i>Child Care Advisor</i>	Isilda Kucherenko	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: isilda.kucherenko@ontario.ca Tel: 416-325-3244 Fax: 416-325-4153

Barrie Regional Office		
<i>Education Officer</i>	Ana Marie Prokopich	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: anamarie.prokopich@ontario.ca Tel: 705-725-7260 Fax: 705-725-7635
<i>Child Care Advisor</i>	Maria Saunders	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: maria.saunders@ontario.ca Tel: 705-725-7629 Fax: 705-725-7635

Ottawa Regional Office		
<i>Education Officer</i>	Nathalie Daoust	1580 Merivale Road, Suite 504 Nepean, ON K2G 4B5 Email: nathalie.daoust@ontario.ca Tel: 613-225-4103 Fax: 613-851-2723
<i>Child Care Advisor</i>	Rachelle Blanchette	c/o Ministry of Children and Youth Services 11 Beechgrove Lane Kingston, ON K7M 9A6 Email: rachelle.blanchette@ontario.ca Tel: 613-536-7331 Fax: 613-536-7272

Sudbury/North Bay Regional Office		
<i>Education Officer</i>	Renée Brouillette	447 McKeown Ave, Suite 211 North Bay, ON, P1B 9S9 Email: renee.brouillette@ontario.ca Tel: 705-497-6893 Fax: 705-497-6896
<i>Child Care Advisor</i>	Lina Davidson	199 Larch Street, Suite 1103 Sudbury ON, P3E 5P9 Email: lina.davidson@ontario.ca Tel: 705-564-4282 Fax: 705-561-7207

Thunder Bay Regional Office		
<i>Education Officer</i>	Heather Exley	615 South James Street, 1st Floor Thunder Bay, ON, P7E 6P9 Email: heather.exley@ontario.ca Tel: 807-474-2993 Fax: 807-474-2999
<i>Child Care Advisor</i>	Kelly Massaro-Joblin	615 South James Street, 1st Floor Thunder Bay ON, P7E 6P9 Email: kelly.massaro-joblin@ontario.ca Tel: 807-474-2982 Fax: 807-474-2999

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

**2015: B11**

Memorandum To: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District Social Services Administration Boards (DSSABs)

From: Jim Grieve
Assistant Deputy Minister
Early Years Division

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: May 26, 2015

Subject: Capital Funding for New Construction of Child Care

The Ministry of Education is pleased to announce a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools beginning this school year. This investment is another milestone step towards achieving the full vision of a seamless and integrated early years system in Ontario. It also represents an important component of the Ministry's commitment to increase school-based community hubs across the province. This investment will support continued modernization of the child care sector and create partnership opportunities as we engage with our partners on the provision of community hubs in schools.

Context

Ontario embarked on the biggest innovation in our early years system in decades by implementing publicly-funded full-day kindergarten (FDK) commencing in September 2010. In 2011, the government made a commitment to work with its partners to transition and modernize child care and support its long-term vision of an increasingly accessible and integrated early years system.

As FDK rolled out across the province, the Ministry also developed child care capital policies to support child care operators as they transitioned to serving children 0 to 3.8 years during the school day. To help stabilize the sector and support operators as they transition their programs, two policies were released, including:

- Capital Funding Policy to Replace Child Care Spaces in Replacement Schools (2012:B3 and 2013:B8 memoranda), and
- Schools-First Child Care Capital Retrofit Policy (SFCCCRP) (2012:EL3, 2012:EL4, and 2013:EY3 memoranda).

Capital investments are important steps towards modernizing child care and also building a coordinated and seamless early years system in Ontario. Both school-based child care capital policies focus on stabilizing the child care sector and building increasingly integrated partnerships between school boards and municipal child care service managers through joint planning and approval.

Investments to date, however, have not addressed the need for expansion, particularly in schools where school utilization is maximized and the opportunities for retrofits are limited. New capital investments can now support the need for new child care spaces in schools where there is significant demand as well as the Ministry's mandate to develop a policy that supports the creation of community hubs across the province through collaborative work with municipal partners.

Approval of funding to support new construction of child care is an opportunity to begin to move away from a patchwork of investments to address identified gaps in major capital policy for child care, and create a comprehensive policy approach that aligns with capital policies for schools. To support this, the Capital Funding Policy to Replace Child Care Spaces in Replacement Schools will sunset effective from the date this memorandum has been issued. Funding will continue to be available to replace child care rooms that would be lost due to school closures or other school accommodations.

The new child care capital policy for new construction considers the need for restricted expansion of child care spaces in schools in areas where there is high demand, limited or no space to retrofit in schools. This new investment will also be available to replace child care spaces in replacement schools resulting from school closures.

Application Process

In future rounds of Capital Priorities and School Consolidation Capital (SCC), in order to receive funding for the construction of new child care space, school boards will need to submit a request for the inclusion of new child care construction as part of their Capital Priorities or SCC business case. For those school projects that are only for child care rooms, only an affirmation letter is required.

School boards and CMSMs/DSSABs are expected to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in eligible schools. CMSMs/DSSABs will need to consider projects against demand, long-term viability, and their local child care plan.

Eligibility

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is:

- a. an existing school that will be accommodating students from a closing school that currently contains child care spaces,
 - b. a new school that is to be constructed and receives Ministry funding approval,
 - c. an existing school that is to undergo a major addition/renovation that receives Ministry funding approval,
 - d. an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval, or
 - e. an existing school that has no current child care program and no long-term excess space to retrofit into child care rooms.
- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
 - 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

As part of the submission, the Ministry will require an affirmation letter (see Appendix A for the affirmation letter) signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board. The affirmation letter confirms that the child care program meets the eligibility and viability requirements to build child care spaces for 0 to 3.8 years and will not result in a child care operating pressure for the CMSM/DSSAB. The letter provides basic project details and identifies the number of child care rooms required by age group in addition to any existing child care rooms, both exclusive and shared space, by age group.

In addition to submitting the affirmation letter as part of your school board's Capital Priorities or SCC business case, the letter should also be submitted to your school board's Ministry Early Years Regional Staff (see Appendix B for a list of Ministry Early Years Regional Staff). The Ministry may request supporting documentation following a review of the affirmation letter.

Prioritization of Eligible Child Care Capital Projects

The Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

How Child Care Capital Funding Will be Calculated

Child care rooms for new construction will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the child care capital funding will be 26 spaces per

room regardless of age groupings (e.g., infant, toddler and preschool rooms will all be funded based on 26 spaces per room). This approach will allow school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the new *Child Care and Early Years Act, 2014* (CCEYA). This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

<p style="text-align: center;"><i>Funding Formula for Capital Funding for New Construction of Child Care (amount per child care room)</i></p> <p style="text-align: center;">=</p> <p style="text-align: center;"><i>26 Child Care Spaces x Elementary Construction Cost Benchmark x Average Elementary Area Benchmark x Site Specific GAF</i></p>
--

Eligible Expenses

Eligible expenses include:

- first-time equipping; and
- expenses incurred to meet *Day Nurseries Act* (DNA)/CCEYA and Building Code standards, that qualify under the Tangible Capital Assets Guide (TCA), revised April 2012.

Operational Details to Support the Implementation of the Restricted Child Care Capital Expansion Policy in Schools

Operational Requirements

New construction of child care spaces must be built in accordance with the DNA or the CCEYA once proclaimed. Existing space requirements under the DNA will be maintained under the CCEYA.

On December 2, 2014, Bill 10 was passed by the Legislative Assembly and received Royal Assent on December 4th. The DNA will be repealed and replaced with the CCEYA. The CCEYA will not come into force immediately. An incremental and phased process is planned to implement the provisions under the new Act. At this time, the legislation needs to be officially “proclaimed” into effect. This is not expected to happen before Fall 2015.

The Ministry expects that all new child care rooms will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, and 24 preschool spaces), and that child care rooms will be for exclusive use during the core school day.

Programs created will support continuity of services for children and families which mean children can be accommodated as they age out of programs. For example, if a toddler room is included in the project proposal a preschool room must also be available. Project proposals must include the current number of exclusive child care rooms at the school, unless the request is identified for a new school build.

For the purpose of this policy, an eligible child care operator:

- is a not-for-profit operator or municipal operator; or,
- is a for-profit operator already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of the date the memorandum was issued; and,
- has not changed ownership or has not terminated the agreement since the date the memorandum was issued.

Accommodation costs (e.g., rent, heating, lighting, cleaning and maintenance) are the sole responsibility of the child care operator. School boards will recover child care related accommodation costs incurred by school boards from the child care operator to ensure no school board operating cost pressures from new child care spaces. School boards are not to charge operators beyond a cost-recovery level.

Finally, capital investments for child care will not be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs. Also, with the implementation of FDK, there is no need for dedicated child care space for children of this age because it can be provided in shared space in regular school rooms (i.e., kindergarten rooms) for before and after school care.

Capital Accountability Process

The inclusion of a new child care space in the school board's funding approval will have no impact regarding the school board's capital accountability requirements. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable, school boards will require an Approval to Proceed (ATP) before the project can be tendered (see Appendix B of Memorandum SB:15, dated May 11, 2011, for the latest update on the capital approval process).

It should also be noted that the child care space will not count as loaded space for the purposes of the facility space template.

Information on Leases for New Construction of Child Care Centres

Where a child care centre has been funded through this policy, the physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards will recover their heating, lighting, cleaning, and repair costs directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant.

Transitional Funding Phase

The Ministry of Education will consider new child care construction funding for existing Ministry-approved school capital projects that meet the following additional eligibility requirements to those listed above:

- the project has previously received funding approval under the Capital Priorities or SCC programs or other Ministry project approvals, and
- the project has not yet been given an ATP to tender or begun construction.

School boards are encouraged to engage as soon as possible with their CMSM/DSSAB partners to begin to review feasibility of proposed new child care spaces within existing approved school capital projects, based on local demand and existing operating funding.

For this phase, school boards must submit an affirmation letter signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board to the Ministry by **July 15, 2015**. The affirmation letter should be submitted to both your school board's Ministry Early Years Regional Staff and your school board's Ministry Capital Analyst (see Appendix C for a list of Ministry Capital Analysts).

The Ministry may request supporting documentation following a review of the affirmation letter.

Ministry Contacts

The Ministry of Education will continue to work with school boards, CMSMs/DSSABs, and child care operators to consider options regarding the best use of space in schools.

If you have any question regarding the eligibility requirements, the prioritization of child care projects and the application process, please contact your school board's Ministry Early Years Regional Staff.

If you have any questions regarding the capital funding, please contact your Ministry Capital Analyst.

Original signed by

Jim Grieve
Assistant Deputy Minister
Early Years Division

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Appendices:

Appendix A: Template – Affirmation Letter for Capital Funding for New Construction
Child Care

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

Copy: Superintendents of Business

Child Care Advisors, Early Years Implementation Branch, Ministry of Education

Education Officers, Early Years Implementation Branch, Ministry of Education

Capital Analysts, Capital Policy and Programs Branch, Ministry of Education

Grant Osborn, Director, Capital Policy and Programs Branch

Shannon Fuller, Director, Early Years Policy Branch

Pam Musson, Director, Early Years Implementation Branch

First Nation Metis and Inuit Education

Honouring the Land and Territory

We would like to acknowledge and thank the Mississauga's of the New Credit First Nation for sharing their traditional territory with us.



Ontario Catholic School Trustees' Association

OCSTA is encouraging every Catholic School Board to adopt the Charter of Commitment for First Nation, Métis and Inuit Education which is consistent with the goals of our Catholic Graduate Expectations. This Charter also helps deepen our understanding and commitment to Aboriginal Education



Canadian Conference of Catholic Bishops

“For close to 130 years, along with other Christian Churches, a number of Roman Catholic dioceses, religious communities and organizations collaborated in running these schools. Aboriginal children were forcibly enrolled, and subjected to an aggressive process of assimilation, with terrible consequences now recognized by Canadian society. Dialogue requires cultivating an attitude of openness in our lives. It demands deep listening, concern, respect and hospitality towards the other”.



Truth and Reconciliation Commission of Canada: Calls to Action

TRC Calls to Action 57, which calls for federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples; 62, which calls for federal, provincial and territorial governments to make age-appropriate curriculum on residential schools, treaties and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students;



Other schools boards

Correspondence with the Ministry of Education, urging collaboration with Aboriginal communities, the Ontario Catholic School Trustees' Association and the Ontario Public School Boards Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices.



Action items

Adopt the OCSTA Resolution Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.

Recognize the history of our area and give respect and honour to its First Peoples, by acknowledging the land and territory

Correspond with the Ministry of Education, to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples



Miigwetch

Stephen Paquette, Chair of Aboriginal Education
Advisory Committee

Sherry Saevil, Aboriginal Liaison Officer, HCDSB



STAFF REPORT

ITEM 9.1

FIRST NATION MÉTIS AND INUIT EDUCATION CHARTER

PURPOSE:

To endorse the First Nation, Métis and Inuit Education Charter Resolution #6-15, as recommended by the Ontario Catholic School Trustees' Association at their Annual General Meeting May 1, 2015 (attached as Appendix A).

To share the Statement by the Permanent Council of the Canadian Conference of Catholic Bishops released June 12, 2015 in response to the Summary Report and Calls to Action by the Truth and Reconciliation Commission (attached as Appendix B).

To endorse **key education recommendations from the Truth and Reconciliation Commission of Canada's** Calls to Action report 62 i) and 63 i) and 64 (attached as Appendix C).

To recognize and honour the Traditional Land and Territory that all of our HCDSB schools are located (attached as Appendix D).

Stephen Paquette, Chair of the Aboriginal Education Advisory Committee (AEAC) and Sherry Saevil, Aboriginal Liaison Officer, will be making a presentation to the Board of Trustees in support of the proposed recommendation.

BACKGROUND INFORMATION:

The Ministry of Education has identified Aboriginal education as one of its key priorities. The Ontario Catholic School Trustees' Association passed a resolution in May, 2015 encouraging every Catholic School Board to adopt the Charter of Commitment for First Nations, Métis and Inuit education.

The vision of the Charter of Commitment is for First Nation, Métis and Inuit identities, cultures, languages, values, ways of knowing, and knowledge systems, to flourish in all Ontario schools. The Charter clearly articulates the endorsement of an equitable and respectful learning environment.

As the identified in a statement by the Permanent Council of the Canadian Conference of Catholic Bishops: *"...For close to 130 years, along with other Christian Churches, a number of Roman Catholic dioceses, religious communities and organizations collaborated in running these schools. Aboriginal children were forcibly enrolled, and subjected to an aggressive process of assimilation, with terrible consequences now recognized by Canadian society. Dialogue requires cultivating an attitude of openness in our lives. It demands deep listening, concern, respect and hospitality towards the other".*

In June 2015, National Truth and Reconciliation Commission of Canada (TRC) concluded seven years of work focused on giving voice to the history of residential schools in Canada. The first paragraph of the Summary of the Final Report of the Truth and Reconciliation Commission, Honouring the Truth, Reconciling for the Future reads: *"For over a century, the central goals of Canada's Aboriginal Policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as "cultural genocide".*

REMARKS:

Curriculum is needed for all students that is inclusive of First Nation, Métis and Inuit histories, cultures, and perspectives, both traditional and contemporary that is grounded in Cultural Responsive Pedagogy. To create this curriculum, there needs to be collaboration between the Ministry of Education, the Aboriginal communities and the Ontario Catholic School Trustees Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples.

There also needs to be a commitment that all graduate students:

- Have knowledge of residential schools and their effects on Aboriginal communities in Canada;
- See themselves as contributors to reconciliation;
- Voice acknowledgement that the Halton Catholic District School Board is on the traditional territory of the First Peoples;

Key recommendations from the Truth and Reconciliation Commission of Canada: Calls to Action should be endorsed, specifically:

*62. We call upon the federal, provincial and territorial governments in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i) Make age-appropriate curriculum on **residential schools, Treaties and Aboriginal peoples' historical and contemporary contributions to Canada** a mandatory education requirement for Kindergarten to Grade Twelve Students.*

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to aboriginal education issues, including: i) Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools;

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

CONCLUSION:

The Board, at its March 1, 2016 Board Meeting, will be asked to adopt the following motion:

Whereas, the Ontario Catholic School Trustees' Association approved the First Nation, Métis and Inuit Education Charter and has encouraged every Catholic School Board to adopt said Charter of Commitment; and

Whereas, the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education;

Whereas, the Halton Catholic District School Board recognizes the history of our area with due respect and honour to its First Peoples, by acknowledging the land and territory;

Be it resolved, that the Halton Catholic District School Board:

- i) Endorse the Charter of Commitment for First Nation, Metis and Inuit Education and commits to having all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada; and*
- ii) Endorse key education recommendations from the Truth and Reconciliation Commission of Canada: Calls to Action report, specifically 62 i) and 63 i) and 64; and*
- iii) Correspond with the Ministry of Education, urging them to develop inclusive curriculum so all students are aware and can be a part of reconciliation as per Calls to Action 62 i) and 63 i) and 64 of the Truth and Reconciliation Commission of Canada's Report.*

REPORT PREPARED BY: S. SAEVIL
ABORIGINAL LIAISON OFFICER

REPORT SUBMITTED BY: A. PRKACIN
SUPERINTENDENT OF CURRICULUM SERVICES

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Kathy Burtnik, *President*
Bob Schreader, *Vice President*
Kevin Kobus, *Executive Director*

May 26, 2015

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Kathy Burtnik, President

SUBJECT: OCSTA Resolution 6-15 Charter FNMI Education

At its Annual General Meeting of May 1, 2015, OCSTA approved the following resolution:

“OCSTA adopt the Charter of Commitment for First Nation, Métis and Inuit education and that the Charter be recommended to the Canadian Catholic School Trustees' Association for adoption as a National Charter of Commitment.”

The resolution is based on a similar Charter passed by the Ontario Public School Boards' Association (OPSBA) last year. The OPSBA resolution has been endorsed by all its individual public school boards across Ontario. You will note that the OCSTA version of the resolution includes reference to the Ontario Catholic Graduate Expectations. A copy of the resolution is attached for your information.

We encourage every Catholic school board to adopt this Charter of Commitment for First Nation, Métis and Inuit education. Each Board is doing very innovative work in FNMI education, and therefore we believe adoption of this resolution endorses and highlights that work.

Thank you for this important work in support of FNMI students.

Attachment



Ontario Catholic School
Trustees' Association

RESOLUTION 6-15

Charter FNMI Education

-
- Whereas:** the Charter is consistent with the goals of our Catholic Graduate Expectations and the doctrine of the Catholic Church and;
- Whereas:** the Charter helps to deepen our understanding and commitment to Aboriginal education and;
- Whereas:** the Charter is fully supported by OCSTA's First Nations Trustees Advisory Council;

Therefore be it Resolved That:

OCSTA adopt the Charter of Commitment for First Nation, Métis and Inuit education and that the Charter be recommended to the Canadian Catholic School Trustees' Association for adoption as a National Charter of Commitment.

Attachment

- *Charter of Commitment for First Nation, Métis and Inuit Education*

Charter of Commitment

First Nation, Métis and Inuit Education

This document has been drafted for consideration for adoption by the Ontario Catholic School Trustees' Association and for recommendation to the Canadian Catholic School Trustees' Association as a National Charter of Commitment.

The development of this Charter is guided by:

- The *Canadian Constitution Act*, 1982
 - The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007
 - Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)
 - *It's our Vision, It's Our Time – First Nations Control of First Nations Education*, Assembly of First Nations, July 2010
 - *The Accord on Indigenous Education*, Association of Canadian Deans of Education, 2010
 - The *Ontario Catholic School Graduate Expectations*, Institute for Catholic Education – Second Edition 2011
- (Key provisions of these documents are set out in the Appendix)

Intent

The intent of the Charter is to articulate the support by school boards for

- First Nation, Métis and Inuit knowledge systems and learning models;
- The central value of culture, language and knowledge of history in contributing to the well-being of First Nation, Métis and Inuit students, families and communities;
- A holistic approach that addresses spiritual, emotional, physical and intellectual development in relation to oneself, family, community and environment;
- Ensuring that there is a mechanism for school boards to periodically report on their progress towards achieving the goals of the Charter.

Vision

First Nation, Métis and Inuit identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Ontario schools.

Principles

This Charter of Commitment:

- Supports a socially just society for First Nation, Métis and Inuit peoples
- Reflects a respectful, collaborative, and consultative process among First Nation, Métis and Inuit knowledge holders and knowledge holders in the general education community
- Promotes partnerships among schools, school boards and First Nation, Métis and Inuit communities

- Values the diversity of First Nation, Métis and Inuit knowledge and ways of knowing and learning.

Goals

The Ontario Catholic School Trustees' Association on behalf of member school boards will collaborate with education partners in Ontario to support, endorse and foster the following goals:

Respectful and Welcoming Learning Environments

- Support all school and board staff in creating learning environments that instill a sense of belonging for all learners in Ontario and that are more accepting, respectful, welcoming and supportive of First Nation, Métis and Inuit learners.
- Promote strategies that encourage First Nation, Métis and Inuit students to participate in the full range of school activities including recreation and leadership roles.
- Foster initiatives that provide students with positive transition experiences in moving from First Nation communities to provincially funded schools.
- Promote respectful and welcoming environments so that all schools are positioned to encourage involvement of families of First Nation, Métis and Inuit students and of community members.

Respectful and Inclusive Curriculum and Classroom Programs

- Actively identify opportunities to integrate First Nation, Métis and Inuit histories, cultures and perspectives in delivery of curriculum in the classroom across the full spectrum of subjects and from K-12.
- Consult with Elders and other First Nation, Métis and Inuit experts in traditional knowledge, cultures, and histories to bring relevant local perspectives to instruction planning.
- Promote shared planning with First Nation, Métis and Inuit families in student transitions, student supports and curriculum resources and include these measures in Education Services Agreements between First Nation communities and school boards.
- Share successful initiatives of integration of First Nation, Métis and Inuit histories, cultures and perspectives among school boards and with the Ministry to support continuous improvement in curriculum and program planning that incorporates First Nation, Métis and Inuit content.

Culturally Responsive Pedagogy

- Advocate for teacher education programs that include courses on First Nation, Métis and Inuit cultures, histories and perspectives and that prepare teachers to incorporate these areas of knowledge across their teaching practice.
- Provide professional development within school boards that offers teachers opportunities to improve their knowledge, understanding and skills in relation to

First Nation, Métis and Inuit cultures, histories, perspectives, learning models and learning styles.

- Involve Elders and others with expertise in local First Nation, Métis and Inuit communities in supporting teachers to incorporate First Nation, Métis and Inuit content in their program delivery in accurate, culturally sensitive and appropriate ways

Valuing First Nation, Métis and Inuit expertise

- Partner with First Nation, Métis and Inuit organizations and learning institutions to engage their expertise in appropriate ways to incorporate First Nation, Métis and Inuit cultures, histories and perspectives in school programs.
- Consult with First Nation, Métis and Inuit organizations and learning institutions

Culturally responsive assessment

- Promote assessment practices that actively support achievement of First Nation, Métis and Inuit students through acknowledgement of a range of learning models and learning styles.
- Promote the elimination of cultural and other forms of bias in student assessment.

Affirming, revitalizing the languages of Canada's First Peoples

- Recognize the central role of language in supporting identity and culture and in validating First Nation, Métis and Inuit world views.
- Be proactive in promoting indigenous languages in schools, including consideration of language immersion programs.
- Promote the development of resources in First Nation, Métis and Inuit languages.

First Nation, Métis and Inuit representation in staff and leadership

- Promote voluntary confidential self-identification of First Nation, Métis and Inuit staff in school boards.
- Encourage increased representation of First Nation, Métis and Inuit staff in boards through hiring and promotion practices.
- Collaborate with universities and colleges, and with First Nation, Métis and Inuit communities, to improve access, transitional support and retention strategies to increase the numbers of First Nation, Métis and Inuit people enrolling in and completing secondary, post-secondary, teacher education and early childhood education programs.

Non-Aboriginal learners – foster commitment to First Nation, Métis and Inuit education

- Promote curriculum that ensures grade-appropriate instruction across the curriculum related to First Nation, Métis and Inuit cultures, histories, perspectives and contributions to both historical and contemporary Canada.
- Encourage opportunities for all students to experience First Nation, Métis and Inuit cultures and the components of an inclusive and welcoming school environment.

Research

- Create awareness of education research by First Nation, Métis and Inuit educators and researchers.
- Partner with First Nation, Métis and Inuit communities at all levels in ethically based and respectful research processes.

APPENDIX A

Charter of Commitment First Nation, Métis and Inuit Education

REFERENCES

The *Canadian Constitution Act*, 1982

RIGHTS OF THE ABORIGINAL PEOPLES OF CANADA

35. (1) The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.

(2) In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit, and Metis peoples of Canada.

(3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

(4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007

Article 14: (1) Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. (2) Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. (3) States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible to an education in their own culture and provided in their own language.

Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)

Vision

First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

***It's Our Vision, It's Our Time – First Nations Control of First Nations Education,
Assembly of First Nations, July 2010***

“The purpose of the policy framework presented in this paper is to reaffirm the First Nations’ vision of lifelong learning presented in the ICIE 1972 policy* and reassert First Nations inherent Aboriginal and Treaty rights to education. This policy framework provides strategic recommendations that will enable the development and implementation of education legislation, governance frameworks, policies, programs and services for all levels of education for First Nations learners at all stages of lifelong learning. Key elements of First Nations’ lifelong learning addressed in this paper include language immersion, holistic and culturally relevant curricula, well-trained educators, focused leadership, parental involvement and accountability, and safe and healthy facilities founded on principles that respect First Nations jurisdiction over education.”

“All peoples have the right to maintain their cultural and linguistic identities, and education is essential to actualizing this right. First Nations control over education will provide the means to acquire the necessary skills to be self-empowered and self-sufficient and to maintain First Nations cultural values and languages. This is essential to actualizing an individual’s success in society. It will also provide a strong foundation for empowering proud First Nations peoples who are fully able to contribute to the development of their families, clans, communities and nations.”

**** STATEMENT OF VALUES (ICIE 1972 Policy)***

“We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honored place in Indian tradition and culture. The values that we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian.

We want the behavior of our children to be shaped by those values which are most esteemed in our culture. When our children come to school, they have already developed certain attitudes and habits that are based on experiences in the family. School programs that are influenced by these values respect cultural priority and are an extension of the education which parents give children from their first years.

These early lessons emphasize attitudes of:

- self-reliance,*
- respect for personal freedom,*
- generosity,*
- respect for nature, and*
- wisdom.*

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that

Indian children have a chance to develop a value system which is compatible with Indian culture.

The gap between our people and those who have chosen, often gladly, to join us as residents of this beautiful and bountiful country, is vast when it comes to mutual understanding and appreciation of differences. To overcome this, it is essential that Canadian children of every racial origin have the opportunity during their school days to learn about the history, customs and culture of this country's original inhabitants and first citizens. We propose that education authorities, especially those in Ministries of Education, should provide for this in the curricula and texts which are chosen for use in Canadian schools."

(From: National Indian Brotherhood/Assembly of First Nations, Indian Control of Indian Education: Policy Paper, 1972)

The Accord on Indigenous Education, Association of Canadian Deans of Education, 2010

Establishing mechanisms and priorities for increased Indigenous educational engagement, establishing partnerships with Indigenous organizations and communities, and using educational frameworks based on Indigenous knowledge are trends that have important implications for the Association of Canadian Deans of Education (ACDE). New ways of engagement are required in order to address these trends. The time is right for a concerted and cooperative effort that creates transformational education by rejecting the "status quo," moving beyond "closing the gap" discourse, and contributing to the well-being of Indigenous peoples and their communities. At the same time, ACDE recognizes that it has a role and responsibility to expand educators' knowledge about and understanding of Indigenous education.

The processes of colonization have either outlawed or suppressed Indigenous knowledge systems, especially language and culture, and have contributed significantly to the low levels of educational attainment and high rates of social issues such as suicide, incarceration, unemployment, and family or community separation. In secondary schooling, for instance, 2006 graduation rates are still below 50 percent nationally for Aboriginal students and only 8 percent for university degree attainment, in contrast to the 14 percent Canadian average for persons over 15 years of age. In response, Indigenous people and their organizations and communities have become more involved in decision-making and policy development in order to improve all levels of education. Major national studies and government commissions have called for this type of political and educational involvement, and have recommended that Indigenous knowledge systems have a central position in educational policy, curriculum, and pedagogy, in order to make significant improvements to Indigenous education.² Individual and collective efforts to make such improvements are being enacted in local, regional, provincial, and national contexts. ACDE joins these efforts through its member faculties, schools, colleges, and departments of education across Canada. As a national organization, ACDE supports and encourages increased national dialogue and cooperative action for improving Indigenous education.

***Ontario Catholic School Graduate Expectations, 2nd Edition (2011)*, Institute for Catholic Education**

In 1998, the first edition of the *Ontario Catholic School Graduate Expectations* was released within the Catholic education community. Immediately, the *Expectations* were used as a framework for designing Ontario Catholic curriculum, in the development of youth leadership, teacher education and administrative programs and to support the work of local board initiatives.

Now in 2011, the second edition of the *Ontario Catholic School Graduate Expectations* has been released. After extensive consultation within the Catholic community the seven overall and fifty-two specific expectations have been validated and remain unchanged. The Institute for Catholic Education invites all stakeholders to continue to embrace and use the *Ontario Catholic School Graduate Expectations* to guide their programming and work in Catholic education. The seven overall expectations are:

1. A Discerning Believer Formed in the Catholic Faith Community
2. An Effective Communicator
3. A Reflective, Creative and Holistic Thinker
4. A Self-Directed, Responsible, Lifelong Learner
5. A Collaborative Contributor
6. A Caring Family Member
7. A Responsible Citizen



**Statement by the Permanent Council
of the Canadian Conference of Catholic Bishops
in an Initial Response to the Summary Report and Calls to Action by the Truth and
Reconciliation Commission**

Introduction

Since the beginnings of the Truth and Reconciliation Commission of Canada, hundreds of thousands of Catholics across the country have been involved in its hearings, directly or indirectly, including members of our Church from First Nations, Metis, and Inuit communities, as well as non-Aboriginal Catholics. Some of these were involved in the actual work of the Commission, while many more participated in its national and regional events, but all shared deeply in the issues being raised, through their prayer, reflections and a deep sense of solidarity, compassion and justice. This past June 2, the Commission tabled its summary report and Calls to Action in the nation's capital. We wish to share our immediate response as the Permanent Council of the Canadian Conference of Catholic Bishops.

A Hard, Painful Road

For the past six years, the Commissioners, their staff and many volunteers have worked courageously and tirelessly to lead our nation in a profound examination of conscience on a painful part of its collective history: the establishment and maintenance by the Canadian government of residential schools for Aboriginal children. For close to 130 years, along with other Christian Churches, a number of Roman Catholic dioceses, religious communities and missionary organizations collaborated in running these schools. Aboriginal children were forcibly enrolled, and subjected to an aggressive process of assimilation, with the terrible consequences now recognized by Canadian society.

The Truth and Reconciliation Commission created an environment in which many of these former students, their families and their communities were empowered to give voice to their own experiences and enabled to listen to the experiences of others. These witnesses revealed how much damage and suffering they lived in these institutions, and how this also affected the lives of later generations. Those appearing before the Commission gave witness to an amazing strength and vision for reconciliation. Their testimony lays out a challenge and an opportunity to choose a path of reconciliation.

For many Canadians, the Truth and Reconciliation Commission offered a first insight into the effects of the residential schools. Though some former students affirmed positive experiences and expressed thanks for the many good and kind staff who worked in the schools, many others bore

witness to painful separation from family and community, harsh discipline, poor living conditions, and assaults on their language, cultures and spiritual traditions. Survivors spoke, often with great pain, of physical, emotional and sexual abuse which haunted them throughout their lives.

Catholic leaders, including former staff who worked in the schools as well as representatives of other Church institutions, were present at the national and regional events of the Truth and Reconciliation Commission, listening, bearing witness, and expressing apologies, regret and the same desire for reconciliation. They were particularly touched by the will for forgiveness and reconciliation expressed by some of those who had suffered the most. They recognized in these survivors the face of Jesus, the wounded healer, who “intercedes for the transgressors” (Isaiah 53.12).

A New Journey Already Begun

For some in the Catholic community – members of dioceses and religious congregations as well as First Nations, Inuit and Metis Catholics who had attended these schools – this journey began long before the Truth and Reconciliation Commission. Workshops such as *Returning to Spirit*, and events such as the Sacred Assembly, inspired by the late Elijah Harper, have opened opportunities for people, Aboriginal and non-Aboriginal, to give witness to their journey. For these, the Truth and Reconciliation Commission was yet another important step in providing further opportunity for deeper encounter, greater understanding and renewed hope.

Over 20 years ago, on July 24, 1991, the Oblates of Mary Immaculate delivered an apology at the Lac Ste Anne pilgrimage site. This was the first of many similar statements from Catholic Bishops and others in leadership positions who, over the years, have apologized “for having been part of a system which, because of its historical privilege and assumed superiority did great damage to Native Peoples in Canada” and in which “the primal bond inherent within families was violated as a matter of policy.”¹ Recognizing the call to be one people of God, truly catholic and inclusive of all cultures, they lamented that “(we) have contributed to the loss of (Indigenous) language and culture and to the burden of shame.” In solidarity with those who have gone before us, “we carry immense sorrow for having contributed to this tragedy.”

The Way Forward

During the 1880s, the Cree in Saskatchewan were seeing the death of their way of life. It was a time of great trauma for their families and communities. Chief Poundmaker gave a famous talk in which he encouraged his people not to give up on the journey: “We all know the story of the man who sat beside the trail too long and then it grew over and he could never find his way again. We can never forget what has happened, but we cannot go back, nor can we just sit beside the trail.”² Today, faced with the burden of the past, all Canadians, non-Indigenous and Indigenous together, need to find the strength to move along the path of reconciliation that the Truth and Reconciliation Commission has set out.

¹ Apology of the Oblates of Mary Immaculate at Lac Ste Anne Pilgrimage, June 24, 1991.

² Dying words of *Petocahhanawawin* (Chief Poundmaker), 1842-1886.

Confident in God who, through the gift of Jesus, will bring to fulfilment every act of kindness and every sacrifice offered from a good heart, we invite all Canadians to encourage each other on the road of reconciliation. Where members of our Church and others have fallen short of being authentic witnesses to the liberating love of God, let us heed the words of Pope Francis: “God is always capable of restoring our joy; he makes it possible for us to lift up our heads and to start anew.”³

i. Addressing the Broader Issue

By focusing on the Indian Residential Schools, the Truth and Reconciliation Commission has encouraged a collective examination of the Canadian connection to one institution that existed for 130 years. However, the colonial policy that was at work in the residential schools affected all society, and even today continues to have a negative impact on Canadian institutions and even among the members of Canadian faith communities.

The Catholic Church, as a community of sinful men and women, is not immune to this. Its members have sometimes been spiritually blind, unable to see themselves as one Catholic family and to celebrate what Saint Pope John Paul II so prophetically proclaimed: “Christ, in the members of his Body, is Himself Indian.” The work of reconciliation will need to address not only the legacy of residential schools, but all cultural, economic and social policies which can hinder the vision and implementation of a renewed partnership with Aboriginal Peoples.

ii. Engaging in Meaningful Dialogue

The work of reconciliation offers a privileged opportunity to live the Way of the Gospel. In the life of the Catholic Church in Canada, this is close to the renewed efforts and new approaches to evangelization, demanding “dialogue not only with individuals but with cultures. It is to transform hearts, as well humanize political and economic systems.”⁴

Dialogue requires cultivating an attitude of openness in our lives. It demands deep listening, concern, respect, and hospitality towards the other. Foundational to what it means to be both human and Christian, it is a grace that must be fostered and practised. To that end, we invite each Catholic diocese and all Catholics to seek ways and occasions to foster the spirit of dialogue. We encourage Catholic communities to find occasions to gather as a united community of faith, possibly on the feast of Our Lady of Guadalupe (December 12), the feast of Saint Kateri Tekakwitha (April 17, whom Pope Benedict XVI called the Protectress of Canada), or on other occasions such as Aboriginal Day (June 21), in order to embrace and celebrate the unity to which Christ calls all his members.

Dialogue also takes the form of action. Catholic social teaching places a priority on action for justice as a constitutive dimension of witnessing to the Gospel. In Canada, this has provided a foundation for many initiatives and efforts in solidarity with Indigenous peoples in the last half century alone. The commitment to the struggle for justice has in turn been greatly

³ Pope Francis, Apostolic Exhortation *Evangelii gaudium*, 3.

⁴ *Towards a New Evangelization: Message by the Permanent Council of the CCCB on the 500th Anniversary of the Evangelization of the Americas*. September 14, 1992.

strengthened and broadened by ecumenical cooperation among Canadian Christians. This too needs to be continued and strengthened.

We are grateful for those who have developed workshops, courses and other learning tools to engage non-Aboriginals and Aboriginals together in dialogue toward understanding, celebrating diversity and embracing unity. We encourage pastors, Indigenous spiritual leaders, as well as teachers and other Catholic laity to take advantage of what is offered by groups and organizations in Canada which witness to the possibility of reconciliation and healing.

iii. Strengthening Families

Witnesses at the Truth and Reconciliation Commission often made reference to the damage to their families that was inflicted by the Indian Residential Schools system. Today, First Nations, Metis and Inuit Peoples are the fastest growing population in Canada. A commitment to reconciliation will include work to support Indigenous peoples in their effort to assure that the coming generations grow strong, proud, loving and healthy families.

All levels of government – federal, provincial and territorial, municipal – must collaborate in ensuring a system of education for Aboriginal children that will assure fair access to culturally relevant learning in schools which are justly funded, safe, secure, and accessible to all Indigenous students, through elementary to post-secondary education.

There needs to be special attention to the central role of women in the family and community by confronting the epidemic of murdered and missing Indigenous women. The right and responsibility of Indigenous families and communities to provide a supportive and corrective environment for their members must be re-affirmed. Canadians also need to work together to depopulate the prisons of Canada. A disproportionate number of prisoners are Indigenous: a sign Canadian justice and correctional systems do not respond adequately to Aboriginal realities.

iv. The Canadian Conference of Catholic Bishops

Neither the Catholic Bishops of Canada as a whole nor the Canadian Conference of Catholic Bishops was involved in the operations or management of the former Indian Residential Schools. Moreover, our Conference is not the national headquarters of the Catholic Church, nor does it have authority over our country's dioceses or religious communities. In its role as the national assembly of Bishops, our Conference facilitates the work of individual Bishops who are the primary pastors and faith leaders in their respective dioceses.

In that framework, we wish to confirm that the Calls to Action which have been recommended to Churches by the Truth and Reconciliation Commission are on the agenda of the next Plenary Assembly of the Catholic Bishops of Canada. We are committed to ensuring that the Calls to Action will be given careful hearing and full discussion. We are confident they will be carefully considered by the Bishops of Canada, and in this process we know we can count on the collaboration of the Canadian Catholic Aboriginal Council. In addition, we

are confident that major superiors of congregations of religious women and men throughout Canada are committed to discerning how they may receive and respond to the Calls to Action.

Fellow Travelers on the Way to God

One family before God, and united with our Aboriginal Catholic brothers and sisters, we encourage each other in the hope that, by the Spirit of Jesus who has reconciled the whole world to the Father, we – Indigenous and non-Indigenous – will be reconciled to each other. As members of the Catholic community, we are confident we all undertake this journey under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. We remember her as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Her life of heroic virtue as a truly Christian Mohawk woman is a gift to all the Church in our country and around the world. Let us seek her intercession and guidance as Protectress of all Canada.

June 12, 2015



Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action





Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action



This report is in the public domain. Anyone may, without charge or request for permission, reproduce all or part of this report.

2015

Truth and Reconciliation Commission of Canada, 2012

1500-360 Main Street

Winnipeg, Manitoba

R3C 3Z3

Telephone: (204) 984-5885

Toll Free: 1-888-872-5554 (1-888-TRC-5554)

Fax: (204) 984-5915

E-mail: info@trc.ca

Website: www.trc.ca

Calls to Action

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

Legacy

CHILD WELFARE

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and

publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.

3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

EDUCATION

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate

educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

LANGUAGE AND CULTURE

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

HEALTH

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.
19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes

between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

JUSTICE

25. We call upon the federal government to establish a written policy that reaffirms the independence of the

Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

CANADIAN GOVERNMENTS AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

ROYAL PROCLAMATION AND COVENANT OF RECONCILIATION

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:

- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

SETTLEMENT AGREEMENT PARTIES AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.
49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

EQUITY FOR ABORIGINAL PEOPLE IN THE LEGAL SYSTEM

50. In keeping with the *United Nations Declaration on the Rights of Indigenous Peoples*, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and

understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
 - i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
 - ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

NATIONAL COUNCIL FOR RECONCILIATION

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
 - i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.
 - ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
 - iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.

- iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

CHURCH APOLOGIES AND RECONCILIATION

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
- i. Community-controlled healing and reconciliation projects.

- ii. Community-controlled culture- and language-revitalization projects.
- iii. Community-controlled education and relationship-building projects.
- iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

EDUCATION FOR RECONCILIATION

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

YOUTH PROGRAMS

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

MUSEUMS AND ARCHIVES

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
 - i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orontlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Ensure that its record holdings related to residential schools are accessible to the public.
 - iii. Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orontlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

MISSING CHILDREN AND BURIAL INFORMATION

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

COMMEMORATION

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

- iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.
82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

MEDIA AND RECONCILIATION

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

including the history and legacy of residential schools and the reconciliation process.

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
 - i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
 - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

SPORTS AND RECONCILIATION

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
 - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse

cultures and traditional sporting activities of Aboriginal peoples.

- ii. An elite athlete development program for Aboriginal athletes.
- iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
- iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
 - i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEWCOMERS TO CANADA

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including

information about the Treaties and the history of residential schools.

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

Honouring the Land and Territory

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawadaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God. We would like to acknowledge and thank the Mississauga's of the New Credit First Nation for sharing their traditional territory with us.

STAFF REPORT

ITEM 9.2

**NORTH OAKVILLE PRESERVE CATHOLIC ELEMENTARY SCHOOL -
SCHOOL ATTENDANCE BOUNDARY REVIEW
FINAL REPORT AND RECOMMENDATION**

PURPOSE:

To present the Final Report of the North Oakville Preserve Catholic Elementary School Boundary Review Process and the Recommendations of the Advisory School Boundary Review Committee (SBRC).

BACKGROUND INFORMATION:

1. Information Report 10.3, "North Oakville Preserve Catholic Elementary School – School Attendance Boundary Review", from the December 15, 2015 Regular Board Meeting.
2. Action Report 8.6, "North Oakville Preserve Catholic Elementary School – Approval to Proceed", from the November 17, 2015 Regular Board Meeting.

As additional background material for the Board of Trustees, the following materials are available online <http://www.hcdsb.org/Schools/BoundaryReviews/North-Oakville-Preserve-Catholic-Elementary-School/Pages/default.aspx>

PROJECT MILESTONES:

Below is a summary of completed and upcoming tasks for the completion of the North Oakville "Preserve" Catholic Elementary School Boundary Review.

Completed Tasks:

Board approves North Oakville Preserve School Boundary Review	November 17, 2015
Inaugural Advisory Committee Meeting	January 11, 2016
Advisory Committee Meeting Interim Report Posted on Board Website	January 12, 2016
Community Information Meeting at St. Mary Catholic Elementary School	January 13, 2016
Community Comments & Feedback are due	January 28, 2016
Advisory Committee Reviews Options & Community Input	February 8, 2016
Advisory Committee Final Report & Recommendation posted on website	February 12, 2016
Advisory Committee Final Report & Recommendation presented to Board	February 16, 2016

Next Step:

Board receives Delegations & considers approval of new elementary school attendance boundaries	March 1, 2016
--	----------------------

COMMENTS:

On November 9, 2015, the Ministry of Education announced that the Board was approved for both a 2015 Capital Allocation Grant for the construction of a new 671 pupil place school facility, and a 2015 Capital Funding for the construction of a new 88-space Child Care Centre attached to the school and managed by the Region of Halton.

As a result of the approval, a school attendance boundary review was initiated for the new North Oakville Preserve Catholic Elementary School, specifically the new development areas north of Dundas Street West. The proposed school attendance boundaries used to supplement the Capital Priorities Business Case submitted to and approved by the Ministry is attached as Appendix A.

On November 17, 2015, through Board Resolution #147/15, it was resolved:

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the new North Oakville Preserve Catholic Elementary School.

When developing the business case submission to the Ministry for the North Oakville Preserve Catholic Elementary School and in reviewing the potential school attendance boundary options, Board staff concluded that the only viable option would be to direct all existing residential areas and the new residential designated growth areas north of Dundas Street West to the North Oakville Preserve Catholic Elementary School.

On January 11, 2016, Board staff met with the Advisory School Boundary Review Committee (SBRC) at St. Mary Catholic Elementary School and presented the proposed option. Overall the committee was satisfied with the option presented, and discussed potential accommodations for senior students to remain at St. Mary as well as the logistics of the transition plan.

On January 13, 2016, the Board hosted a Community Information Meeting (CIM) at St. Mary Catholic Elementary School, where approximately 40 participants attended. At this meeting, community members were presented the context of the boundary review, as well as the proposed option, and were given the opportunity to provide their comments in an open question forum. It was also explained that there would be an opportunity to submit their comments and input through an online forum. This forum was available until January 28, 2016. A total of 24 online submissions were received and reviewed. The feedback collected at the CIM and through the online forum are posted on the Board's website.

On February 8, 2016, the Advisory SBRC met at St. Mary Catholic Elementary School. Three (3) of the four (4) advisory committee members were in attendance. Staff presented to the Advisory SBRC the community feedback. Following the presentation, members were asked to review the community input, and develop a recommendation(s).

The North Oakville Preserve Catholic Elementary School Boundary Review Advisory Committee recommends that the presented option be adopted effective the 2016-17 school year with the following additional considerations:

- I. That the proposed boundary be implemented for the 2016-2017 school year, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches V23 and V24 from St. Mary Catholic Elementary School to the new North Oakville Preserve Catholic Elementary School.
- II. That all Grade 7 students, currently enrolled in the 2015-2016 school year, be offered the option (grandfathered) to remain at their home school until they graduate to the secondary panel. Furthermore, siblings of grandfathered students will not be given the option to be grandfathered to remain at St. Mary Catholic Elementary School.

Board staff has reviewed the recommendation, and agrees with the Advisory Committee's recommendation to pursue the boundary change with the additional considerations.

The next step in the process is for the Board to receive and consider delegations from the community at the March 1, 2016, Regular Meeting of the Board. At this meeting it is anticipated that trustees will approve the new school attendance boundary for the new North Oakville Preserve Catholic Elementary School, to be effective for the 2016-17 school year.

Instructions on submitting a delegation to the Board and the necessary timelines were forwarded to the community.

CONCLUSION:

Board staff has reviewed the Advisory Committee's recommendation, and agrees with the recommendation to implement the attendance boundaries as presented with the associated considerations.

The next step in the process is for the Board to receive and consider delegations from the community at the March 1, 2016, Regular Meeting of the Board. At this meeting it is anticipated that trustees will approve the new school attendance boundaries for both new North Oakville Preserve Catholic Elementary School and St. Mary Catholic Elementary School, effective for the 2016-17 school year.

REPORT PREPARED & SUBMITTED BY:

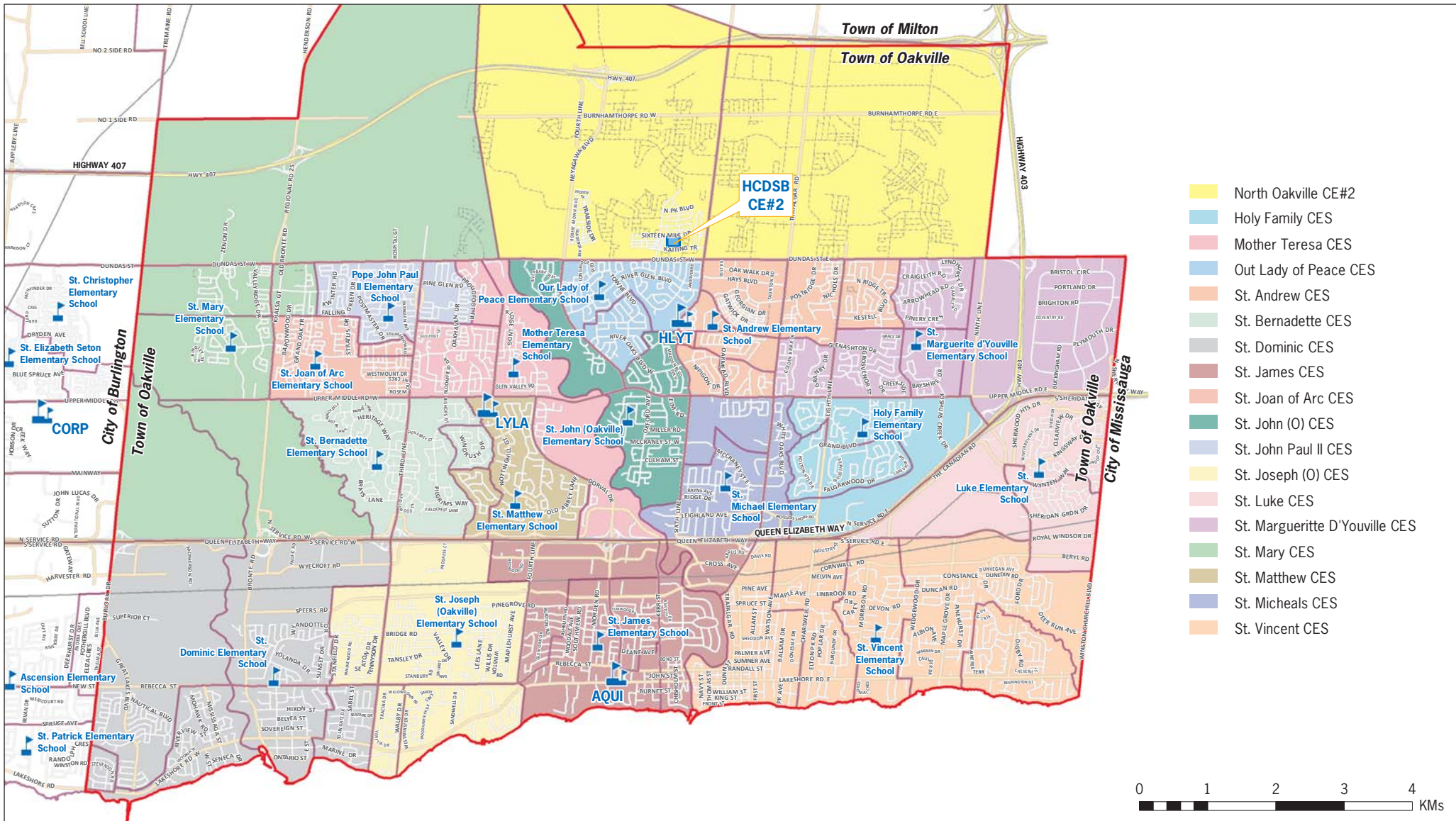
CAMILLO CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

GIACOMO CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

FREDERICK THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

REPORT APPROVED BY:

PAULA DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Catholic Elementary Schools (CES)

Catholic Secondary Schools (CSS)

Highways
Major Roads
Roads
Proposed Roads



APPROVED SCHOOL EDUCATIONAL TRIPS

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, February 16, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Our Lady of Fatima CES, Milton	7	78	Camp Tanamakoon, Huntsville, ON	The trip to Camp Tanamakoon provides the grade 7 students with the opportunity to interact with each other and the natural environment of Algonquin Park with a renewed understanding of the Focus on Faith theme of Human Dignity. Students will be asked to consider the theme for their upcoming grade 8 year as well and focus on Solidarity in their daily group activities as they prepare to transition into their graduating year. Staff and students will participate in daily prayer.	Tuesday, June 7 - Friday, June 10, 2016	~\$330.00
Holy Rosary CES, Burlington	8	37	Camp Muskoka, Bracebridge, ON	The students from Holy Rosary school will have the opportunity to participate in activities that encourage leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers, reflection and contemplation.	Wednesday, May 11 – Friday, May 13, 2016	~\$250.00
St. Anthony of Padua CES, Milton	8	61	Ottawa, ON	The Grade 8 to Ottawa will enhance both our Faith and Catholic values as the students see firsthand God's wonderful creations in the many cultural activities and historic sites in our nation's capital. The Grade 8 Focus on Faith theme is Solidarity as they learn about the history of our government and Canada's involvement in the peace keeping during global conflict, the students will see how banding together for the greater good throughout history has developed us into the strong united nation that we are today. Furthermore, the students will have an opportunity to visit the Notre Dame Basilica, where their faith values and their Focus on Faith theme will be enriched as they view the site where the Catholic chapel united both Canadian Anglophones and Francophones for the first time under the same roof for prayer. This trip will allow for opportunities for daily group prayers and reflection to develop their spiritual faith.	Wednesday, February 8 – Friday, February 10, 2016	~\$547.00
St. Michael CES, Oakville	7	28	Camp Brebeuf Rockwood, ON	Camp Brebeuf is a year round camp owned and operated by the Catholic Youth Organization of Hamilton and has been in operation since 1941. The program provided by the camp encompass the Living Skills, Active Living, and Movement Competence strands. Students will be given the opportunity to develop leadership skills by working with their peers to set goals and make decisions that will improve their awareness of self as well as their communication when interacting with others. Furthermore, opportunities for community prayer, reflection, and activities such as the "Creation Walk" will consolidate their learning of and participation in the sacrament of confirmation where student are called to be active disciples of Christ. Staff	Thursday, May 26 – Friday, May 27, 2016	~\$100.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
				and Students will participate in daily prayer.		
St. Michael CES, Oakville	8	15	Camp Couchiching Longford Mills, ON	This outdoor education trip covers a wide range of religious education curriculum. Staff will use it to reinforce many of the key ideas presented in the Stand by Me textbook, Chapter 7 'We Believe in Jesus' . This chapter focuses on the importance of stewardship and the responsibilities that everyday citizen have regarding this task. The camp staff performs many dramatic skits, which focus on the importance of reducing waste. The chapter examines the idea that all life is a gift from God. We will look at building on our study of solidarity and what it means to put others first; treating others as we wish to be treated. Staff and students will participate in daily prayer and written reflections.	Monday, May 9 – Wednesday, May 11, 2016	~\$250.00
St. Mary CES, Oakville	7	50	Camp Couchiching Longford Mills, ON	Students from St. Mary will have the opportunity to become effective communicators, reflective and creative thinkers with the ability to become self-directed, responsible, lifelong learners in our faith and school community. These new learning experiences outside of the classroom will engage students on a deeper level of growth and confidence in themselves. Staff and students will participate in daily prayer.	Tuesday, May 24 – Friday, May 27, 2016	~\$290.00
Holy Family CES, Oakville	7 & 8	40	Montreal, QC	The Montreal trip will be an integral part of the French Curriculum and will provide students geographical, historical and linguistic enrichment; which will help them gain an appreciation of French-Canadian culture. Students will visit several points of interest, including Old Montreal, and the St. Joseph's Oratory to name a few. Staff and Students will participate in daily prayers, a liturgy and reflection at the end of the day.	Wednesday, May 11 – Friday, May 13, 2016	~\$570.00
St. Bernadette CES, Oakville	7	50-55	Toronto, ON	This Grade 7 trip to Toronto is linked to several curriculum expectations in Music, Drama, Science and Religion. Students will have the opportunity to participate in a Second City Workshop, attend a theatre performance, take a tour Ripley's Aquarium, attend a Blue Jays baseball game, and visit the C.N. Tower. Staff and students will participate daily prayers and liturgy.	Wednesday, April 27- Thursday, April 28, 2016	~\$320.00

Secondary						
Notre Dame CSS, Burlington	9 & 10	12	Peterborough, ON	The Junior Boys Basketball team have qualified for a spot in the Kawartha Classic tournament. Students will spend time together in developing confident and positive sense of self and respect for the dignity and welfare of others. Students will be given the opportunity to demonstrate Christian leadership and sportsmanship. All participants will be participating in daily prayers.	Friday, February 5 – Saturday, February 6, 2016	~45.00 (exclusive of meals and hotel)

Assumption CSS, Burlington	9 – 12	45	Southern Ontario Model United Nations Assembly (SOMA) University of Toronto, Toronto, ON	Assumption students will be attending a three-day international relations simulation for high-school students held annually. Students have access to experiential learning to understand and debate global issues, and will be exposed to the political process and structures that create solutions to these global issues. Students will be asked to interpret these issues through the lens of Catholic social teachings. Staff and students will participate in a school chaplain led prayer service prior to leaving on the trip and will participate in daily prayers and reflection during the trip.	Wednesday, April 13 - Friday, April 15, 2016	~\$390.00
-------------------------------	--------	----	--	---	---	-----------

INFORMATION REPORT

ITEM 10.3

PARENT SURVEY

PURPOSE:

The purpose of this report is to share parent feedback on the quality of programming at their schools gathered December 16, 2015 – January 8, 2016 through the HCDSB online survey system.

BACKGROUND:

In a Regular Meeting of the Board, held October 6, 2015, Trustee Marai brought forth #115/15 proposing an electronic survey of HCDSB families:

*Whereas, trustees look to build a comprehensive process for parental feedback; and
Whereas, many of our schools are in population flux; and
Whereas, trustees want to better understand the programming needs of our community;*

BE IT RESOLVED, that the HCDSB digitally survey all families of the HCDSB by January 31st, 2016, with particular emphasis on the quality of programming at their school, and that it be approved by the Chair of the Board; and that the HCDSB's digital survey specifically ask if they have considered leaving the Catholic school system, with follow up questions as to why; and that the HCDSB complete a year end survey to all families on an annual basis.

The intent behind the survey was to create a process for parental feedback on the quality of programming at their school to better understand the needs of the district. Given the population flux experienced by many of the schools communities, the survey was to specifically ask parents whether they had considered leaving the Board, with follow-up questions as to why. It was resolved that the HCDSB survey all families of the HCDSB by January 31, 2016, and that the survey questions be approved by the Chair of the Board.

Research and Development Services was tasked to facilitate the parent feedback process through the creation and administration of the online survey tool, as well as analysis of parent feedback collected. As a standard of practice for survey development, Research and Development Services staff used the data needs of Trustees as the parameters of a comprehensive literature review of factors contributing to parental concerns and decreased retention rates in schools. The survey questions including the factors generated from the literature review were presented to and approved by the Chair of the Board.

This report represents the feedback provided by parents through the online survey. The data presented in this report is intended to support our collective understanding with respect to the survey objectives identified below.

Survey Objectives

- To build a comprehensive process for parental feedback;
- To ask if parents had considered leaving the Catholic school system, and if so why; and
- To provide Trustees with a better understanding of the needs of our school communities.

REMARKS:

During the survey administration period, 2903 parents (out of a total of 24,399 parents, 11.8 percent) completed the Parent Survey. Of those who completed the survey, 78.4 percent (2275) said that they had not seriously considered leaving the HCDSB to enroll their child at a nearby public or private school in the past six months. The 21.6 percent (628) of parents who said **'yes'**, that they had considered leaving HCDSB, were then asked to identify all the concerns or reasons motivating their decision from a list informed by the literature review conducted by Research & Development Services (**Appendix 'A'**). The majority of parents who considered leaving (613) completed this question on the survey and approximately two thirds of those parents (406) identified more than one reason or concern motivating their decision. The following table identifies the top six **concerns or reasons motivating parents' decisions** to consider leaving the HCDSB.

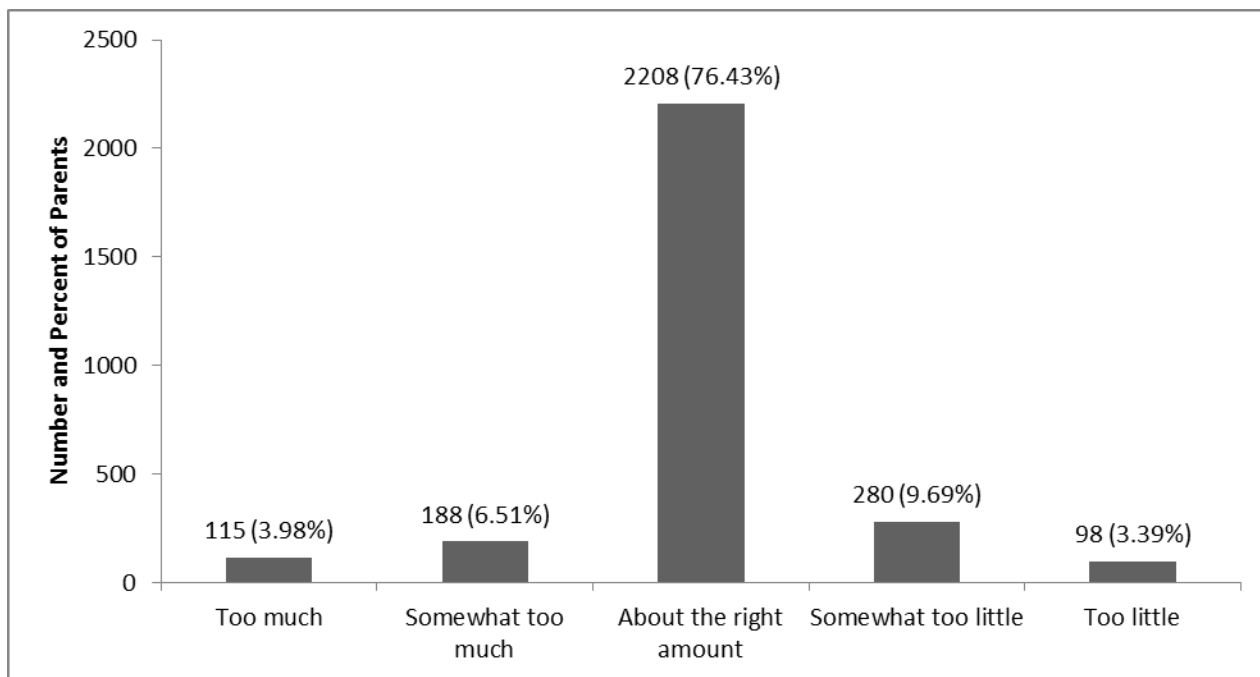
Reason/Concern Motivating Decision	Parents Selected Reason/Concern	
	#	%
Instructional approaches not responsive to child's needs/interests	178	29.03
Getting and keeping good teachers	154	25.12
Quality of programs offered	153	24.96
Quality of Curriculum	140	22.88
Absence of sports/extracurricular activities	135	22.02
Availability of specialised programs	123	20.06

Parents **were also able to choose "Other"** from the list and provide a specific reason or concern in their own words. A total of 148 parents (24.14 percent) **selected "Other"**. Many of the **"Other" responses** provided more personalized information and details about pre-populated list of reasons or concerns, for example, issues parents were experiencing with school staff, lack of parent involvement activities, concerns about the curriculum being delivered, limited spaces in French Immersion programs, Catholic education, **and instructional approaches or supports available for their child's individual learning needs.**

Other themes present within the written comments that were not reflected in the list of concerns parents could choose from included:

- Uniforms (cost, policy, single supplier, quality)
- Boundary review process and changes that would affect where their child would attend school
- Objections to the new Health & Physical Education curriculum
- Concerns about class size or population at the school
- Playground policies limiting recess activity on school grounds
- The use of movies or television in the classroom

The last question on the survey asked parents, "in your opinion, does your child's school put too much, too little, or about the right amount of emphasis on strengthening the distinctively Catholic character of the school and its programs?" The majority of parents (2208 or 76.43 percent) selected **"about the right amount."** The distribution of responses can be seen in the chart below.



CONCLUSION:

As per Motion #115/15, this report represents feedback provided by parents through an online survey from December 16, 2015 – January 8, 2016, to ask if parents had considered leaving the Catholic school system, and if so why.

REPORT PREPARED BY:

C. REMPEL
RESEARCH OFFICER

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT

ITEM 10.3

LIST IDENTIFYING THE CONCERNS OR REASONS MOTIVATING THE DECISIONS

Please identify the concerns or reasons motivating your decision:

(Please select all that apply)

Moving/Relocating	<input type="checkbox"/>	Child's relationships with adults in the school	<input type="checkbox"/>
Quality of programs offered	<input type="checkbox"/>	Child disengaged with their learning	<input type="checkbox"/>
Availability of specialised programs	<input type="checkbox"/>	Instructional approaches not responsive to child's needs/interests	<input type="checkbox"/>
Absence of inclusive programming	<input type="checkbox"/>	Availability of appropriate learning supports	<input type="checkbox"/>
Presence of inclusive programming	<input type="checkbox"/>	Quality of classroom materials and resources	<input type="checkbox"/>
Programming not responsive to child's needs/interests	<input type="checkbox"/>	Quality of curriculum	<input type="checkbox"/>
Absence of sports or extracurricular activities	<input type="checkbox"/>	Consistency of curriculum delivered	<input type="checkbox"/>
Not enough art/music opportunities	<input type="checkbox"/>	21st Century technologies available/used	<input type="checkbox"/>
Age/condition of the school	<input type="checkbox"/>	Child's level of academic achievement	<input type="checkbox"/>
Quality of school facilities (e.g. library, gym, music room, playground, etc.)	<input type="checkbox"/>	Academic achievement levels in the school or Board	<input type="checkbox"/>
Child's learning environment	<input type="checkbox"/>	Low expectations for student achievement	<input type="checkbox"/>
School culture/climate	<input type="checkbox"/>	Low test scores	<input type="checkbox"/>
Diversity not welcomed/reflected in school	<input type="checkbox"/>	My engagement as a parent	<input type="checkbox"/>
Population growth in school	<input type="checkbox"/>	Lack of parent involvement	<input type="checkbox"/>
Transportation issues	<input type="checkbox"/>	Getting and keeping good teachers	<input type="checkbox"/>
Bullying and inclusion issues	<input type="checkbox"/>	School leadership	<input type="checkbox"/>
Health and safety issues	<input type="checkbox"/>	Board senior leadership	<input type="checkbox"/>
Lack of student discipline	<input type="checkbox"/>	Focus on Faith and Catholicity	<input type="checkbox"/>
Child's relationships with peers	<input type="checkbox"/>	Other:	<input type="checkbox"/>

INFORMATION REPORT

ITEM 10.4

INTERNATIONAL CONGRESS FOR SCHOOL EFFECTIVENESS AND IMPROVEMENT (ICSEI)

JANUARY 6TH TO JANUARY 9TH 2016, GLASGOW, SCOTLAND

PURPOSE

The purpose of this report is to share information about Halton Catholic District School Board's representation at the International Congress for School Effectiveness and Improvement (ICSEI) held in Glasgow, Scotland from January 6th through the 9th, 2016 through my participation as an invited speaker and co-presenter at the conference.

BACKGROUND INFORMATION:

Founded in 1988, ICSEI continues to provide an international forum for researchers, school and district leaders, teachers, local and national policy makers and politicians, NGO personnel and consultants to come together to share ideas, promote research, and encourage practices that will enhance the quality and equity of education for students around the world. The ICSEI conference is recognized as one of the premier educational events for educational leaders and researchers, attracting over five hundred delegates from across the globe. Key annual themes at ICSEI include educational leadership, the effective use of data to inform policy and practice, collaboration and coherence, early childhood intervention, and the intersection of theory and practice in schools.

The Conference theme for 2016 was "Connecting Teachers, Schools, and Systems: Creating the Conditions for Effective Learning" which emphasized the importance of teachers, schools, and systems and critical elements to ensure effective learning and foster sustained improvement.

As a result of the interest in school systems, collaboration, and education in Ontario, an invitation was extended to participate in a presentation about systems and district collaboration and coherence in Ontario with the Ministry of Education, Dr. Andy Hargreaves and Dr. Dennis Shirley from Boston College, and colleagues from three Ontario school boards. An invitation was also extended to present an individual talk at the conference on leadership, school culture and climate from an HCDSB perspective.

REMARKS:

The ICSEI conference was a gathering of the most prominent educational scholars and leaders from across the globe. Keynotes included the Prime Minister of Scotland, who made a major policy announcement at the conference, the Minister of Education, Professor Pasi Sahlberg from Harvard, Professor Graham Donaldson from the University of Glasgow, and Dr. Rowena Arshard OBE. Breakout sessions included presentations from influential educational leaders and policy makers, including two of **the four official advisors to Ontario's Minister of Education**. The opportunity to connect and interact with leading policy makers for school systems, school leaders, and educational researchers was a privilege, and even more so because I was able to do so on behalf of the Halton Catholic District School Board.

Through my presentations, attendance at workshops, sessions, and keynotes, and through interactions with delegates from around the world, six emerging themes that were consistent throughout the conference were discerned:

1. Ontario education is internationally respected and admired;
2. Equity is a key lever to student achievement;
3. Collaboration within and throughout systems and breaking down silos is an emerging theme;
4. Student achievement will increase along with the focus/priority given to mental health, wellness, and positive culture and climate;
5. Leadership development – both formal and informal – is key to fostering and sustaining such culture and climate; and
6. Practical connections between theory and practice. Ideas matter when they are connected to practical realities in contemporary schools

As a co-presenter with the Ontario group, it was an honor to share our work in Halton Catholic through our collaboration with the Council of Ontario Directors of Education (CODE) Consortium project with boards from across the province. As an individual presenter, it was an opportunity to share leadership strategies and framework through the HCDSB lens. The presentations generated significant interest and feedback both in the session and informally throughout the conference from Cambridge to Palestine, Glasgow to Australia. Participation in the ICSEI conference in such a public way also provided the opportunity to highlight our gift of publicly funded Catholic education to an international audience with an appetite for learning more about public education in Ontario.

CONCLUSION:

The opportunity to participate in the ICSEI conference on behalf of HCDSB, the Ontario Ministry of Education, and the Council of Ontario Directors of Education was a privilege. Halton Catholic is recognized as a leader within Ontario, and as such, a leader in public education throughout the world. Professional development experiences provide vital perspectives and context which influences approaches to our work in the HCDSB. The opportunity to connect with school and system leaders from around the world provided a unique opportunity to learn about systemic approaches to student success in unique social and cultural contexts.

In HCDSB we continue to be invited to sit at provincial tables and participate in provincial projects and initiatives because of our on-going willingness to engage, learn, and collaborate. Sharing this work with an international audience is an encouragement to our system to continue to focus on on-going improvement in support of student achievement.

REPORT PREPARED & SUBMITTED BY:

B. BROWNE
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION

North Oakville Preserve Catholic Elementary School Construction Project

Construction Report - January 2016



Construction Update

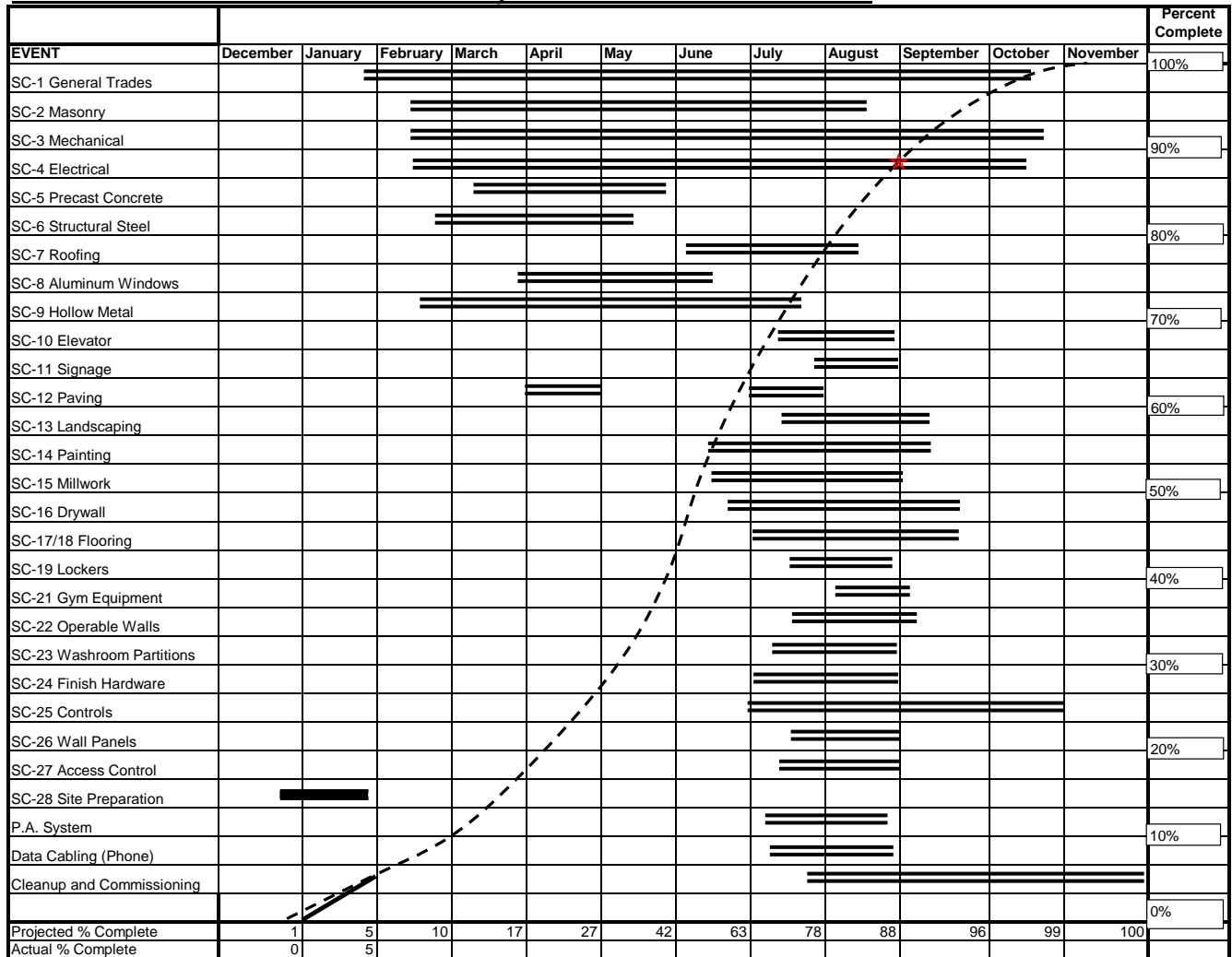
- The pictures above were taken on February 8, 2016. The top pictures are taken from the east side of the school and show foundations starting to be dug. The bottom left picture shows the contractor building rebar cages. The bottom right picture shows the contractor working on the west side parking lot site services.
- The west side parking lot site services are well underway.

Schedule Update

- Trades will install the poured and block foundations in February and masonry block walls above grade will be started.
- Mechanical and electrical trades will start the underground service installations.

If you have any comments or questions about the new school, please contact Camillo Cipriano, Superintendent of Education at (905) 632-6300 ext. 127 or e-mail ciprianoc@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbacioc@hcdsb.org.

North Oakville Preserve Catholic Elementary School - Construction Schedule



Projected Event Schedule
Actual Event Progress

★ Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress

■■■■■■■■■■
■■■■■■■■■■

Minutes of Catholic Parent Involvement Committee Meeting (CPIC)

Monday, January 11, 2016

7:00 p.m. – On-Line Meeting

C. E. C., 802 Drury Lane, Burlington

In Attendance:

K. BLOOMFIELD; C. CARLEY; A. GONZALEZ; L. HARTMAN ; Fr. R. HÉTU; J. HUNTER;
H. KARABELA; A.A. LEMAY; R. LUISETTO; G. MERRITT-MURRELL;
T. OVERHOLT; M. RITCEY; R. STAGG; K. WILLIAMS

Regrets:

M. Avarello; S. GUEVARA; E. MACDONALD

Chair:

J. DUIJVESTEIN

Recorder:

J. NEUMAN

1. OPENING PRAYER

Fr. R HÉTU

The meeting began at 7:05 p.m. with a prayer led by Fr. Héту.

2. APPROVALS & REVISIONS

J. DUIJVESTEIN

a. AGENDA

Moved by: L. Hartman
Seconded by: R. Luisetto

RESOLVED, that, the agenda be approved.

CARRIED

b. MINUTES

Moved by: A.A. LeMay
Seconded by: K. Williams

RESOLVED, that, the minutes from Dec. 7, 2015, be approved, as read.

CARRIED

3. BOARD UPDATE

T. OVERHOLT

T. Overholt shared the following information:

- a. Grade One Early French Immersion registration will take place on January 12, 2016
- b. Grade Five French Immersion registration date has been changed to January 21, 2016
- c. First Nation Metis Intuit Education has sent an open invitation to the viewing of the film “We Were Children” by Tim Wolochatuik at four locations throughout the month of January; an invitation has been posted on the Board Website.
- d. Kindergarten Registration will be held January 26 and 27, 2016
- e. Secondary Exams will be written January 28 – February 3, 2016
- f. Upcoming PD Day: February 5, 2016
- g. The Blessing and Ground-breaking Ceremony for the new Oakville Elementary school will be held on January 14, 2016 at 10:30 am
- h. A North Oakville Boundary review committee has been struck - the Community Consultation meeting will be held at St. Mary Catholic Elementary School on Wednesday, January 13, 2016 at 7:00 p.m.
- i. The Trustees will be making a final decision at the January 19, 2016 Board Meeting regarding the boundary review in Georgetown.

Questions regarding the new North Oakville School were asked and answered.

4. TRUSTEES UPDATE

H. KARABELA

H. Karabela shared the following information:

- a) It was noted that some parents were in attendance at the January 5, 2016 Board Meeting regarding the Georgetown Boundary Review
- b) Senior Staff has named four priority School Consolidation Capital Projects in HCDSB (Modified Pupil Accommodation Review) for a decision to forward with the process – schools have been chosen in Halton Hills; Burlington East – South of QEW; Burlington West – South of QEW; and Oakville - South of QEW; along with the removal of the Port-A-Pack at St. Mark School, Burlington. Trustees to decide at next board meeting.
- c) Trustees will be attending the OCSTA conference January 15 and 16, 2016.
- d) A. Iantomasi has volunteered to be the alternate Trustee for the CPIC committee.

Questions regarding the Modified Pupil Accommodation Review were raised – the process was defined and explained to committee members. It was noted that details will be provided at the upcoming Board meeting on January 19, 2016.

5. BUSINESS ARISING FROM PREVIOUS MEETINGS

J. DUIJVESTEIN

There were no items to discuss

6. NEW BUSINESS

➤ FEBRUARY CoC

J. DUIJVESTEIN

The agenda items for the upcoming Catholic School Council of Chairs meeting on February 24, 2016 were discussed

7. OAPCE DIRECTORS REPORT

E. MACDONALD

There was no OAPCE Director's Report

8. CPIC SUB COMMITTEES

- To serve as a vital link between all partners and the HCDSB
- Enhance communication practices to support parent engagement
- increase parent involvement and responsibility in the Catholic Education Process
- Promote and encourage communication between home, school and church
- Support, encourage and enhance parent engagement at the board level to improve student achievement and well-being.

The sub-committees reports their progress on the CPIC Goals and strategies by group – further discussion will take place at the next CPIC meeting

J. Duijvestein will send out the group lists again.

9. BOARD COMMITTEE REPORTS (IF NECESSARY)

➤ FOCUS ON FAITH

E. MACDONALD

➤ HOME SCHOOL PARISH PARTNERSHIP DAY

E. MACDONALD

➤ CALENDAR COMMITTEE

J. DUIJVESTEIN

It was noted that the School Year Calendar Committee will be meeting in January. J. Duijvestein requested that another CPIC member join as well.

➤ BOARD IMPROVEMENT PLAN

➤ EQUITY AND INCLUSION

J. DUIJVESTEIN

➤ FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)

➤ WALK WITH JESUS

E. MACDONALD

A. A. LeMay requested the contact information of the committee co-chair.

➤ CONCUSSION PROTOCOL

A. GONZALES / K. BLOOMFIELD

➤ **MENTAL HEALTH***C. CARLEY/L. HARTMAN/R. LUISETTO***10. CPIC SUBCOMMITTEES**➤ **FINANCE***R. LUISETTO*

R. Luisetto spoke to the budget report.

J. Duijvestein asked committee members to consider making a donation using a portion of the revenues in the CPIC budget towards the Halton Catholic Children's Education Foundations. This item will be added to the next meeting agenda for discussion.

T. Overholt indicated that proposals are being developed for the PRO Grants monies by three Consultants. R. Luisetto; K. Williams; L. Hartman; J. Duijvestein and T. Overholt will meet with the consultants to discuss the proposals that will be presented at the next CPIC meeting.

➤ **COMMUNICATIONS***L. HARTMAN*

Nothing to report

It was noted that preparation are being made for Communication pieces at the next Council of Chairs meeting.

➤ **GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE***J. DUIJVESTEIN*

Nothing to report

➤ **FAITH AND FAMILY DEVELOPMENT COMMITTEE***A. GONZALEZ/E. MACDONALD*

Nothing to report

11. OTHER BUSINESS*CPIC MEMBERS*

The Webinars list will be shared again with the committee for review.

T. Overholt was asked to investigate if the "Year of Mercy" information has been sent to parents. It was noted that the information is available on the Diocese of Hamilton Webpage.

12. FUTURE AGENDA ITEMS*CPIC MEMBERS*

No items were discussed

13. CLOSING PRAYER*E. MACDONALD*

Fr. Hétu closed the meeting with prayer.

14. ADJOURNMENT*J. DUIJVESTEIN***RECOMMENDATION**

Moved by: R. Luisetto

Seconded by: L. Hartman

THAT, the meeting be adjourned at 8:20 pm

CARRIED

Next CPIC Meeting: February 1, 2016 – Board Office

Next Council of Chairs Meeting: February 24, 2016 (Queen of Heaven CES, Milton)

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, January 12, 2016

7:00 p.m.

Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present: A. Danko A. Quinn
 A. Iantomasi D. Rabenda (via teleconference)
 H. Karabela J. M. Rowe
 P. Marai S. Trites
 J. Michael

Staff Present: P. Dawson, Director of Education
 C. Cipriano, Superintendent of Education
 T. Pinelli, Superintendent of Education
 G. Corbacio, Superintendent of Facilities
 F. Thibeault, Administrator, Planning Services
 A. Swinden, Administrator, Strategic Communications

Recording Secretary: E. Trolio

1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by J. Michael.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

#P11/16

Moved by: A. Iantomasi

Seconded by: H. Karabela

RECOMMENDED, that the agenda be approved, as submitted.

CARRIED

2.2 **Approval of Minutes**

The minutes of the December 1, 2015 Policy Committee Meeting were reviewed.

The following motion was presented:

#P12/16

Moved by: A. Quinn

Seconded by: S. Trites

RECOMMENDED, that the minutes of the Policy Committee Meeting held on December 1, 2015 be approved as submitted.

CARRIED

3. ACTION ITEMS

3.1 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students (T. Pinelli)

T. Pinelli briefly reviewed the Policy and reminded the Trustees that the Policy was a required by the Ministry through a PPM memorandum number 129. She noted that it is a requirement for our board to have a policy regarding this. She offered to answer any questions.

Trustees inquired about what the situation regarding if a student wanted a course that isn't offered? Ms. Pinelli confirmed that if a specialty course is offered at the board through one of our schools and not at another, the student may obtain this credit. She also noted that if none of our schools offer the course, than the student cannot challenge for that course.

Trustees also asked about whether a principal can decide what is offered at school. Ms. Pinelli stated that this policy tightens this up and provides consistency.

The following resolution was put before the Policy Committee:

#P13/16	Moved by: J. M. Rowe
	Seconded by: J. Michael
RECOMMENDED , by the Policy Committee that Board Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day Students be forwarded to the January 19, 2016 Regular Board Meeting for approval at First Reading. CARRIED	

3.2 Policy II-10 Releasing Pupils from School (C. Cipriano)

C. Cipriano provided a brief overview of this policy. Policy II-10 was originally written in 1973 and updated in 2008. He noted that some of the changes are due to formatting all policies to be uniform and consistent. A definition, "Withdrawal from Parent Control", was added. The policy name has been changed to reflect a more accurate overview of the policy; "pupil" was removed and "student" was added. He noted that "custodial guardian" was changed to "guardian".

Discussion ensued advising what acceptable forms of written consent consist of; namely, is email considered an acceptable form of written consent. Email has been accepted as written consent as it is now a common understanding.

Clarification was given regarding the point that a student aged 16-18 has the right and can withdraw from parental control and make own decisions.

P. Dawson noted that any information regarding students is kept in the secure Trillium Data base.

Further discussion followed regarding procedures at school level.

The following was put before the Policy Committee:

#P14/16	Moved by: A. Iantomasi
	Seconded by: D. Rabenda
RESOLVED , that the Policy Committee recommends that Board Policy II-10 Releasing Pupils from School be forwarded to the January 19, 2016 Regular Board Meeting for approval. CARRIED	

3.3 Policy II-14 Class Size Loading Ratios Elementary Panel (C. Cipriano)

C. Cipriano reviewed the policy which was created in 1991 and updated in 2003. He noted the fact that this old policy doesn't reflect the present class sizes mandated by the Ministry. He read the Education Act to note that the changes of class sizes can change yearly. The Policy Working Group has brought this forward that this policy to be rescinded because the classes are clearly outlined in the Education Act. The Act also outlines the procedure to determine how class sizes are composed.

Trustee Karabela asked where the information regarding class sizes. C. Cipriano pointed out that the school principals know this information and parents are welcome to contact the school. C. Cipriano also noted that he submits the class size numbers to the Ministry on behalf of the Director and the Ministry grants approval. P. Dawson noted that the information is online.

The following motion was put before the Policy Committee:

#P15/16	Moved by:	A. Danko
	Seconded by:	A. Quinn
Resolved , that the Policy Committee recommends that the Board post current regulations on the Board website in lieu of the rescinded Policy II-14 Class Loading Ratios Elementary Panel.		
CARRIED		

The following motion was put before the Policy Committee:

#P16/16	Moved by:	J. M. Rowe
	Seconded by:	A. Iantomasi
Resolved , that the Policy Committee recommends that Policy II-14 Class Size Loading Ratios Elementary Panel be forwarded to the January 19, 2016 Regular Board meeting to be rescinded as presented.		
CARRIED		

3.4 Policy II-09 Opening and Closing Exercises (C. Cipriano)

C. Cipriano presented the minor revisions surrounding the language that encourages the singing of the national anthem and the Pledge of Citizenship. It was noted that all of our schools play the national anthem every morning over the P.A. system.

Trustees suggested the word "pupil" be changed to "student" and the wording "Pledge of Allegiance" be changed to "Pledge of Citizenship".

It was suggested that the language surrounding the encouragement of students to participate in opening exercises should be specific using the wording "shall" instead of "encouraged". C. Cipriano stated that the language shows what the Education Act uses. Trustee Danko noted that the Toronto Board uses the language "shall". It was agreed that our language will reflect "shall" and "are encouraged" will be removed.

A. Iantomasi recommended that it might be good to have the words to the national anthem posted in the classrooms (especially for the immigrant population's benefit).

The following motion was put before the Policy Committee:

#P17/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Board Policy II-09 Opening and Closing Exercises be forwarded to the January 19, 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.5 Policy II-19 Educational Field Trips (C. Cipriano)

C. Cipriano introduced this policy providing an overview and the minimal changes that were done. He noted that the previously requested language was now incorporated into the policy.

Discussion ensued regarding secondary students who aren't Catholic. Trustees inquired whether these students are they required to go to mass. C. Cipriano stated that they are required to attend mass on a trip like they do in the school setting. He also noted that it is often a cultural and religious experience for the trip.

Trustees asked about specifying "Sunday Mass", but it was noted that mass can be offered on Saturdays as well; therefore, the language in the policy reflects this.

Outdoor Education trips were brought forward as an example of not being able to attend a formal mass, but it was explained that a liturgy was usually done in its place. Spoke about arrangements for students to attend mass on the return trip back.

The following motion was put before the Policy Committee:

#P18/16

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

Resolved, that the Policy Committee recommends that Board Policy II-19 Educational Field Trips be forwarded to the January 19, 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.6 Policy V-17 Permission to Distribute (C. Cipriano)

C. Cipriano presented this policy noting that this passed first reading on October 10th and went to stakeholder consultation on November 18th to December 9th. We received one submission from one of our former approved groups that distributed information, Conquest Milton. We have incorporated some of their comments into this policy. They suggested that we had the incorrect language regarding materials from levels of government. We changed the language from "must be material from..." to "may be material from..." C. Cipriano noted that Ministry provides the wording for Curriculum based items.

Discussion followed concerning the process of distribution of information when it is a requirement from the Ministry of Education to distribute a pamphlet. C. Cipriano noted that when we receive something from the Ministry and it is a requirement to distribute, we do not go through this process as the Board doesn't have latitude of wording and we must deliver it. At times we may find that some brochures are not in compliance with our values and we aren't required to deliver that documentation.

Trustee Rowe noted that additional wording for bullet at bottom of page 1 "materials ... political parties or groups" be expanded to include "candidates".

Trustee Quinn suggested that fundraising and financial opportunities through the students might be addressed in this policy. C. Cipriano responded that legislation is in effect regarding unwanted emails and advertising through children thus addressing this concern.

Trustee lantomasi inquired about a timely return of requests and follow through. C. Cipriano provided how the requests are processed and noted the turnaround time is usually about 1 week or so.

The following motion was put before the Policy Committee:

#P19/16

Moved by: A. lantomasi

Seconded by: J. M. Rowe

Resolved, that the Policy Committee recommends that Board Policy V-17 Permission to Distributed be forwarded to the January 19, 2016 Regular Board Meeting for approval at Second Reading and Third Reading.

CARRIED

3.7 **Policy V-09 Public Concerns Complaints Process (C. Cipriano)**

C. Cipriano presented the history of this policy progression from first reading through third. C. Cipriano noted that the policy was made more wholesome and transparent for parents, stakeholders and students. It was noted that it was made clear what the complaint process is and how they are responded to.

The following was put before the Policy Committee:

#P20/16

Moved by: J. Michael

Seconded by: J. M. Rowe

Resolved, that the Policy Committee recommends that Board Policy V-09 Public Concerns Complaints Process be forwarded to the January 19, 2016 Regular Board Meeting for approval at Third Reading.

CARRIED

4. **DISCUSSION ITEMS**

4.1 **School Accommodation Review Policy/Process Q & A (F. Thibeault)**

F. Thibeault explained that the Ministry of Education required the board to review school accommodations. He provided the historical time that on Nov. 17, the policy and administrative procedures were presented and passed. He noted that the policy and procedure has a few amendments and this will be presented at the January 19th board meeting. He did note that not much has changed.

It was noted that the information to meet the criteria to allow a modified process is found in the policy/procedure. F. Thibeault noted that this is applicable to all schools.

F. Thibeault provided the process of a School Accommodation Review. After obtaining approval to proceed at board meeting, the School Accommodation Review would be posted to website and a community consultation would be next. Once that is completed, an interim report would be provided. A final report would be submitted at the end of all consultations with a review of all input. This process is similar to a boundary review.

Trustee Danko inquired about the modified process and how it works. F. Thibeault responded noting that parents would be informed via syner mail bringing to the attention of parents of the community

consultation. At the community consultation, parents would sit at tables and after a presentation, their input is documented and reviewed to compile their feedback and comments. A report is produced from this information. This would be presented a board meeting.

Trustee Quinn questioned if the modified process being quicker, would there be cost savings? F. Thibeault noted that the accelerated process could potentially save costs but that isn't the main reason for the modified process. The main component would be to address the item more speedily.

Trustee Danko commented on the media component. F. Thibeault noted that notification would be through syner mail, communication via website, social media and a news release through the local media and local parishes with links to our website. This informs the public to attend the community consultations.

A. Swinden injected we haven't paid for adverts in the newspapers lately because the media tends to publish our news release word verbatim. HCDSB tweets the information.

5. **INFORMATION ITEMS**

5.1 **Administrative Procedure VI-40 Distribution of Promotional Material (C. Cipriano)**

Reviewed earlier with policy.

5.2 **Administrative Procedure VI-70 Educational Field Trips (C. Cipriano)**

Reviewed earlier with policy.

5.3 **Video Surveillance – Cost Analysis (C. Cipriano)**

Reviewed.

5.4 **Upcoming Agenda Items Chart**

The chart was provided as information.

6. **MISCELLANEOUS INFORMATION**

7. **CORRESPONDENCE**

There was no correspondence.

8. **IN CAMERA**

9. **NEW BUSINESS**

10. **MOTION TO EXCUSE COMMITTEE MEMBERS**

11. **MOTION TO ADJOURN (C. Cipriano)**

#P21/16

Moved by: A. Quinn

Seconded by: J. M. Rowe

RECOMMENDED, that the meeting adjourn.

CARRIED

The meeting closed with a prayer led by C. Cipriano at 8:17 p.m.



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Kathy Burtnek, *President*
Bob Schreader, *Vice President*
Nick Milanetti, *Executive Director*

February 8, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Nick Milanetti, Executive Director

SUBJECT: OCSTA Resolutions:
13-15 – Ontario Regional 274/12 – Hiring Practices
14-15 – Support for Boards to Address High Rates of Absenteeism

Resolutions numbers 13-15 and 14-15 (*copies attached*) were considered by the OCSTA Membership at the 2015 Annual General Meeting. They were received and referred to the Labour Relations Committee and the responses are provided below.

Resolution 13-15 - Ontario Regulation 274/12 – Hiring Practices

Therefore be it resolved that:

OCSTA petition the Ministry of Education to review Regulation 274 – Hiring Practices, with a view to reducing its administrative impact on school boards and to support the hiring of teachers which is timely and effective.

All of the issues raised in this resolution were brought forward and fully discussed by the OCSTA negotiating team as part of the central negotiation tables with the Crown and OECTA. The results of these negotiations made some minor changes that were recently reflected in the revision of the regulations by the Crown. These changes included shorter posting requirements and different practices for filling of long term assignments of 30 days or less. These changes are reflected in O Reg. 274/12 as amended into the Education Act on December 3, 2015. The Crown made these changes as they were mutually agreed upon by the parties at the bargaining table. Improvements and changes to hiring practices will continue to be a priority for OCSTA.

Resolution 14-15 – Support for Boards to Address High Rates of Employee Absenteeism

Therefore be it resolved that:

OCSTA petition the Ministry of Education to review the increased cost effects of this change in sick leave provisions, and to assist Boards in building capacity with implementing successful attendance management/support plans.

1/2

Sick leave and staff absenteeism were topics at all of the negotiation tables during central bargaining. Data from the past few years indicated that teacher absence rates have not increased overall while all education worker statistics have been trending upwards. Sick leave issues that were discussed at each central table included:

- Sick leave benefits
- Sick leave days
- Short term leave and disability
- Eligibility and allocation
- WSIB and LTD
- Administration of sick leave, and
- Proof of illness

Collective agreement language in respect of sick leave was negotiated at all tables with a view to attempting to address issues that had been expressed by school boards. Attendance management programs were not a part of central negotiations and this issue remains at local bargaining. There were no indications that funding for sick leave would change for the 2016/17 school year and this will likely be the case when the GSN's are announced this coming Spring 2016.

If there are any questions on the information provided above please contact me at 416-932-9460 or nmilanetti@ocsta.on.ca.

Attachments

Moved by: Luz del Rosario

Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Ontario Regulation 274/12 – Hiring Practices

Whereas: Regulation 274 has been imposed upon school boards with regards to hiring practices; and

Whereas: Regulation 274 stipulates that occasional teachers be ranked in terms of seniority and placed on a roster; and

Whereas: Regulation 274 outlines a prescribed process and timeline for the posting of available teaching positions.

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to review Regulation 274 – Hiring Practices, with a view to reducing its administrative impact on school boards and to support the hiring of teachers which is timely and effective.

AGM Decision

Receive and refer to Labour Relations Committee.

Moved by: John Caputo

Huron-Superior Catholic District School Board

Seconded by: Kathleen Rosilius

Topic: Support for Boards to Address High Rates of Employee Absenteeism

Whereas: in 2012, MOUs were established removing the banks of sick days in collective agreements; and

Whereas: employee groups such as educational assistants and other support staff are demonstrating increasingly higher sick leave usage; and

Whereas: increases in sick leave are causing large expenditure increases which are pressing Board Budgets.

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to review the increased cost effects of this change in sick leave provisions, and to assist Boards in building capacity with implementing successful attendance management/support plans.

AGM Decision

Receive and refer to Labour Relations Committee.



February 4th, 2016

To the attention of Paula Dawson, Director of Education and Secretary to the Board for HCDSB

Dear Ms. Dawson,

On behalf of the Elementary & Secondary Principals' & Vice Principals' Association of the Halton Catholic District School Board, we would like to express our concerns regarding the recently approved amended operating policy II-09 as it pertains to mandatory recital of the Oath of Citizenship during every opening exercise effective immediately.

Given that this policy affects all students of the HCDSB on a daily basis, we are respectfully requesting that implementation be delayed to allow time to revisit this policy and consult with all stakeholders.

We understand that this updated policy has already been released to the press without giving an opportunity for feedback from not only administrators but parents as well.

The Oath of Citizenship has been mandated without adequate timelines and rationale that can be shared with staff and school communities. We as administrators strongly and urgently recommend that this matter be reconsidered by the Board of Trustees. We further would recommend that the Council of Chairs be afforded the opportunity to provide input into this decision and that our Trustees address this matter with parents, students and staff at the local school level.

While this new requirement is to be a mandatory component of our opening exercises, we believe that it will detract from the primacy that we give to our daily prayer.

In a time of cultural sensitivity and inclusivity, we as a Catholic Board need to recognize and be sensitive to our multicultural and First Nations population (including non-citizens) who too are valued members of our Catholic school communities.

As an Association we would welcome the opportunity to discuss this further with Senior Administration and the Board of Trustees and collaboratively address our concerns.

Yours in Catholic Education,

Liz MacIntyre
President
HCPVPA /Elementary

Justine O'Grady
President
HCPVPA/Secondary

February 10, 2016

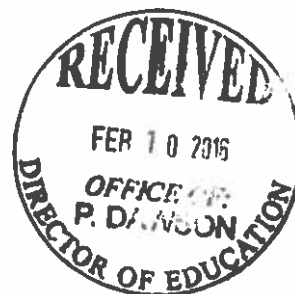
Jane Michael

Chair, Board of Trustees

Catholic Education Centre

802 Drury Lane

Burlington, Ontario, L7R 2Y2



Dear Jane,

On Friday, February 5th, 2016, the Oakville Beaver reported that The Halton Catholic District School Board voted this week to require the students to recite the Oath of Citizenship at the start of each school day. The article also suggested that the Board hoped to spur discussion by having made this requirement, albeit only after the decision was made and announced.

For a worthwhile discussion the students, parents and the interested public who by their taxes support The Halton Catholic District School Board would need to know why the Board initiated and passed this requirement. Wishing to be unique, and the only School Board requiring this oath to be mandatory, is reminiscent of the political dialogue we are presently observing among our neighbours south of the border.

Given the premise that our schools exist to serve and meet the needs of our students, among the first questions to be asked would be: What identified and/or perceived student needs are being served by requiring the Oath? How were the students consulted to determine the need?

Moreover, given that the Board represents Catholic Schools in this The Year of Mercy, and aligned with a Church that is being guided by the encyclical *Laudato Si*, a document that is laden with creative ideas, why then focus on this Oath when there are issues of far greater concern to "keep the foundation of our society and Canada front and centre". Many believe that Pope Francis by addressing his encyclical to the world and entitling it *On Care for Our Common Home*, that he is attempting to broaden our vision to a world view and that our needs, however important, are not always centre stage, nor are we unique.

Perhaps instead of harkening back to an aspect of colonial history we should promote the vision of Pope Francis as being a much more worthy goal for our students, realistically it cannot be required, but it certainly should be encouraged in our Catholic Schools. Many believe that Pope Francis is inclined to understand citizenship as being a global concept, indeed literature supporting this belief is abundant. Chapter six of *Laudato Si* is entitled *Ecological Education and Spirituality*, Pope Francis begins by saying:

#202, "Many things have to change course, but it is we human beings above all who need to change. We lack an awareness of our common origin, of our mutual belonging, and of a future to be shared with everyone. This basic awareness would enable the development of new convictions, attitudes and forms of life. A great cultural, spiritual and educational challenge stands before us, and it will demand that we set out on the long path of renewal."

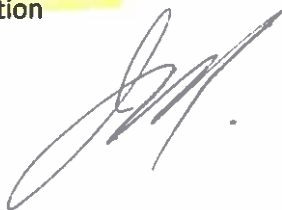
This mandatory oath for Catholic students has become a front page newspaper item here in Oakville, a status that is neither coincidental nor by chance, newspaper editors have a keen sense of controversy and recognize divisive thinking. To be front and centre, and positively represent our Catholic tradition should we not retain our focus on the Our Father and Laudato Si, both of which encourages us to think and act globally. The students within our Halton schools come to us from many parts of the globe, are we being invitational as the Gospel is meant to be? What student need is being addressed by requiring this oath?

Respectfully submitted,

Joe Moher

I am a grandfather, long retired, with grandchildren attending school within the Halton Catholic School Board.

Cc Paula Dawson, Director of Education

A handwritten signature in black ink, appearing to be 'PD', with a long horizontal stroke extending to the right.