

REGULAR BOARD MEETING  
AGENDA

Date: Tuesday, March 1, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer: M. Zapata	
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	
5. Delegations	
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13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: H. Karabela	

*Subject to Approval*

## MINUTES OF THE REGULAR BOARD MEETING

Date:	February 16, 2016	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	A. Danko A. Iantomasi, Vice Chair of the Board H. Karabela J. Michael, Chair of the Board	A. Quinn D. Rabenda J.M. Rowe S. Trites
Member Excused	P. Marai	
Student Trustees	J. Brown C. Kemeni	M. Zapata
Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board P. McMahon C. McGillicuddy	L. Naar J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present	E. DiBattista, Director, Oud Kids Network R. Negoï, Senior Administrator Financial Services, Business Services S. Paquette, Chair of the Aboriginal Education Advisory Committee (SESC) S. Saevil, Aboriginal Liaison Officer A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services K. Yanchus, Reporter	

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer: J. Brown

The meeting opened at 7:30 p.m. with a prayer led by J. Brown.

### 2. Approval of the Agenda

**#56/16**

**Moved by:** H. Karabela

**Seconded by:** J.M. Rowe

**RESOLVED**, that the agenda be accepted as presented.

**CARRIED**

### 3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

#### **4. Presentations**

##### **4.1 Our Kids Network (E. DiBattista)**

P. Dawson introduced and welcomed E. DiBattista, Executive Director, Our Kids Network (OKN), an organization who has a long history with the Board, and a model network, not only in the province of Ontario but nationally with partner agencies and services.

H. DiBattista gave a brief historical overview regarding the establishment of OKN, beginning in 1996 and elaborated on its evolvement. She provided information on this wide partnership of organizations serving children and youth, the collective work being done among the partners and the work they are doing throughout Halton to ensure that children, youth and families have the best supports available to them, so children can thrive and become the best adult they can be. She identified the protocol partners who provide financial support, infrastructure, guidance and human resources and outlined the 7 key conditions of well-being known as “Halton 7”, strategies and products.

Ms. DiBattista also commented on the role of the community hubs in Acton, Aldershot and Milton that have been in place in 2004. These hubs were established to respond to the needs of individual communities and have evolved into vibrant resources. She also highlighted some of the ongoing projects involving protocol partners. A copy the last annual report was provided to trustees.

The Chair of the Board thanked E. DiBattista for her presentation.

##### **4.2 First Nations, Metis and Inuit Education (A. Prkacin) (Presentation and Report)**

S. Saevil, Aboriginal Liaison Officer and member of the Aboriginal Education Advisory Committee (SESC) introduced S. Paquette, Chair of the SESC and acknowledged some of the members in the audience. She indicated that her portfolio is a collaborative approach with both the Catholic and Public school boards.

S. Paquette, brought greetings using different first nation's languages of the people and thanked S. Saevil for her community work. To improve future relationships of Canada, he urged trustees to review the documentation prepared and support the recommendations being put forward.

S. Saevil drew trustees' attention to some of the documents contained within the report: First Nations Métis and Inuit Education Charter of Commitment adopted by OCSTA and the memo encouraging every Catholic school board to adopt the charter; the statement from the Permanent Council of the Canadian Conference of Catholic Bishops in response to the Summary Report and Calls to Action by the Truth and Reconciliation Commission; and key recommendations from the Truth and Reconciliation Commission of Canada's Calls to action. She noted that boards are being asked to correspond with the Ministry of Education to write appropriate curriculum and to build capacity. S. Paquette encouraged the Board to invite traditional knowledge keepers and elders in their schools.

When asked if staff were considering proceeding prior to obtaining direction from the Canadian Conference of Catholic Bishops, A. Prkacin indicated that she would follow-up with the Bishop's Office and report back. S. Paquette noted that this would be an opportunity for the Board to be a leader on an issue of national importance. With respect to developing a curriculum with a local flavor, S. Saevil noted that correspondence to the Ministry will be encouraging them to prepare curriculum that is reflective of Ontario.



**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the Regular Board Meeting of February 2, 2016**

**#57/16**

**Moved by:** A. Iantomasi

**Seconded by:** H. Karabela

**RESOLVED**, that the minutes of the February 2, 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 Suspend Section 4.1.6 of Board By-Laws - March 22, 2016 Special Board Meeting**

Director of Education, P. Dawson, informed trustees that Section 4.1.6 of the Board's By-laws would need to be suspended in order to give sufficient notice to the public and hold a Special Board Meeting on March 22, 2016.

**#58/16**

**Moved by:** J.M. Rowe

**Seconded by:** A. Iantomasi

**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.

In response to comments and questions, the Director acknowledged the importance of Holy Week, but explained that this was the only option available in order to meet the timelines of the Modified Pupil Accommodation Review Process. She noted that the report presented will be a Staff Report and that there will be no other items added to the agenda. F. Thibeault also addressed the implications of extending the process, moving the final approval into the first week of May, which far exceeds the Ministry deadline. He also outlined a number of strategies that have been put in place to generate awareness regarding the upcoming meetings.

The Chair called for a vote:

In Favour	Opposed
Danko, A.	Quinn, A.
Iantomasi, A.	
Karabela, H.	
Michael, J.	
Rabenda, D.	
Rowe, J.M.	
Trites, S.	
Kemeni, C. - non binding	

Browne, J. - non binding	
Zapata, M. - non binding	

The motion **CARRIED**.

## 8.2 2016-2017 School Year Calendar (C. McGillicuddy)

C. McGillicuddy addressed the report presented at the February 16<sup>th</sup> Board Meeting and the proposed recommendation.

**#59/16**

**Moved by:** J.M. Rowe

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board approve the 2016-2017 School Year Calendar as presented.

P. Dawson informed trustees that over the next few months, staff will be presenting snapshots of the work being undertaken by our schools in the area of math.

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

## 8.3 Amendment to Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary (C. Cipriano)

C. Cipriano presented the motion.

**#60/16**

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**RESOLVED**, that the 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. **UNANIMOUSLY CARRIED**

## 8.4 Rescind Policy II-22 Secondary School Day (C. Cipriano)

**#61/16**

**Moved by:** H. Karabela

**Seconded by:** D. Rabenda

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

## 8.5 Amendment to Policy II-42 Medical Conditions (C. Cipriano)

**#62/16**

**Moved by:** D. Rabenda

**Seconded by:** S. Trites

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

**8.6 School Consolidation Capital Project Submission (P. McMahon & G. Corbacio)**

P. McMahon presented the list and priority ranking of capital projects for the 2015 Ministry request for School Consolidation Capital (SCC) Priorities Business Cases. Included is also a resolution to re-organize priorities 2 to 5 in the event that new information identified in the development of the business cases warrants alteration.

**#63/16**

**Moved by:** H. Karabela

**Seconded by:** J.M. Rowe

**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 2015 School Closure Capital Priorities Business Cases Submission to the Ministry of Education for funding consideration on February 29, 2016; and

**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.

In response to questions, G. Corbacio explained why the St. Mark Catholic Elementary School proposal to remove the eleven classroom Relocatable Building Section would be better suited for Phase II of the Board's school consolidation strategic plan. P. McMahon also pointed out that the Board must submit its business case by February 29<sup>th</sup> and approval of the ranking and the projects is at the discretion of the Ministry.

F. Thibeault, in response to the prioritization of the projects, explained the rationale and the immediate need for school consolidation capital. The proposed ranking order was intended to be respectful of the one presented at the January 5<sup>th</sup> meeting. The order of priority is at the trustees' discretion and is open for discussion.

A. Quinn proposed an amendment to the ranking and asked that # 4 and # 5 be moved to # 2 and # 3 priority. There were no seconder to the proposed amendment.

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

**9. Staff Reports****9.1 First Nations, Metis and Inuit Education (A. Prkacin) (Presentation and Report)**

The report was presented under item 4.2.

**9.2 North Oakville Preserve Catholic Elementary School Boundary Review (C. Cipriano)**

C. Cipriano recognized J. Lucian, member of the Advisory Committee in attendance at the meeting. He presented the final report of the North Oakville Preserve Catholic Elementary School Boundary Review Process and the Recommendations of the Advisory School Boundary Review Committee. The School Boundary Review unanimously approved the proposed recommendation that will be presented at the March 1, 2016 Board Meeting.

C. Cipriano commented on the composition of the committee, the number of stakeholders in attendance at the Parent Community Consultation and the feedback submitted online. He indicated that there has been no requests received from delegations at this point in time.

**10. Information Items****10.1 Student Trustees Update**

J. Brown indicated that the students will be attending the upcoming OSTA-AECO Conference in Ottawa from February 18<sup>th</sup> to February 21<sup>st</sup>. The students provided an update on the pillars of achieving, believing and belonging: activities pertaining to Black History Month; Catholic Week initiatives involving student senators; delivery of valentine cards; Ash Wednesday's ceremonies; food drives and focuses on Lenten promises by helping others and giving to the community; scholarship opportunities and awards; and activities to promote school spirit.

**10.2 School Educational Field Trips (T. Overholt)**

The report was provided as information.

**10.3 Parent Survey (P. Dawson)**

P. Dawson, as a follow up to the motion brought forward by P. Marai at the October 6<sup>th</sup> 2015 Board Meeting, proposing an electronic survey of HCDSB families, presented the feedback received from parents on the quality of programming at their schools. The survey, administered from December 16, 2015 to January 8, 2016, asked if parents had considered leaving the Catholic school and if so, why. She thanked the Research Department for their assistance.

Trustee Quinn thanked staff for the presentation and asked how, going forward, trustees would respond to the results knowing that 20% of current parents had considered moving boards. Addressing the percentage, P. Dawson clarified that it was 20% of 11.8% and that she would consult with the Research Department in terms of how significant were the results. P. Dawson also acknowledged that trustees and senior staff would consider the results during the budget process.

The survey will be administered at the end of the school year and then yearly, thereafter.

**10.4 International Congress for School Effectiveness and Improvement - January 6th-9th, 2016, Glasgow, Scotland Conference (B. Browne)**

Dr. B. Browne shared information regarding his attendance at the International Congress for School Effectiveness and Improvement (ICSEI) to promote research and enhance the quality and equity of education for students around the world. He identified key learning and emerging themes at the conference and was honoured to share the work of the

Halton Catholic District School Board. Dr. Browne noted participation provided the opportunity to highlight our gift of Catholic funded education to an international audience.

In response to questions, Dr. B. Browne acknowledged that Mental Health is gaining international recognition and the systems that do well are the ones that have a high commitment to equity, mental health and wellness. Time is better spent on creating conditions where children want to be and want to learn, in combination with literacy and numeracy work.

Staff also explained how professional learning gained at these conferences is shared with staff, throughout the system, either through social media, leadership workshops, and weekly senior staff meetings.

#### **10.5 North Oakville Preserve Construction Report (G. Corbacio)**

G. Corbacio addressed the Construction Report. The project is currently on budget.

### **11. Miscellaneous Information**

#### **11.1 CPIC Minutes - January 11, 2016**

#### **11.2 Policy Committee Minutes - January 12, 2016**

#### **11.3 OCSTA Resolutions:13-15 – Ontario Regional 274/12 – Hiring Practices and Support for Boards to Address High Rates of Absenteeism**

### **12. Correspondence**

#### **12.1 Elementary and Secondary Principals' and Vice Principals' Association - Oath of Citizenship**

#### **12.2 J. Moher - Oath of Citizenship**

The Chair indicated that the letters are in reaction to the amendment to Policy requiring that schools daily recite the Oath of Citizenship.

D. Rabenda addressed Governance Policy 1, specifically the fact that amendments to Policy don't require stakeholder input. In an effort to improve the opportunity for stakeholders input, she suggested that the Policy be revisited at an upcoming Policy Committee Meeting and that any proposed amendment to a Policy that is pertinent to the Education Act would be considered significant and should require input. C. Cipriano acknowledged that Governance Policy 1 will be on the March 29<sup>th</sup> Policy Committee agenda for review and that language is being crafted to address the issues raised by Trustee Rabenda.

### **13. Open Question Period**

There were no questions.

### **14. In Camera**

**#64/16**

**Moved by:** J.M. Rowe

**Seconded by:** H. Karabela

**RESOLVED,** that the meeting move in-camera.

**CARRIED**

The meeting moved in-camera at 9:20 p.m. and returned to regular session at 9:30 p.m.

Acting Department Head Mathematics – Assumption Catholic Secondary School

Guy Fricano appointed as Acting Department Head Mathematics effective February 8, 2016 to June 30, 2016.

Hiring

Michelle Styka hired as a probationary teacher effective February 8, 2016

Retirements

Sharon Brown and Tom Durran effective June 30, 2016.

**15. Resolution re Absentees****#65/16****Moved by:** A. Iantomasi**Seconded by:** J.M. Rowe**RESOLVED**, that Trustee P. Marai be excused from the meeting.**CARRIED****16. Adjournment and Closing Prayer: A. Iantomasi**

The meeting adjourned at 9:30 p.m. with a prayer led by A. Iantomasi

**#66/16****Moved by:** S. Trites**Seconded by:** H. Karabela**RESOLVED**, that the meeting adjourn at 9:30 p.m.**CARRIED**

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Secretary of the Board

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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 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> and 3 <sup>rd</sup> Readings	C. Cipriano	April 2016

ACTION REPORT

ITEM 8.1

## 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).

### 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:

Pursuant to the discussion at the Board Meeting of February 16, 2016, this will confirm that the Canadian Conference of Catholic Bishop's most recent publication is the "Statement by the Permanent Council of the CCCB in an Initial Response to the Summary Report and Calls to Action by the Truth and Reconciliation Commission", June 12, 2015, as provided in Appendix 'B'. We are reminded that "Catholic social teaching places a priority on action for justice as a constitutive dimension of witnessing the Gospel". The CCCB continue to work in collaboration with the Canadian Catholic Aboriginal Council and has made a commitment to discern and respond to the Calls to Action.

On February 17, 2016, Ontario Premier Kathleen Wynne announced that Ontario is introducing mandatory indigenous cultural sensitivity and anti-racism training for all public service employees in response to the recommendations from the Truth and Reconciliation Commission. The training is designed to develop policies and programs to redress the legacy of residential schools, advance reconciliation with indigenous communities and make a real difference in the lives of the First Nations, Inuit and Metis people. Further, the province is developing a plan to ensure that the impact of residential schools, the history of colonization and the importance of the treaties is added to the curriculum in public schools. As a result of this statement and action, the Board no longer requires to 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 of the Truth and Reconciliation Commission of Canada's Report. Consequently, the recommendation presented at the February 16, 2016 Board meeting has been amended accordingly.

RECOMMENDATION:

*RESOLUTION:*

Moved by:

Seconded by:

*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.*

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



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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

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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.<sup>2</sup> 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, 2<sup>nd</sup> 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.”<sup>1</sup> 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.”<sup>2</sup> 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.

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

<sup>2</sup> 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.”<sup>3</sup>

#### **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.”<sup>4</sup>

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

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<sup>3</sup> Pope Francis, Apostolic Exhortation *Evangelii gaudium*, 3.

<sup>4</sup> *Towards a New Evangelization: Message by the Permanent Council of the CCCB on the 500<sup>th</sup> 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**



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**2015**

Truth and Reconciliation Commission of Canada, 2012

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# 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.

## ACTION REPORT

## ITEM 8.2

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

#### **PURPOSE:**

To obtain Board approval of the North Oakville Preserve Catholic Elementary School's attendance boundaries to be implemented in time for the 2016-17 year.

#### **BACKGROUND INFORMATION:**

1. Staff Report 9.2, "North Oakville Preserve Catholic Elementary School – School Attendance Boundary Review Final Report and Recommendation, from the February 16, 2016 Regular Board Meeting
2. Information Report 10.3, "North Oakville Preserve Catholic Elementary School – School Attendance Boundary Review", from the December 15, 2015 Regular Board Meeting.
3. 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	<b>November 17, 2015</b>
Inaugural Advisory Committee Meeting	<b>January 11, 2016</b>
Advisory Committee Meeting Interim Report Posted on Board Website	<b>January 12, 2016</b>
Community Information Meeting at St. Mary Catholic Elementary School	<b>January 13, 2016</b>
Community Comments & Feedback are due	<b>January 28, 2016</b>
Advisory Committee Reviews Options & Community Input	<b>February 8, 2016</b>
Advisory Committee Final Report & Recommendation posted on website	<b>February 12, 2016</b>
Advisory Committee Final Report & Recommendation presented to Board	<b>February 16, 2016</b>

#### **Currently Task:**

Board receives Delegations & considers approval of new elementary school attendance boundaries	<b>March 1, 2016</b>
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## 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.

In addition to the recommendation of the Advisory Committee's recommendation, staff would also recommend to conduct a housekeeping task of subdividing patches P30, V23, and V24 into sub-patches at this time (displayed in Appendix B) to facilitate all future boundary reviews in the North Oakville Secondary Plan area as new schools are introduced. These patches were created in dividing geographic areas using proposed communities as a dividing line. The table below summarizes the proposed subdivisions:

Original Patch	New Patches
<b>P30</b>	P30A, P30B, P30C, P30D, P30E
<b>V24</b>	V24A, V24B, V24C, V24D, V24E, V24F, V24G, V24H, V24I, V24J, V24K
<b>V23</b>	V23A, V23B, V23C, V23D, V23E, V23F, V23G, V23H, V23I, V23J, V23K, V23L, V23M

The current step in the process is for the Board to:

- To receive and consider delegations from the community at the March 1, 2016, Regular Meeting of the Board;
- To review the recommendations provided by the Advisory Committee and supported by senior staff for the new 2016/17 school attendance boundaries the two (2) affected Georgetown Elementary Schools, to be implemented for the 2016-17 academic year; and,
- To render a decision on the matter based on the information presented.

## 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.

## RECOMMENDATION:

### **RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, 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.

**RESOLVED**, 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.

**REPORT PREPARED &  
SUBMITTED BY:**

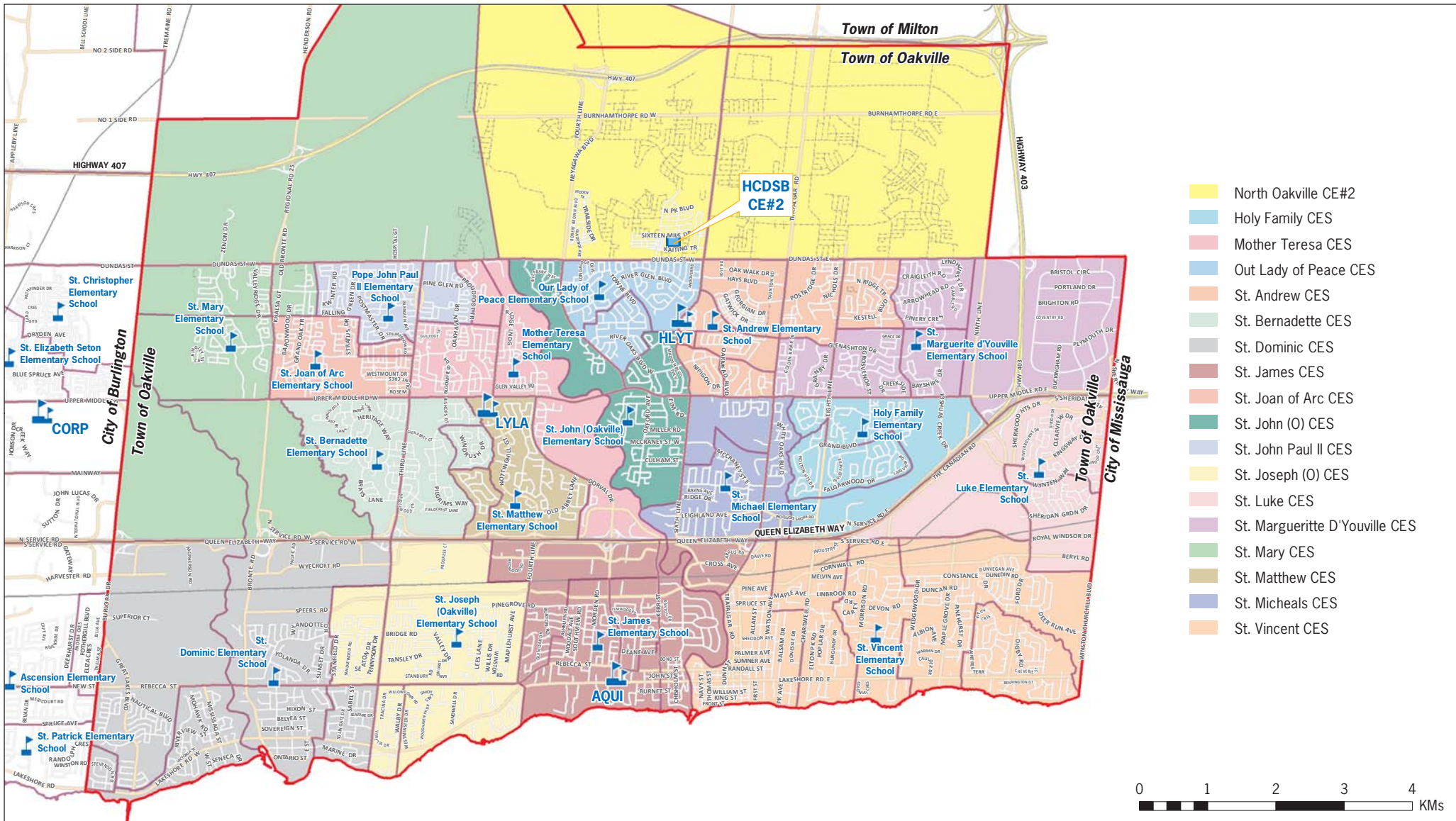
C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

G. CORBACIO  
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



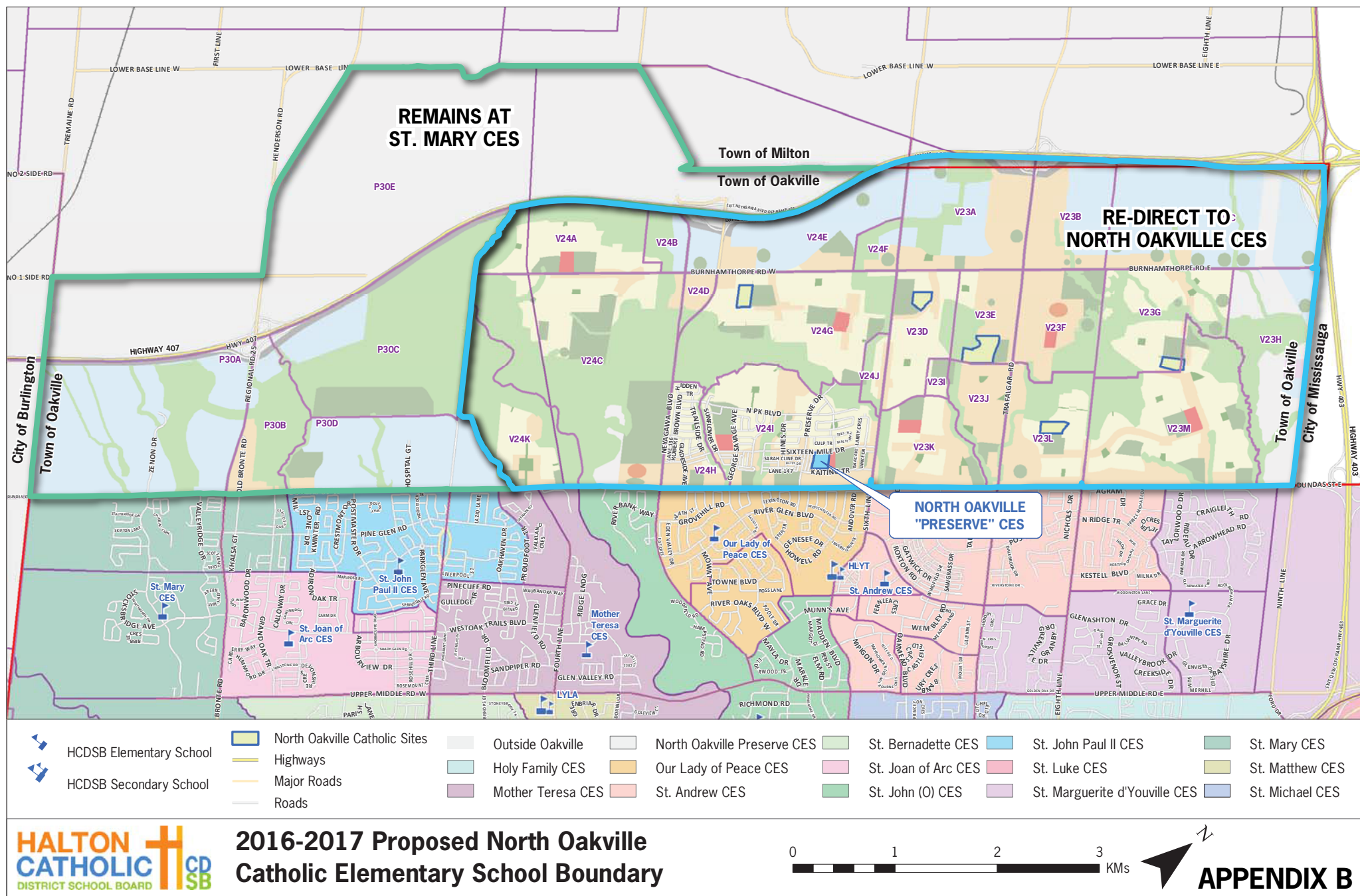
Catholic Elementary Schools (CES)

Catholic Secondary Schools (CSS)

- Highways
- Major Roads
- Roads
- Proposed Roads







## ACTION REPORT

## ITEM 8.3

### HOLY ROSARY CATHOLIC ELEMENTARY SCHOOL, MILTON

### KINDERGARTEN AND CLASSROOMS ADDITION PROJECT

#### PURPOSE:

To update the Board on the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project which was previously approved by the Board on March 4, 2014.

#### BACKGROUND INFORMATION:

The Board approved the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project at its March 4, 2014 Regular Meeting of the Board. Subsequently, the Ministry approved the Kindergarten portion of the project but did not approve all the proposed additional classrooms. Therefore, the project was deferred until funding for the entire project was received from the Ministry. On November 9, 2015 the Ministry approved funding for the entire project, and thus we are now able to proceed with the Holy Rosary School Kindergarten and Classrooms Addition Project. See Appendix "A".

For additional information, Trustees are referred to Action Report Item 8.2 of the March 4, 2014 Regular Meeting of the Board and Staff Report Item 9.2 from the February 18, 2014 Regular Meeting of the Board.

#### COMMENTS:

The current kindergarten classrooms at Holy Rosary School are located at the northwest corner of the school building. The building and site layout of the school and the direction from academic staff to locate the Kindergarten Classrooms within close proximity to each other will require the conversion of the three classrooms nearest to the existing kindergarten classrooms into two new Kindergarten classrooms. Two of these classrooms are regular classrooms and the other classroom is the Special Education classroom. These three classrooms will be replaced with three new classrooms to be included in the new addition at the southwest corner of the school building. The proposed addition is a simple "plug-in" section to the existing building which will be cost effective and mitigate school disruptions during construction. To access the new classroom addition, alterations to a classroom at the southwest corner of the school building will be required to extend the corridor to the new addition. The proposed Kindergarten Classroom addition and alteration work allows for a cost effective second storey to be included on the new southwest classroom addition. The inclusion of a second storey of classrooms above the replacement classrooms will result in a net addition of four (4) regular classrooms on the second floor of the addition. These four new classrooms will provide additional student capacity to accommodate student enrolment growth. The Architect has prepared the preliminary site plan, floor plan drawings and schedule for the Holy Rosary School Kindergarten and Classrooms Addition Project. See Appendix "B".

The proposed project construction schedule as prepared by the Architect indicates the two new Kindergarten Classrooms will be completed by September 2016 and the two storey southwest classroom addition by the end of December 2016, provided that all approvals and permits are received and construction work commences by July 4, 2016. Although completion for the end of December 2016 is forecast by the Architect, Board staff are not as optimistic that the two storey southwest classroom addition portion of the project will be completed by that time. Additional time may be required to complete the construction work due to the complexity of the school addition or to mitigate disruption to student learning and school operations during the construction period. In the event there are project approval delays and/or construction delays it is likely that the project may not be completed until March 2017.

The preliminary cost estimate for the Holy Rosary Catholic Elementary School Kindergarten and Classrooms Addition Project is \$5,075,000. See Appendix "C". The majority of this estimated project cost is for the Kindergarten portion of the project, and is funded by a Ministry FDK allocation of \$3,275,000. The estimated incremental cost to construct the second floor classrooms is \$1,800,000. This portion of the project cost will be funded by the remaining approved school capital priorities allocation from the Queen of Heaven, St. Anne, and St. Benedict School Capital Projects.

The Preliminary Project Budget breakdown and funding sources for the Project will be updated once the competitive construction tenders for the project are received. Please note that funding for furniture and equipment is not included in this Project. Surplus furniture and equipment from other schools will be utilized and any additional furniture and equipment, if required, will be provided through the regular replacement furniture and equipment operating budget.

Approval of a Borrowing By-Law in the amount of \$5,075,000 will be required to finance the Holy Rosary School Kindergarten and Classrooms Addition Project until debenture financing is in place once the project is completed. See Appendix "D".

Since this project was previously approved by the Board on March 14, 2014, the Ministry has approved additional school capital priorities funding for the project, and the project cost estimate has been revised. Subsequently, there is some housekeeping required to rescind,

- **Board Resolution #44/14**  
**Resolved**, that the Halton Catholic District School Board approve a Preliminary Construction Project Budget not to exceed \$4,955,000 for the Full Day early Learning Kindergarten Classrooms Addition and Alteration Project at Holy Rosary Catholic Elementary School, Milton, and
- **Board Resolution #45/14**  
**Resolved**, that the Halton Catholic District School Board approve Borrowing By-Law No. 2014 F04 in the amount of Three Million, Two Hundred and Seventy Five Thousand Dollars (\$3,275,000) to finance the Preliminary Construction Project for the Full Day Early Learning Kindergarten Classrooms Addition and Alteration Project at Holy Rosary Catholic Elementary School, Milton.

These two resolutions will be replaced with two updated resolutions for the Holy Rosary Catholic Elementary School Kindergarten and Classrooms Addition Project as presented in the recommendations below.

## CONCLUSION:

The Board received School Priorities Capital Approval funding to construct the Kindergarten and Classrooms Addition at Holy Rosary Catholic Elementary School, Milton on November 9, 2015.

The new Kindergarten classroom facilities are expected to be ready for September 2016 occupancy while the new addition section is expected to be ready for occupancy by March 2017.

Furniture and equipment is not included as part of this project. Surplus furniture and equipment from other schools will be utilized and new furniture and equipment, if required, will be provided through the regular replacement furniture and equipment operating budget.

The preliminary project budget estimate for the Holy Rosary Kindergarten and Classrooms Addition Project is \$5,075,000, and will be funded by the Ministry. Once the construction tenders are received, the Preliminary Project Budget estimates will be updated accordingly.

#### **RECOMMENDATIONS:**

The following resolutions are respectfully submitted for Trustee consideration and approval:

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board rescind Board Resolution #44/14 and #45/14.

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board approve a Preliminary Construction Project Budget not to exceed \$5,075,000 for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board approve Borrowing By-Law No.2016 F02 in the amount of Five Million and Seventy Five Thousand Dollars (\$5,075,000) to finance the Preliminary Construction Project for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.

**REPORT PREPARED BY:**

J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

A. DUFFIELD  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

R. NEGOT  
SENIOR ADMINISTRATOR, BUSINESS SERVICES

G.A. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:**

G.A. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



**Ministry of Education**

Office of the ADM  
Financial Policy and Business  
Division  
20th Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Bureau du sous-ministre adjoint  
Division des politiques financières et des  
opérations  
20<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



November 9, 2015

Ms. Paula Dawson  
Director of Education  
Halton Catholic District School Board  
PO Box 5308  
802 Drury Lane  
Burlington, ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2015 Capital Priorities Grant program.

As outlined in **Memorandum 2015:B12 – Request for 2015 Capital Priorities Business Cases**, school boards were asked to submit up to eight business cases to the ministry by July 15, 2015. Forty-nine school boards submitted 220 school construction projects, worth approximately \$2.7 billion. Projects were assessed based upon factors such as the need to address accommodation pressures, increase utilization through school consolidation, improve facility condition or accommodate French-language enrolment in a cost effective manner.

In addition to school construction related projects, school boards were also asked to submit school-based child care construction projects under this round of the Capital Priorities Grant program. Eligible projects for consideration were either requests for the inclusion of child care as part of a school project business case, or as a stand-alone submission as an addition to an existing school.

The child care capital projects are being funded through the \$120 million that was announced in **Memorandum 2015:B11 – Capital Funding for New Construction of Child Care**. In total, the ministry received 145 requests from 42 school boards for child care capital funding, totaling more than \$200 million.

As noted in **Memorandum 2015:B11**, the ministry used the following criteria to assess and prioritize eligible projects:

- Child care replacement due to school closure/accommodation review;
- Age groupings (infant rooms a priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness/viability.

A listing of province-wide approved capital and child care projects has been posted on the ministry's website: <http://www.edu.gov.on.ca/eng/parents/capital.html>

After careful review of your board's submissions, I am pleased to confirm that the ministry has approved funding to support 2 capital priority projects identified by your board. In total, your board will be allocated \$15.92M to undertake these projects - \$12.14M in new 2015 CPG funding, \$1.26M in Full Day Kindergarten funding, \$2.52M in Child Care Capital funding. Your board has requested to self fund the Holy Rosary project using the board's existing build capacity and FDK allocation totaling \$5.1M.

In recognition of the increase in construction costs, the ministry has increased its funding benchmarks by 2 percent and is reflected in the funding for this round of capital approvals. This increase does not apply to any previously approved projects.

Please be aware that the ministry has funding available to address costs related to site acquisition, preparation and/or demolition and will consider providing additional funding to the board based on the submission of a detailed estimate of these costs.

Please note this funding is conditional upon amendments to the 2015-16 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

### Appendices

Appendix A provides a complete list of the Capital Priorities requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval. Appendix B provides a complete list of the Child Care Capital requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval.

Should your school board and municipal partners continue to see the projects that did not receive funding approval as a priority, you may submit them during future rounds of Capital Priorities Grant and School Consolidation Capital programs.

Appendix C provides the details of the approved projects and details on the funding allocations. The ministry's decision to approve these projects was based upon the needs identified in your school board's business cases and, in the case of child care capital projects, the affirmation letter jointly submitted by your school board and business partner. If the board chooses to address these projects with a project other than the project outlined in the board's capital priority business case or the affirmation letter, the board must receive the ministry's approval prior to retaining an architect. In some cases this may require the board to forfeit their project approval and resubmit their request in the next round of capital priorities. In addition, any changes to projects related to approved Child Care Capital will require municipal approval.

### Payment

The Capital Priorities Grant program (CPG) operates on a modified grant payment process, where cash flow is based on school board spending. There are two annual CPG reporting periods:

- For the period of September 1 to March 31, CPG expenditures are recorded in the board's March Report; and
- For the period of April 1 to August 31, CPG expenditures are recorded in the board's financial statements.

School boards will also be funded for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a semi-annual basis. The short-term interest payments will be calculated in a manner similar to how they have been calculated for other eligible capital programs.

School boards should continue to report any new capital projects that have received a funding allocation/approval in the Inventory Data section of the ministry's School Facilities Information System (SFIS).

### Board Responsibilities

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope for these projects are within the approved funding amounts and does not exceed the ministry's funding benchmarks. The FDK funding allocation you have received for these projects can only be used to address the capital costs related to the implementation of FDK. Similarly, the new construction of child care capital funding allocation you have received can only be used to address capital costs related to the implementation of new construction of child care for each approved project.

### Communication Protocols

All public announcements regarding major capital investments funded through the Capital Priorities, School Consolidation or Child Care Capital programs, should be considered joint communication opportunities for the provincial government and the district school board.

As such, you must not issue a news release or any other public communication regarding Capital Priorities, School Consolidation Capital or Child Care Capital projects unilaterally, unless agreed to by the Ministry of Education or a representative from the Government of Ontario.

For all public communications opportunities, you must invite the Minister of Education to your local event by emailing [Minister.EDU@ontario.ca](mailto:Minister.EDU@ontario.ca) with at least three weeks advance notice.

This includes announcements related to the awarding of project funding provided in the current and previous years, as well as all future milestone events for the funded project (e.g., ribbon-cutting, ground-breaking, school opening).

If the Minister of Education is unavailable, the Minister's Office will inquire with your local Member of Provincial Parliament (MPP) to determine whether they are available to jointly announce the new projects in your city/region at an upcoming event.

If he/she is available, their office will contact you to make arrangements in a timely manner. If he/she is unavailable, the Minister's Office, or a ministry representative, will inform you that your school board can proceed with an event in the absence of a government representative.

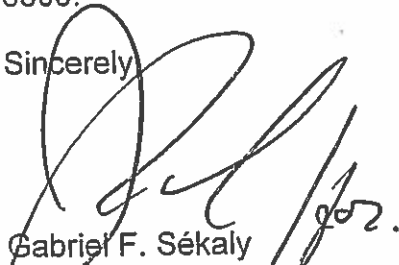
You must acknowledge the support of the Government of Ontario in communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications.

Should you have any communications-related questions, please contact Ryan Rigby at (416) 325-2540 or via email at [Ryan.Rigby@ontario.ca](mailto:Ryan.Rigby@ontario.ca).

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Should you have any questions regarding the capital priorities approval, please contact your Capital Analyst, Diamond Tsui at [Diamond.Tsui@ontario.ca](mailto:Diamond.Tsui@ontario.ca) or (416) 325-2017. For any questions related to the child care capital approvals and/or requests, please contact your Education Officer, Dolores Cascone at [Dolores.Cascone@ontario.ca](mailto:Dolores.Cascone@ontario.ca) or (416) 314-6300.

Sincerely



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

Attached:   Appendix A - List of Capital Priorities Grant Requests  
              Appendix B - List of Child Care Capital Requests  
              Appendix C - Details of 2015 Approved Projects

c:   Nancy Matthews, Assistant Deputy Minister, Early Years Division  
     Grant Osborn, Director, Capital Policy and Programs Branch  
     Julia Danos, Director, Early Years Implementation Branch  
     Paul McMahon, Superintendent of Business  
     Mary Beth Jonz, CMSM/DSSAB

# Appendix A: List of 2015 Capital Priorities Grant Requests

## 46 Halton Catholic District School Board

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
1	North Oakville CES	Oakville	12.14	1.26	2.52	0.00	15.92	a new 671 pp catholic elementary school to address accommodation pressures	This project has been approved for the 2015 Capital Priorities Grant. Please refer to Appendix C for funding details.
2	South Milton (Boyne 'Ford') CES	Milton						a new 671 pp catholic elementary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
3	Holy Rosary (M) CES	Milton	0.00	0.00	0.00	5.08	5.08	a 130 pp addition to Holy Rosary CES and simultaneously renovate the existing school	The Ministry is supportive of the project but did not consider for Capital Priorities Grant funding. The board is requested to self-fund the project using the Board's existing build capacity and FDK. Please refer to Appendix C for funding details.
4	Georgetown West CES	Georgetown						a new 550 pp catholic elementary school to replace current Holy Cross CES	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
5	Bishop P.F. Reding CSS	Milton						a 294 pp permanent addition to Bishop P.F. Reding CSS to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
6	South Milton (Boyne) CSS	Milton						a new 1,437 pp catholic secondary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.

## Appendix B: Overview of Child Care Capital Requests

### 46 Halton Catholic District School Board

Project	Description				Decision Status
	Infant	Toddler	Preschool	Total Number of Rooms	
1. New North Oakville Elementary School (CE#2)	1	2	2	5	88
2. Milton #8 CES (Boyne Secondary Plan)	1	2	2	5	88

Project funding approved.

Project funding not approved because the capital priority project was not approved.

# Appendix C: Details of Approved 2015 Projects

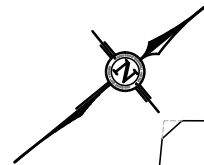
46 Halton Catholic District School Board

		Priority	1	3
		Project Name	North Oakville ES (CE#2)	Holy Rosary (M) CES
		Location	Oakville	Milton
Benchmark Project Cost				
New Construction	Pupil Places to Add	A	671	130
	Resulting Pupil Places	B	671	571
	GFA / Pupil Place	C	9.99	10.15
	\$ / GFA	D	1,959.89	1,959.89
	Subtotal = A * C * D	E	13,137,711	2,586,075
Retrofit	GFA	F		
	\$ / GFA	G		
	Subtotal = F * G	H		
School Total	GAF	I	1.02	1.02
	School Total = (E + H) * I	J	13,400,465	2,637,796
Child care	Rooms	K	5	
	Cost	L	2,520,849	
Board funded Other		M		2,437,204
Total Project Cost = J + L + M		N	15,921,314	5,075,000
Funding Source				
CPG		O	12,140,041	12,140,041
FDK		P	1,260,424	1,260,424
Child Care		Q	2,520,849	2,520,849
Ministry Funding Total = O + P + Q		R	15,921,314	15,921,314
Board Funding		S		5,075,000
Total funding = R + S		T	15,921,314	5,075,000
				20,996,314
				Total For All Projects

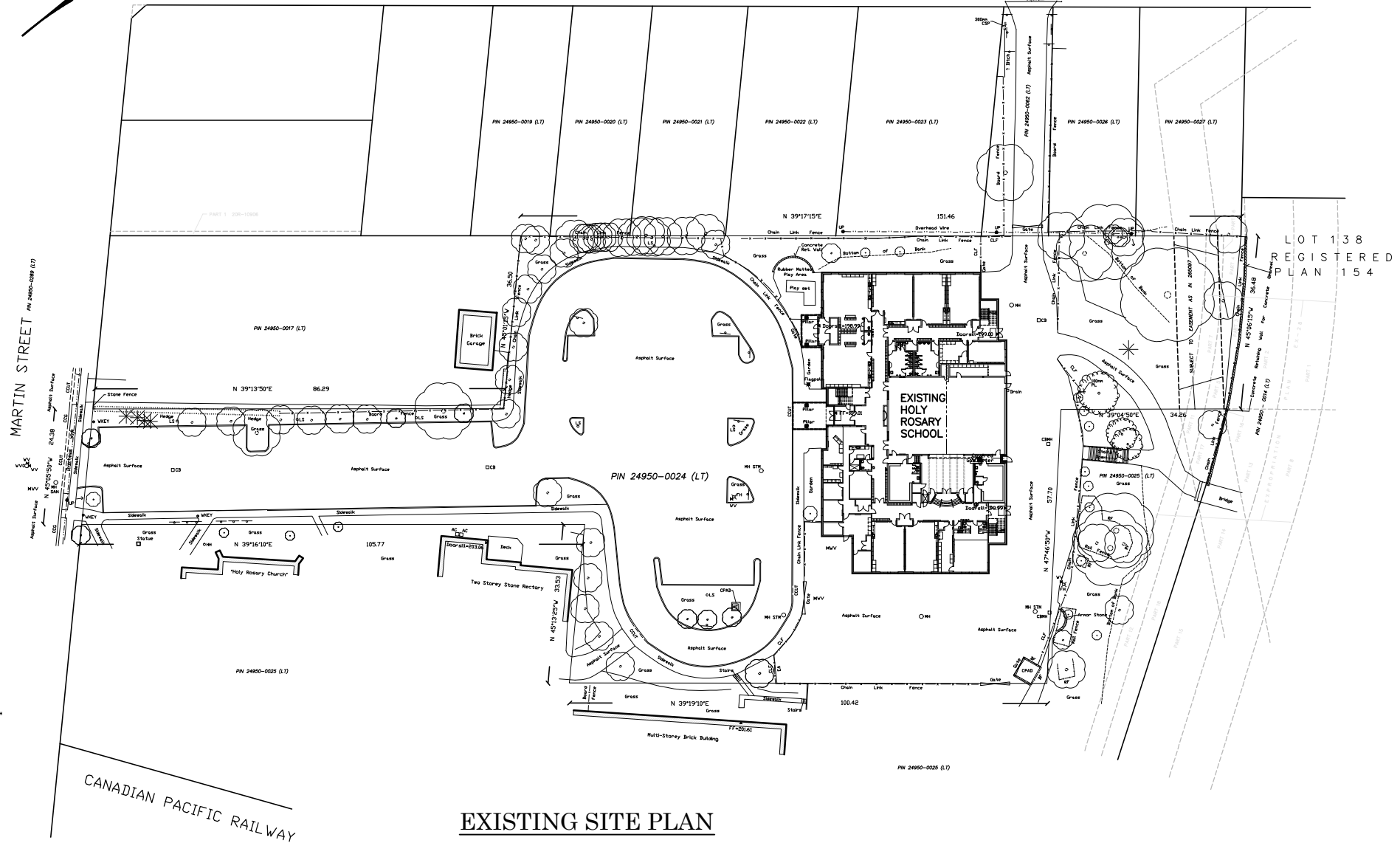




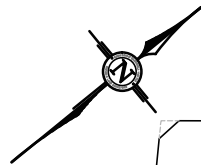




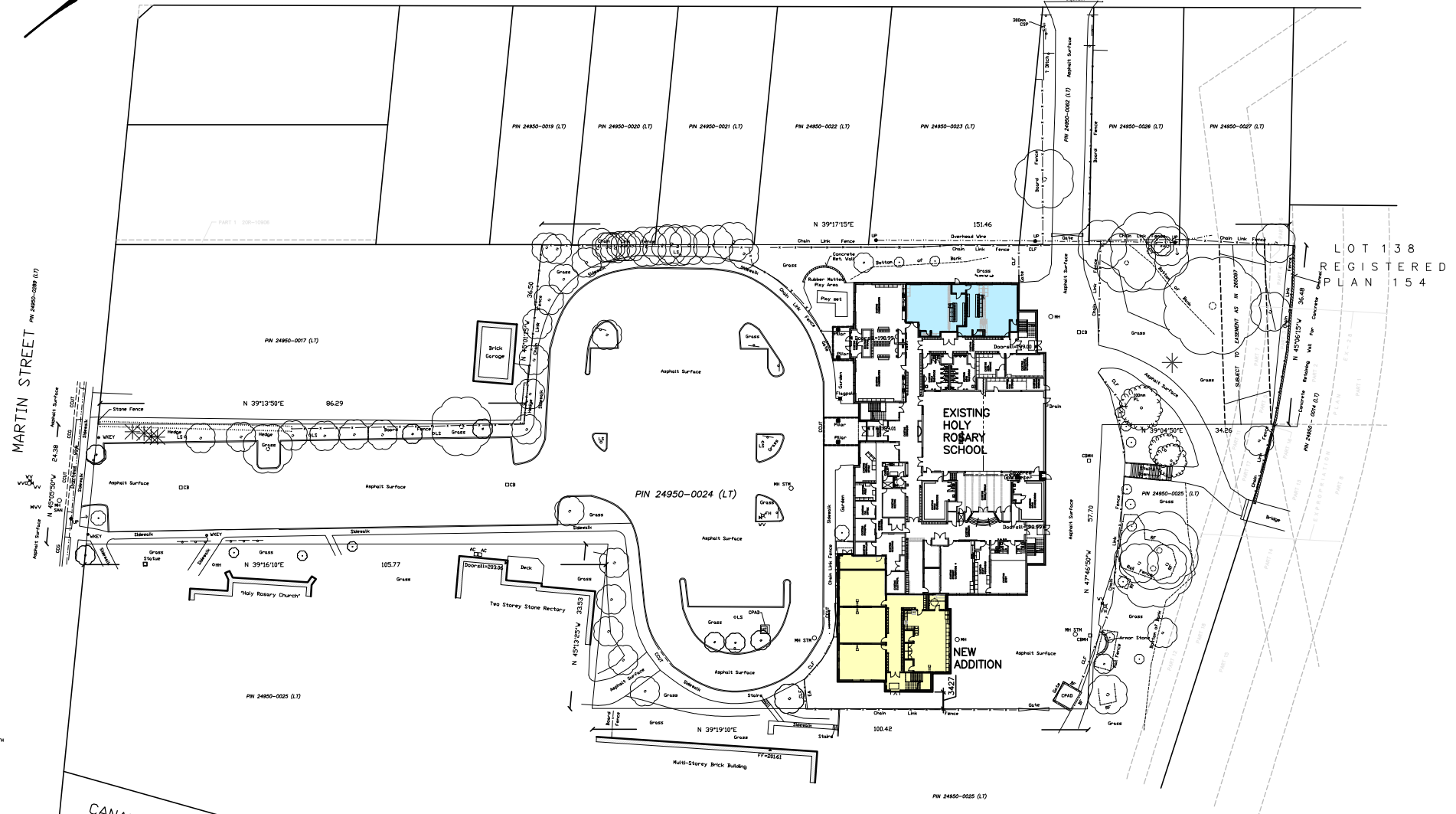
WOODWARD AVENUE



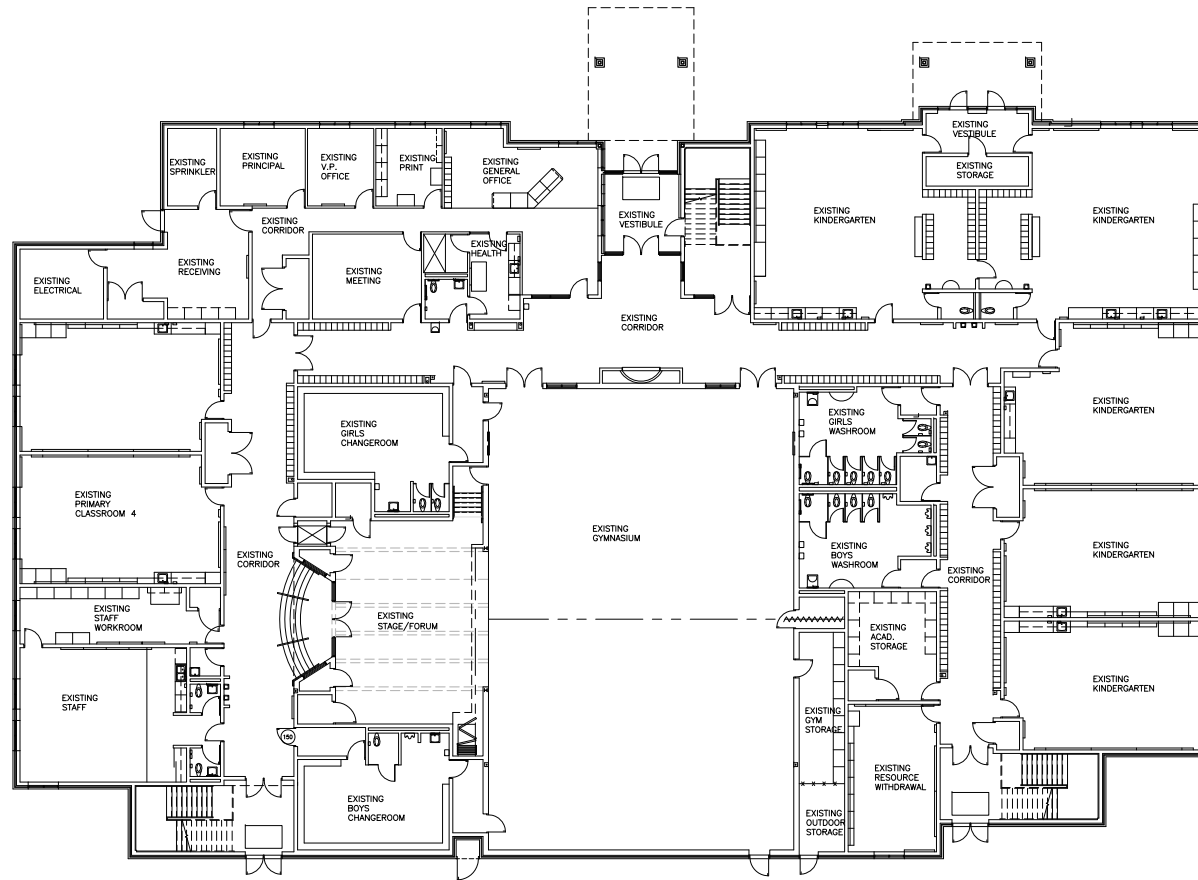
EXISTING SITE PLAN



WOODWARD AVENUE

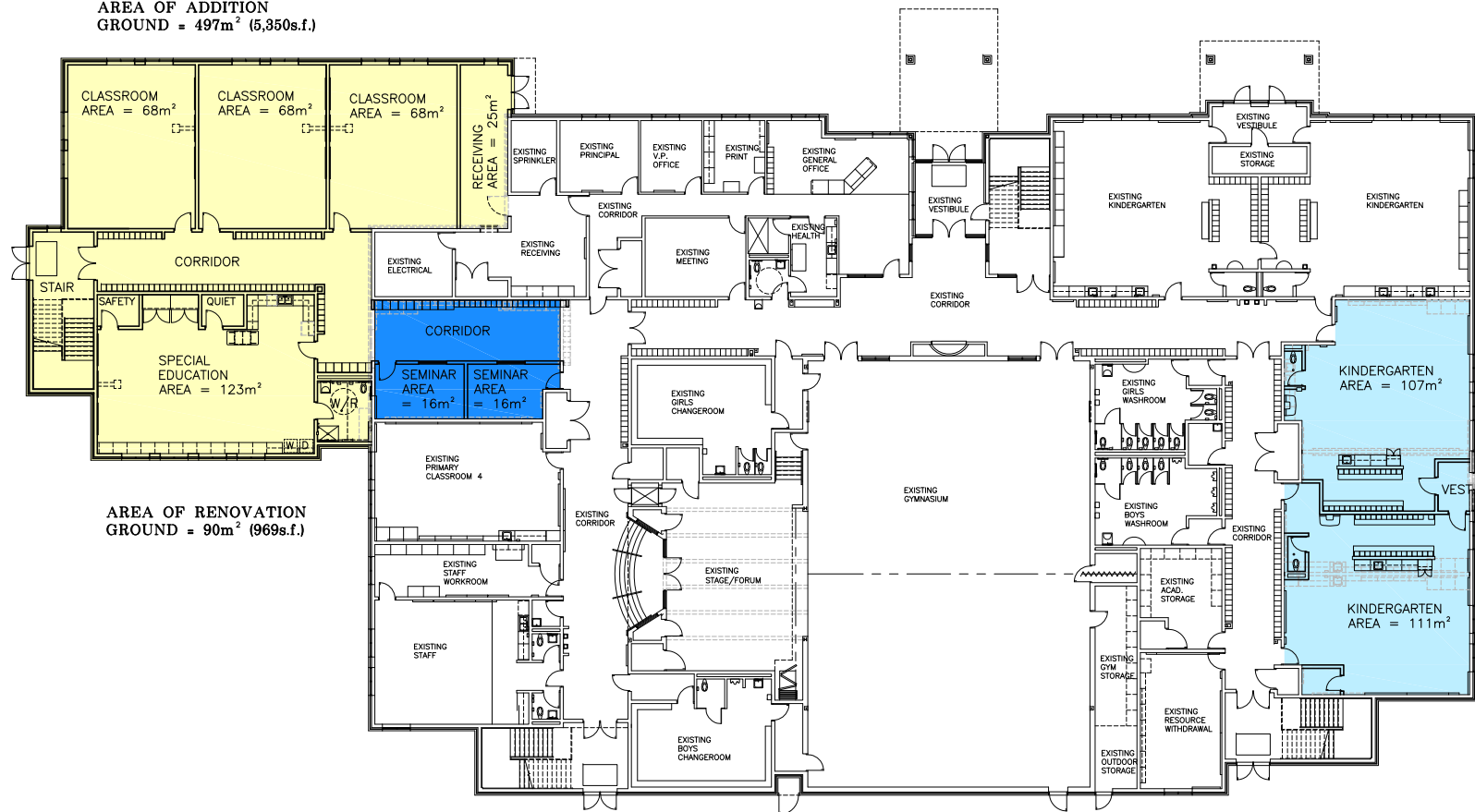


PROPOSED SITE PLAN



EXISTING GROUND FLOOR

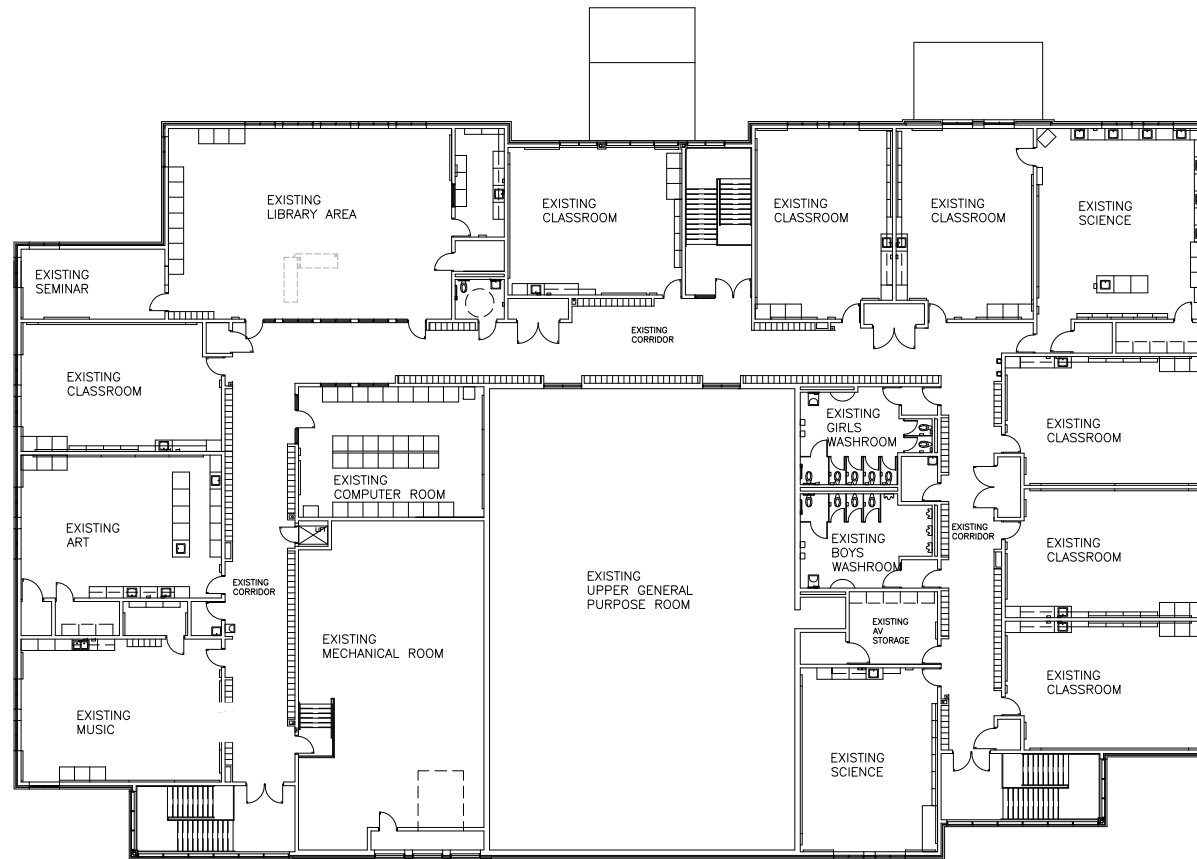
AREA OF ADDITION  
GROUND = 497m<sup>2</sup> (5,350s.f.)



AREA OF RENOVATION  
GROUND = 90m<sup>2</sup> (969s.f.)

AREA OF RENOVATION  
GROUND = 226m<sup>2</sup>  
(2,265s.f.)

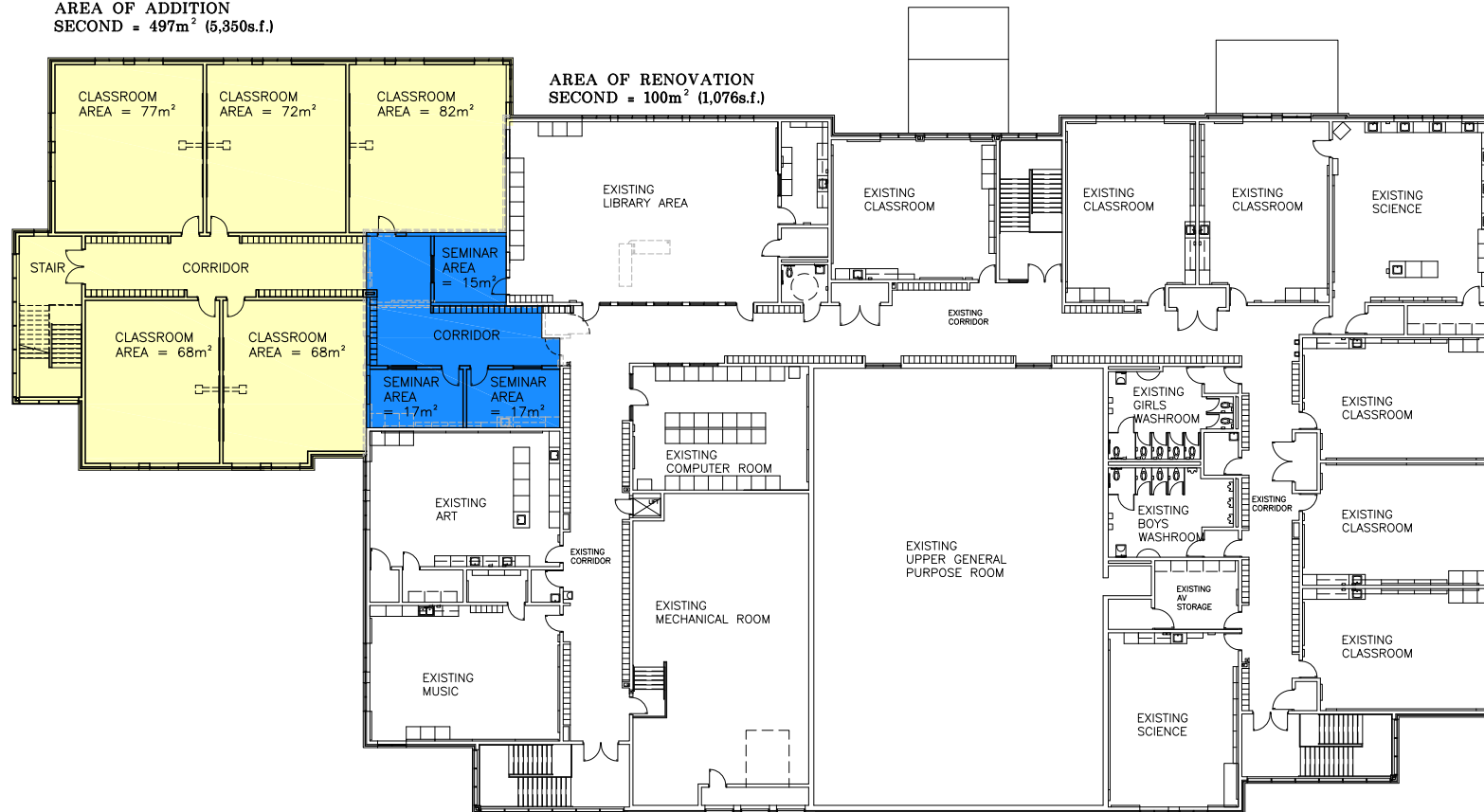
## PROPOSED GROUND FLOOR



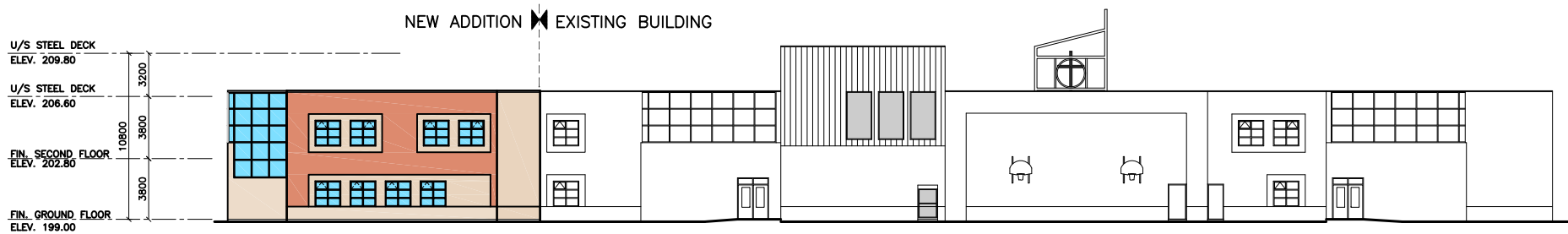
## EXISTING SECOND FLOOR

SCALE 1:250

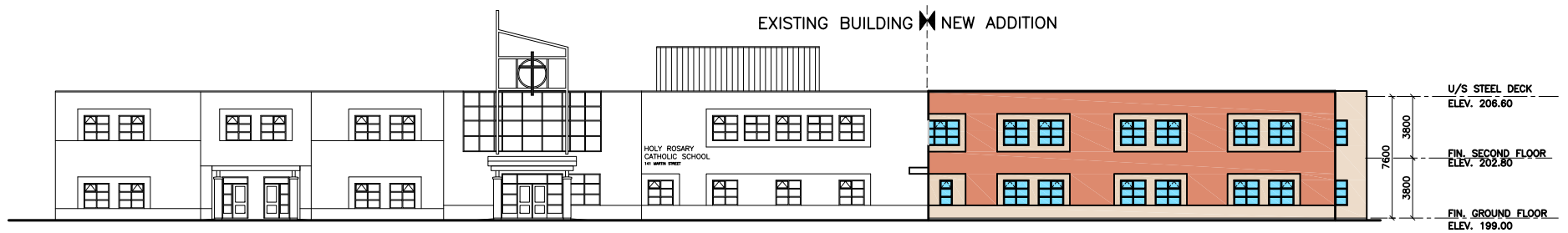
AREA OF ADDITION  
SECOND = 497m<sup>2</sup> (5,350s.f.)



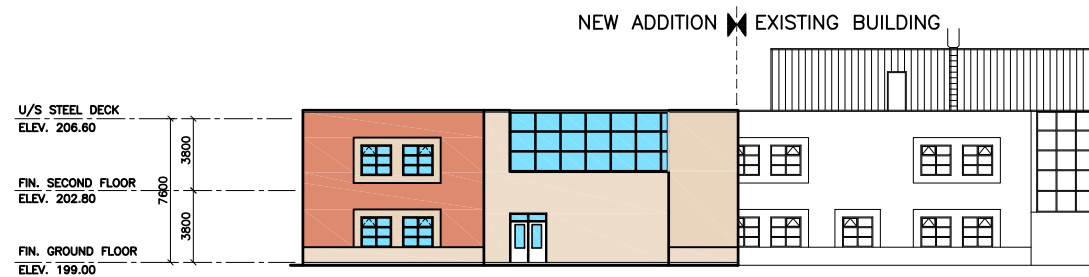
PROPOSED SECOND FLOOR



PROPOSED EAST ELEVATION



PROPOSED WEST ELEVATION



PROPOSED SOUTH ELEVATION

**Holy Rosary School, Milton - Kindergarten Renovation & 8 Classroom Addition**

DATE: December 4, 2015

REPORTING SCALE % COMPLETE							TASK DESCRIPTION		2015	2016												2017		
100	80	60	40	20	S	#			DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
							Addition = 8 classroom, Spec Ed + 4 seminar Rms -two floor addition + 1st & 2nd level Reno																	
							Renovation = Convert 3 classrooms into 2 Kindergartens	TEAM LEADER																
						1	Building Permit Submission & Town of Milton Issue	Svedas SCH ACT																
						2	Tender (3 weeks - General Trade & All SC contracts )	MacKeen SCH ACT					XXX											
						3	School Board & Ministry Approvals	Duffield SCH ACT																
						4	Award Contracts (SC01 & all SC's)	MacKeen SCH ACT						XX										
						5	Contract Shop Drawing Submissions & Review	MacKeen SCH ACT																
						6	Renovation - Construction Period (July 1 - Aug.31)	MacKeen SCH ACT																
						7	Renovation - Occupancy & School F&E (Sept.1)	MacKeen SCH ACT										X						
						8	Addition - Construction Period Starts (July 1- Dec. 31)	MacKeen SCH ACT																
						9	Addition - Occupancy & Move In School F&E	MacKeen SCH ACT														X		
									DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
									2015	2016														2017



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## HOLY ROSARY MILTON CATHOLIC ELEMENTARY SCHOOL KINDERGARTEN CLASSROOMS ADDITION PROJECT PRELIMINARY BUDGET ESTIMATE

<b>EXPENSES</b>	<b>March 1, 2016 BUDGET ESTIMATE</b>		
Construction	\$4,150,000		
Professional Fees	440,000		
Inspections, soil test, surveys	40,000		
Site Plan & Building Permit fees	35,000		
Contingencies	300,000		
Net HST (2.21%)	110,000		
Furniture & Equipment	Not Included		
<b>TOTAL</b>	<b>\$5,075,000</b>		

<b>REVENUE</b>			
Ministry of Education Full Day Kindergarten Allocation	\$3,275,000		
Capital Priorities (Remaining Approved Room)	\$1,800,000		
<b>TOTAL</b>	<b>\$5,075,000</b>		

## Halton Catholic District School Board

### By-Law No. 2016 F02

**WHEREAS**, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2016 F02 in an amount not exceeding the sum of Five Million, and Seventy Five Thousand Dollars (\$5,075,000) to provide permanent funding for *Kindergarten (FDK) Program and Classrooms Addition for Holy Rosary Catholic Elementary School* until the amounts advanced are recovered.

**AND WHEREAS**, no debentures in respect of the said work have been pledged or otherwise disposed of.

**NOW THEREFORE**, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Three Million, Two Hundred and Seventy Five Thousand Dollars (\$5,075,000).
2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at 1.95%, or the rate in effect on March 1, 2016 as notified by the Bank.
3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.
4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.
5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

**READ and FINALLY PASSED** this 1<sup>st</sup> of **March 2016**.

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J. Michael, Chair of the Board

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P. Dawson, Secretary of the Board

**STAFF REPORT**

**ITEM 9.1**

## **PROPOSED 2016 FACILITY RENEWAL PROJECTS**

**PURPOSE:**

To introduce the proposed 2016 Facility Renewal Projects.

**BACKGROUND INFORMATION:**

Staff presented the Learning Environment Enhancement Program (LEEP) as Information Report Item 10.3 at the January 5, 2016 Regular Meeting of the Board. The goal of the LEEP is to upgrade the Board's existing school facilities so that all schools offer equitable learning conditions and opportunities for students. In addition to the enhancement of the Board's learning environment, school facilities require ongoing renewal to maintain the quality of the Board's current learning spaces. For 2016, four major renewal areas need to be addressed and include the following:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting systems are approximately 30% more cost efficient than traditional fluorescent lighting. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school's lighting system. The energy savings from LED lighting systems will directly result in operational cost savings for hydro-electric expenditures.
- **Mechanical System** - Heating, ventilating and air-conditioning (HVAC) systems are a vital component to a school's learning environment. A number of HVAC systems throughout the Board are nearing the end of their useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor environment for staff and students. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.
- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations will be considered in identifying roof replacement projects.
- **School Refresh** - The Board has many schools which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.

## COMMENTS:

Board staff has identified a number of facility renewal projects that need to be completed in 2016. The table below summarizes the renewal projects to be completed in 2016, and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found below.

Please note, that other facility renewal needs may arise during the remainder of the school year which may require attention in 2016. If there is a significant facility renewal project, it will be presented to the Board at a later date for approval.

### Proposed 2016 Facility Renewal Projects

School	LED Lighting Systems	Mechanical Systems	Roof Replacement	School Refresh	Estimated Preliminary Budget
Holy Rosary School, Burlington	x	x	x	x	\$ 1,820,000
Mother Teresa School		x			\$ 150,000
Our Lady of Peace School	x	x		x	\$ 1,835,000
Sacred Heart of Jesus School		x			\$ 150,000
St. Andrew School		x			\$ 150,000
St. Bernadette School		x			\$ 700,000
St. Vincent School	x	x	x	x	\$ 1,920,000

<b>Sub Total</b>	<b>\$ 6,725,000</b>
<b>Contingency (10%)</b>	<b>\$ 675,000</b>
<b>Total</b>	<b>\$ 7,400,000</b>

### Holy Rosary Catholic Elementary School, Burlington:

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The rooftop HVAC units have reached the end of their useful lifespan and will be replaced with more energy efficient and reliable equipment. If the current HVAC units were to remain, there is a significant risk that any of the units could fail, resulting in a section of the school building being without proper ventilation, heating or air-conditioning for an extended period of time since these particular type of HVAC units are not stock items and would have to be custom manufactured.
- The majority of the current roof, installed in 1992, has surpassed its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of the front entrance asphalt. The interior upgrades will include

the painting of common areas, installation of wall tiles and new toilet partitions in the student washrooms.

#### **Mother Teresa Catholic Elementary School:**

- The chiller that supplies cooling to the entire school installed in 1999 can no longer operate on a consistent basis and it cannot be repaired. The chiller must be frequently reset during the cooling season and the unit struggles to maintain the cooling load on days that require high amounts of cooling. A new replacement chiller unit will also be more energy efficient, resulting in hydro-electric savings.

#### **Our Lady of Peace Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt at the front of the building and the south parking lot. Interior work will include the painting of common areas, replacing the old corroded lockers, installation of wall tiles and new toilet partitions in the student washrooms. The ceiling tiles will also be replaced in areas where the heat pump units in the ceiling are being replaced.

#### **Sacred Heart of Jesus Catholic Elementary School:**

- The chiller that supplies cooling to the entire school was installed in 1999, and can currently only run at half capacity and it cannot be repaired. A new replacement chiller unit will also be more energy efficient, resulting in hydro-electric savings.

#### **St. Andrew Catholic Elementary School:**

- The chiller that supplies cooling to the entire school was installed in 1999, and can currently only run at half capacity and it cannot be repaired. A new replacement chiller unit will also be more energy efficient, resulting in hydro-electric savings.

### **St. Bernadette Catholic Elementary School:**

- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

### **St. Vincent Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system which is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The school's boilers were installed in 1991, have surpassed their expected life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs. In addition, the make-up air unit, installed in 1991, and serves the gym and change room areas needs to be replaced.
- The majority of the current roof was installed in 1994, and has surpassed its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of the entire asphalt area. Interior work will include the painting of common areas, installation of wall tiles and new toilet partitions in the student washrooms.

Staff are at various stages of completing the scope of work and the tendering process for the above noted 2016 Facility Renewal Projects. It is anticipated that an updated report will be presented to Trustees by the second Board Meeting in April.

### **FUNDING:**

The Board currently has sufficient funds to finance the 2016 Facility Renewal Projects through the various capital funding available either in deferred revenues or reserves. The Board currently has approximately \$12.3 million available to fund future school renewal projects. Upon completion of the 2016 Facility Renewal Projects, the total funds available for future school renewal projects will be approximately \$4.9 million. Furthermore, an estimated \$3.75 million is expected to be allocated to the Board for facility renewal projects by the Ministry as part of 2016-17 school year grants. This will bring the available funding balance for future renewal projects, after September 2016, to approximately \$8.65 million.

**CONCLUSION:**

Staff has identified a number of Facility Renewal Projects that need to be completed in 2016. The estimated preliminary budget for the proposed 2016 Facility Renewal Projects is \$7,400,000. Staff is in the process of preparing these projects for competitive construction tenders. It is anticipated that an updated report regarding the 2016 Facility Renewal Projects will be presented to Trustees by the second Board Meeting in April. Funding to complete the 2016 Projects is allocated from available capital funding in various deferred revenues or reserves.

**REPORT PREPARED BY:**

J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE

R. NEGOI  
SENIOR ADMINISTRATOR, BUSINESS SERVICES

**REPORT SUBMITTED BY:**

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

### APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, March 1, 2016

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. John Paul II CES, Oakville	8	58	Ottawa, ON	This trip to Ottawa will enhance St. John Paul II students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum, National Gallery of Canada and take part in historic walking tours. Staff and students will participate in Mass at Notre Dame Basilica and daily prayer.	Monday, May 30- Wednesday, June 1, 2016	~ \$682.00
St. Joseph CES, Acton	7	50	Camp Brébeuf, Rockwood, ON	Camp Brébeuf is a Catholic Leadership Camp for Youth. This trip will encourage the development of leadership skills, provide outdoor education opportunities and serves to support the grade 7 Religion and Science Curriculum. Staff and students will participate in daily prayers	Monday, May 30 – Wednesday June 1, 2016	~\$161.00
St. Andrew CES, Oakville	8	70-90	Camp Muskoka Bracebridge, ON	The students from St. Andrew school will have the opportunity to participate in activities that encourage leadership and team building skills. Students will participate in outdoor experimental education; student will have an opportunity to participate in activities from program streams designed to compliment the Ontario Curriculum. Staff and students will participate in daily prayer.	Tuesday, May 24 – Friday, May 27, 2016	~\$385.00

Secondary						
St. Thomas Aquinas CSS, Burlington	9 - 12	15	University of Toronto Toronto, ON	The Southern Ontario Model United Nations Assembly is a three-day international relations simulation for high school students. At SOMA, delegates gain a keen awareness of International Relations within the wider community as well as a deep insight into the dynamics and inner mechanisms of the United Nations by assuming the roles of UN representatives and members of other international bodies. Delegates will develop their ability to problem-solve and work with others who are equally motivated and passionate to deal with topics and issues of global concern. Staff and students will participate in daily prayer.	Wednesday, February 13 - Friday, February 15, 2016	~ \$250.00



St. Ignatius of Loyola CSS, Oakville	9-12	2	Windsor International Aquatic Training Complex Windsor, ON	Swimmers will be taken to OFSAA swimming championships competition if they qualify and meet the time standards at the GHAC Competition. The participation in OFSAA Swimming will offer the students at Loyola a unique opportunity to actively live out the principle of collaboration and servant leadership in a competitive environment. Staff and student will participate in daily prayer.	Monday, March 7- Wednesday, March 9, 2016	~ \$100.00
St. Ignatius of Loyola CSS, Oakville	9-12	4	Highlands Nordic Duntroon, ON	The St. Ignatius of Loyola Nordic Team competed in its first ever Nordic Ski season throughout the 2015/2016 winter season. This tournament provides for fitness, sportsmanship, and an opportunity to display, by behavior and attitude, how our Christian virtues are manifested during competition and after. The students and staff will participate in daily prayers.	Thursday, February 25 – Friday, February 26, 2016	~ \$215.00

INFORMATION REPORT

ITEM 10.3

## STUDENT ENGAGEMENT AND STUDENT VOICE

### PURPOSE:

The purpose of this report is to provide the Board of Trustees with the third in a series of Student Engagement Outcome Monitoring Reports that have come to the Board over the course of the past few years. The Student Engagement Strategic Plan Monitoring Report reflects the Priority Focus *Belonging* - "Students are engaged at their school and in their learning".

### BACKGROUND INFORMATION:

The Halton Catholic District School Board has been committed to, and recognises that, student engagement contributes to higher academic achievement for all students. Research indicates that students who are engaged in the life of the school, engaged in their own learning and engaged in what and how they are learning are far more successful. Student Engagement is measured along three dimensions: institutional engagement (**students' participation in the formal requirements of schooling**); intellectual engagement (**students' emotional and cognitive investment in their learning**); and social engagement (**students' sense of belong and participation in school life**). Each dimension of engagement is represented by exploring some of the specific factors/indicators contributing to student engagement.

The indicators presented in the attached outcome monitoring report were selected based on criteria including: the extent to which they represent an important dimension of the desired outcomes approved by the Board; data previously and/or currently available and part of an on-going data collection cycle; their importance to the needs of the system; and whether data collection and reporting on the indicator will likely lead to evidence-informed decision-making as the standard approach in all aspects of school improvement planning and systemic improvement efforts.

The *Tell Them From Me* (TTFM) Effective Schools Student Survey is one of the mechanisms used to collect data on student engagement across our Board. *Tell Them From Me* was developed by *The Learning Bar* and based on the work of co-founder Dr. J. Douglas Willms. The TTFM Effective Schools survey allows students to provide their input into school improvement and engagement initiatives in an anonymous way. The survey covers a broad range of student engagement measures including: positive relationships; participation in extracurricular activities; developing social skills; showing up to school on time; not being truant; valuing school outcomes, recognizing that these influence future outcomes; commitment to and motivation for learning. It replaces the Halton Youth Survey used in past years to gather data on these and similar student engagement indicators.

### COMMENTARY:

Student Engagement is a way for youth to be involved and engaged in activities and decision making across our schools and system. For students to be engaged they must be provided with opportunities to participate and to feel empowered while doing so. Halton Catholic District School Board has been and continues to engage our students through a variety of student voice initiatives.

## STUDENT VOICE INITIATIVE

Student Voice is about students having a voice in their learning. It is connecting what is taught in the classroom to authentic experiences outside the school. Student voice is shaping the learning environment while building student skills and abilities. It helps students become active citizens and develop empowerment.

Student Voice describes the many ways in which youth are encouraged to participate in school decisions that will shape their lives and the lives of their peers.

The key goals of the Student Voice Initiative are to:

- re-engage students and close the gap in achievement for students who are not experiencing success, by learning more about how they learn and what helps them learn;
- ensure that all students feel a sense of belonging in their classrooms and their schools and are able to participate in decisions impacting on their educational experience; and
- involve students meaningfully in articulating what would help to strength their engagement in their learning environments. (Ministry –School Effectiveness Framework document)

### STUDENT VOICE INDICATORS: (Ministry of Education)

1. Have Activities outside the classroom
2. Help students learn life skills
3. Offer a socially inclusive environment
4. Be an academically inclusive environment
5. Empower students to speak their mind
6. Allow students to give feedback on learning experiences
7. Keep student informed
8. Give a high-quality education
9. Encourage eco-friendly practices

### CONCLUSION:

The student engagement outcome monitoring report reflects the strategic priorities and commitments articulated in the board's strategic plan and form the basis for ongoing work by staff in all schools. The Board's student success team, working in concert with Research & Development Services will continue to develop, evaluate and prioritise potential student engagement initiatives and activities consistent with the strategic priorities and commitments articulated within the strategic plan, and will coordinate the tracking of detailed action plans at the school and system level to ensure that student engagement priorities are achieved.

REPORT PREPARED BY: C. REMPEL  
RESEARCH OFFICER

REPORT SUBMITTED BY C. MCGILLICUDDY  
SUPERINTENDENT – STUDENT SUCCESS

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

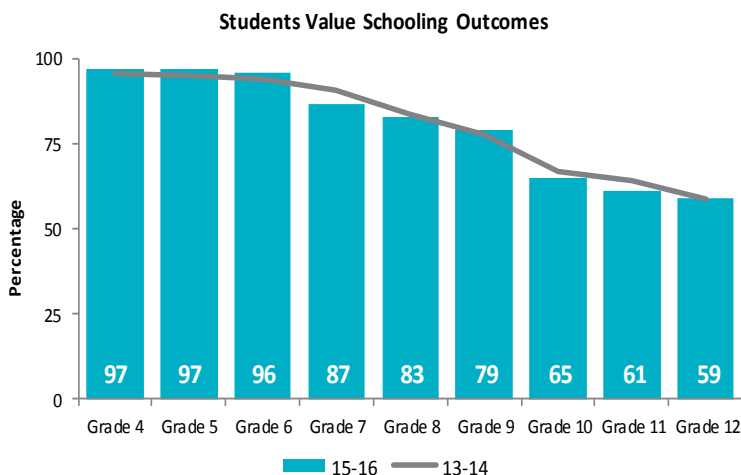
# outcome *monitoring*

STUDENT ENGAGEMENT | MARCH 1, 2016

**Desired Outcome:** *Students are engaged at their school and in their learning*

Student Engagement is comprised of three dimensions: **institutional engagement**, **intellectual engagement**, and **social engagement**. Institutional engagement refers to students participation in the formal requirements of schooling; intellectual engagement is students' emotional and cognitive investment in their learning. Social engagement represents students' sense of belonging and participation in school life. Student engagement is a long-term disposition towards learning—viewing learning as fun, seeing it as important, seeing the value of working with and functioning as a part of a team, being a part of a social institution—critically important lifelong skills (Willms, 2011). Student engagement is an important strategy to support achievement, and each dimension is an important outcome in and of itself.

## Indicator—Institutional Engagement



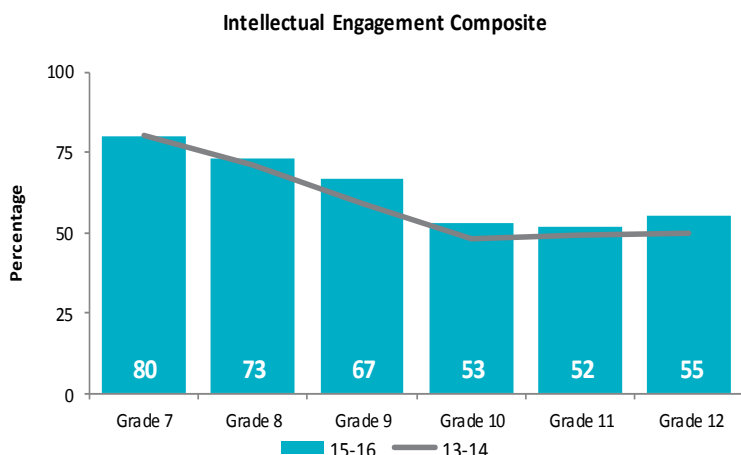
Students' **Institutional Engagement** can be measured through students who *value schooling outcomes*.

This indicator from the Tell Them From Me student survey measures whether students believe that education will benefit them personally, economically, and will have a strong bearing on their future.

- 97 percent of students in Grades 4 through 6 reported valuing school outcomes (Canadian norm: 96%)
- 72 percent of students in Grades 7 through 12 reported valuing school outcomes (Canadian norm: 73%)

**Looks Like:** showing up to school on time, not being truant. Students value schooling outcomes, recognize the importance to their long-term future, seldom skip class, and do their homework.

## Indicator—Intellectual Engagement

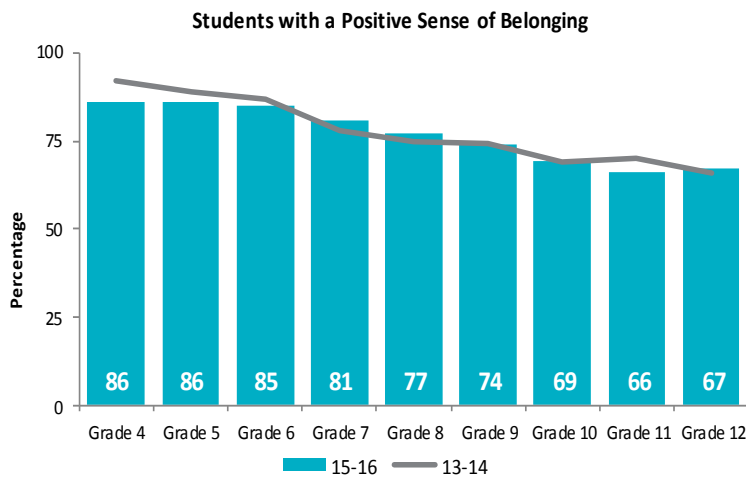


Students' **Intellectual Engagement** can be measured through an *intellectual engagement composite score* from the TTFM student survey. This indicator measures whether students are intellectually engaged and find their learning interesting, enjoyable, and relevant.

- 63 percent of students in Grades 7 through 12 reported being intellectually engaged (Canadian norm: 50%)
- 64% of girls and 63 percent of boys reported being intellectually engaged (the Canadian norm for girls is 51% and 48% for boys).

**Looks Like:** students have a deep investment in their learning, they are challenged appropriately, motivated to learn, and put extra effort into their studies.

## Indicator—Social Engagement



Students' **Social Engagement** can be measured through *positive sense of belonging* at school. This indicator from the TTFM student survey measures whether students feel accepted and valued by their peers and by others at their school.

- 86 percent of students in Grades 4 through 6 reported a high sense of belonging (84 percent of girls and 87 percent of boys)
- 72 percent of students in Grades 7 through 12 reported a high sense of belonging (68 percent of girls and 77 percent of boys)
- The Canadian norm for Grade 4-6 is 86% and 71% for Grade 7-12.

**Looks Like:** students are involved in the social life of the school—participating in sports or clubs and making positive friendships.

## The Story Behind the Student Engagement Baseline:

- Student engagement in all three dimensions (institutional, intellectual, and social engagement) decline as students get older. This finding is consistent with Canadian norms.
- Socialization research indicates that as students move into secondary school, peers become their primary agents of socialization. As student bonding with peers increases, bonding with parents and school decreases.

Institutional engagement, intellectual engagement, and social engagement are only three indicators chosen from the *Tell Them From Me* survey data to highlight student engagement. TTFM reports provide staff with an opportunity to dig deeper into engagement around social-emotional indicators like: participation in school sports or clubs, positive friendships, homework and study habits, attendance, student interest and motivation; as well as physical health and academic outcomes; and the drivers of student outcomes.

Four school-level factors are consistently related to student engagement. They are: *quality instruction*, *teacher-student relations*, the *classroom learning climate*, and *teacher's expectations for success*.

## What Will Success Look Like?

Success in student engagement at HCDSB will be measured in part through future reporting cycles of the *Tell Them From Me (TTFM)* survey. The survey provides a means for the continuous monitoring of student outcomes and schooling processes based on the best evidence from numerous studies on school effectiveness. The student survey is designed to assess student engagement and health and wellness, and ten of the classroom and school “drivers” of student success. The survey offers a unique window into the perceptions and opinions of students.

Turning the curve on student engagement requires letting students know that they have been heard, that their voice matters, and their ideas are being considered.

## Desired Developmental Outcomes of Student Engagement

**Institutional**—academic success, credit accumulation, and high school graduation. Post-secondary destinations. Orientation to good work and personal responsibility

**Intellectual**—confidence as knowledge-builders, problem-solvers, conceptual thinkers, self-motivated learners. Orientation to original work and often collaboration

**Social**—friendships, social networks, sense of belonging, self-confidence, enjoyment in school

- Adapted from Willms, Friesen and Milton. *What did You do in School Today?* (2009)



## What Works

Student engagement is a necessary condition for learning and achievement in our schools. Students who are engaged in the life of their school, in their own learning, and by what and how they are learning are more likely to succeed (Willms, 2011). Traditionally, student engagement was prioritised as a strategy to improve learning outcomes and skill development, but it is also an important outcome in and of itself. Engagement is a long-term disposition toward learning – viewing learning as important, putting effort into studies, collaborating and working with peers, using higher order thinking skills to solve complex problems, and being a part of a social institution are critically important lifelong skills that will benefit students in their post-secondary pathways and into adulthood.

Instead of viewing student engagement as a fixed *trait* of students, it is preferable to think of it as a fluid *state of being*, which can change as students proceed through school (Sinclair et al., 2003). And while the onus to succeed at school ultimately rests with the student; peers, families, and school staff can play an important role in shaping student engagement. Research conducted by *The Learning Bar* provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.

Earlier in this document, we mentioned four school-level factors that are consistently related to student engagement from the research on the subject. These drivers are: *quality instruction*, *teacher-student relations*, the *classroom learning climate*, and *teacher's expectations for success*. These factors are consistently related to student engagement and contribute to differences among schools in their levels of engagement.

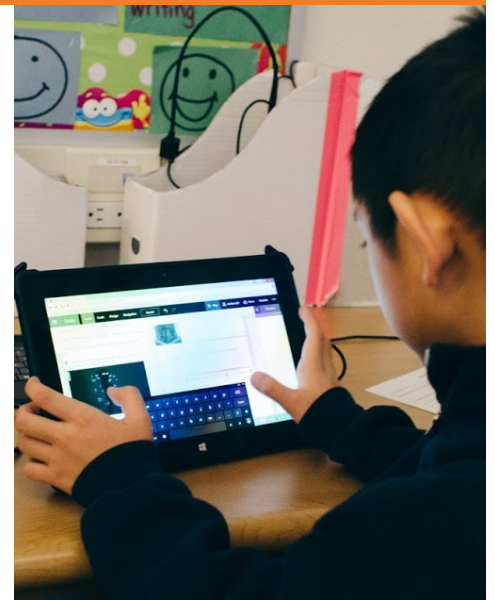
**Quality Instruction**—important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives; students find classroom instruction relevant to their every day lives; classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

**Teacher-Student Relations**—Students feel that teachers are responsive to their needs, and encourage independence with a democratic approach.

**Classroom Learning Climate**—There are clear rules and expectations for classroom behavior. Students understand these and teachers maintain high expectations that they be followed.

**Teacher's Expectations for Success**—The school staff emphasize academic skills and hold high expectations for all students to succeed.

Lastly, this data collection and research needs to be brought to life in our schools by listening to and learning from students. Student voice is a social skill that is part of student engagement and promotes the active and independent engagement of students in the learning process. It is key to understanding students' ideas on what captivates and helps them in their learning and well-being.



HCDSB students engaged with their learning and programs in their schools



We want schools... where students will feel free to dream about their futures, where they are able to connect their passions with possible career options, and where the opportunities and resources needed to support these decisions are provided.

## Strategies:

- Support opportunities for student leadership and engagement in school, board, parish and community initiatives to foster strong citizenship skills such as leadership, teamwork, advocacy, and witness to Catholic Social Teaching;
- Maintain Pathways programs which assist all students who are bound for workplace, university, apprenticeship or college to make informed decisions about career and life planning;
- Increase student engagement and consultation, as well as students' sense of belonging and well-being, while maintaining high academic and behavioural expectations for students;
- Maintain strong, positive learning cultures in schools to promote and sustain student well-being and positive student behaviour in a safe and healthy, faith-based learning environment;
- Sustain teaching and learning environments that are inclusive, reflecting individual student strengths, needs and learning preferences while retaining each person's dignity;
- Provide curriculum materials, digital tools, programs, pathways and resources that reflect the needs, interests and demographics of our student population;
- Ongoing attention to the mental health and well-being of all students.

## Programs and Initiatives

Program or Initiative	Status	Assigned to	Due Date
<b>Creating Pathways to Success</b> Implement a comprehensive career/life planning program designed to help students achieve their personal goals and become competent, successful and contributing members of society.	Building Capacity	Superintendent of Student Success	Ongoing
<b>Safe and Welcoming Schools</b> Supporting awareness of programs and services creating a Catholic Culture of care, support and well-being.	Building Capacity	Superintendent Special Education; Superintendent Curriculum; Superintendent Safe Schools	Ongoing
<b>Student Voice—Speak Up Grants</b> <i>Speak Up</i> projects are helping students engage both academically and socially by leading projects that they design and implement with the support of their learning community.	Full Implementation	Pathways Team; Superintendent of Student Success	May 2016
<b>Student Senate Conference</b> Planned, organized and implemented by Student Trustees and Senators. This conference reflects current themes in student leadership.	Full Implementation	Student Senate Advisors; Superintendent of Student Success	June 2016
<b>Positive Asset Building</b> Asset building is a research-based best practice for promoting positive child & youth development. It is aligned and infused within multiple system frameworks and programs through a focus on positive developmental relationships.	Building Capacity	Positive Asset Strategy Table; Superintendent Safe Schools Chief Officer, Research & Development Services	Ongoing

INFORMATION REPORT

ITEM 10.4

## POSITIVE ASSETS AND DEVELOPMENTAL RELATIONSHIPS

### PURPOSE:

The purpose of this report is to provide the Board of Trustees with an overview of the Positive Assets and Developmental Relationships Framework that will be initiated across the Halton Catholic District School Board to support our Strategic Priorities and Board Values. The report summarizes the purpose of positive assets and developmental relationships, draws connections to Our Board Values, and outlines a communication plan and schedule for sharing good news stories about what this looks like in action at our schools.

### BACKGROUND INFORMATION:

Following a presentation to Academic Council on January 4, 2016, the Positive Assets Steering Committee met with school administrators in their Family of Schools meeting, January 6, 2016, to introduce the Positive Assets and Developmental Relationships Framework. As a part of the presentation, committee members led an activity where administrators were asked to map our Board Values to the Developmental Relationships Framework, and provide examples of how their school was building assets through relationships to support *Our Catholic Faith, The Whole Child, Excellence in Learning, Relationships and Partnerships*, and *The Importance of Contributing to Our Communities*. Activity packages were created for all schools to repeat the mapping activity as a part of their January or February Staff Meeting.

In an effort to support the sharing of best practices to build assets, foster developmental relationships and embody our Board Values across schools, a communication plan and schedule have been developed to assist schools in making their efforts visible to their parent communities and the Board.

### COMMENTARY:

One way for young people to acquire the important experiences, skills and guidance they need – what we call positive assets – to be connected with and supported by a web of caring, supportive and responsible adults. Research on positive youth development indicates that the more adults who make this effort, the better the chances that every young person will get what they need.

At HCDSB, positive assets are:

- A way to collectively and uniformly understand, promote and measure positive child and youth development.
- Created to clarify the positive relationships, youth competencies, self-perceptions and values needed for children and youth to succeed.
- Grounded in research evidence – children with more assets are more likely to develop positively and less likely to participate in risk-taking behavior.



- For this reason, building positive assets in our students is identified as an initiative that supports our collective work to achieve the desired outcomes for many of our strategic priorities (mental health, student retention, responding to and meeting the needs of all learners, student and parent engagement, etc.).

The Developmental Relationships Framework is a new dimension to asset building at the Halton Catholic District School Board. Developmental Relationships refer to the critical relationships students form with parents and other family members, with friends and peers, with staff members in schools and programs, and with caring adults in neighbourhoods and communities. Through the intentional work to build assets and view our work through the lens of relationships, we are creating conditions for young people to strive for deeper and broader knowledge, skill, experience, and mastery while connecting them with opportunities and providing them with a trusted sense of connection, coaching, encouragement, and practical assistance.

Each month we are inviting schools to share the developmental relationships and positive assets they are building in their school communities. The intent is to share this work amongst our school and parent communities by showcasing good news stories with a focus on developmental relationships and our Board values, February through June 2016.

February	<i>Express Care</i>
March	<i>Challenge Growth</i>
April	<i>Provide Support</i>
May	<i>Share Power</i>
June	<i>Expand Possibilities</i>

Submissions are due on the 15<sup>th</sup> of each month to the Strategic Communications Office and can include photos, stories, blubs, video clips, tweets (using the hashtag #HCDSBAssets). The method of sharing is left open to encourage schools to share in a way that best captures the spirit of the work they are doing.

Submissions will be shared in a variety of ways including social media, Principals' meetings, and selected stories will also be shared at Board Meetings throughout the year. Principals are encouraged to promote these stories in their school communities as well as through their website and/or newsletter.

#### CONCLUSION:

*Developmental Assets®*, *Positive Assets*, *Developmental Relationships*, and *Family Assets* are all names for initiatives that many of our schools are currently doing, and what is known to be good practice for working with children and youth. Positive Assets are aligned and even embedded in our Board Values and foundational pillars, school and Board priorities, Ministry of Education initiatives and many of the programs operating in our Board. The intent is to highlight these connections and this important work more intentionally moving forward.

REPORT PREPARED BY: C. REMPEL  
RESEARCH OFFICER

REPORT SUBMITTED BY: T. PINELLI  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

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

**Monday, January 25, 2016**  
**7:00 p.m. – Board Room**  
**Catholic Education Centre**

**MINUTES OF THE SPECIAL EDUCATION  
ADVISORY COMMITTEE MEETING**

**Members/ Alternates Present:** L. Cipparrone, L. Currie, D. Hotopeleanu, A. Iantomasi, H. Karabela, C. Parreira,  
R. Quesnel, D. Rabenda, L. Stephenson, S. Trites

**Staff Present:** B. Browne, Superintendent of Special Education Services  
S. Miller, Special Education Coordinator

**Members Absent:**

**Members Excused:** B. Agnew, M. Lourenco, J. Rowles

**Recorder:** J. Crew

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**1. Call to Order**

**1.1 Opening Prayer**

**B. Browne**

The meeting began with a prayer at 7:09 pm.

B. Browne welcomed a class from the York University Additional Qualifications (AQ) course on Special Education (Parts 1, 2 and 3) in attendance.

**1.2 Approval of Agenda**

**RECOMMENDATION**

Moved by: D. Rabenda

Seconded by: L. Cipparrone

**THAT, the agenda be approved as submitted.**

**CARRIED**

**2. Presentations**

**2.1 Kindergarten Registration Process 2016-2017**

**S. Miller**

B. Browne informed members that kindergarten registration starts for HCDSB this week; every effort is made to make the process as welcoming as possible. Parents are required to complete a questionnaire designed to help be as prepared as best possible when planning and moving forward for next year.

S. Miller walked members through the kindergarten registration process and the additional resources for students with special education needs. Special Education Consultants will arrange observation visits and follow case conferences, as required; parents can invite anyone involved in supporting their child to attend case conferences.

Parents will also be provided with a poster invite for the 'Parent Information Meeting for Students with Special Needs Entering the Kindergarten Program in September 2016' which is scheduled for Wednesday, March 2, 2016, 7:30 pm – 9:00 pm at St. Benedict Catholic School in Milton. SEAC members are invited to participate that evening. B. Browne noted that SEAC's presence is very important; parents can make valuable connections; and previous presentations by SEAC have been relatable and instrumental in reassuring parents.

L. Cipparrone asked that the parent flyer invite be sent out to all members and encouraged members to come out and speak with parents on March 2nd, to let them know about SEAC and about the associations they represent.

**3. Actions to be taken**

**3.1 Election of SEAC Chair**

**B. Browne**

B. Browne explained the yearly SEAC election process and provided some background on the role of, and the behind the scenes work done by the Chair of SEAC. B. Browne expressed his gratitude for the excellent job that the L. Cipparrone has done over the past few years in her role as the Chair of HCDSB's SEAC.

B. Browne called for nominations for Chair of the Special Education Advisory Committee for the term January 2016 to December 2016.

C. Parreira nominated Lorraine Cipparrone as Chair of SEAC. L. Cipparrone accepted the nomination.

B. Browne called for other nominations; no other nominations were received; L. Cipparrone was acclaimed Chair.

**RECOMMENDATION**

Moved by: C. Parreira

**THAT**, L. Cipparrone be nominated for Chair of the Special Education Advisory Committee for the term of January 2016 to December 2016. **CARRIED**

B. Browne turned the meeting over to the L. Cipparrone.

### 3.2 Election of SEAC Vice Chair

**Chair**

L. Cipparrone called for nominations for the Vice Chair of the Special Education Advisory Committee for the term January 2016 to December 2016.

A. Iantomasi nominated D. Rabenda as Vice Chair of SEAC. D. Rabenda accepted the nomination.

L. Cipparrone called for other nominations; no other nominations were received; D. Rabenda was acclaimed Vice Chair.

**RECOMMENDATION**

Moved by: A. Iantomasi

Seconded by: R. Quesnel

**THAT**, D. Rabenda be nominated for Vice Chair of Special Education Advisory Committee for the term of January 2016 to December 2016. **CARRIED**

### 3.3 Approval of Minutes – December 14, 2015 SEAC Meeting

**RECOMMENDATION**

Moved by: L. Stephenson

Seconded by: C. Parreira

**THAT**, the minutes for the SEAC meeting be approved as submitted.

**CARRIED**

## 4. Business Arising from Previous Meetings

### 4.1 Review Chart of Outstanding Items from Previous Meetings

Technology	<ul style="list-style-type: none"><li>D. Hotopeleanu informed members that Microsoft has purchased the Minecraft game franchise; Minecraft has a new communication version which Microsoft will be enhancing to have ready for schools in</li></ul>
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	<p>September.</p> <ul style="list-style-type: none"> <li>▪ S. Miller added that she has received some interest around the program; not clear if inquiries were specifically related to special needs. S. Miller will keep SEAC posted.</li> </ul>
Requests for Links to be added to Board Website	<ul style="list-style-type: none"> <li>▪ No requests received</li> </ul>
Raising Awareness of SEAC - Recommendations	<ul style="list-style-type: none"> <li>▪ R. Quesnel informed members that the subcommittee will be meeting in the next couple of weeks</li> <li>▪ SEAC Soundbytes have been sent out to schools; a follow-up reminder has also been sent out</li> <li>▪ The next Soundbytes will be dealing with topics such as Mental Health and EQAO</li> <li>▪ L. Cipparrone suggested that the subcommittee consider proactively getting Soundbytes out to schools in June for next year's newsletters.</li> <li>▪ R. Quesnel invited L. Cipparrone to participate in a subcommittee meeting regarding the webinar</li> </ul>

## 5. Action Items

### 5.1 Special Education Plan (pages 21 to 37)

L. Cipparrone asked if there was any further information, changes or comments on this section; none were received. Section 3 will be reviewed at the next meeting.

### 5.2 Spirit of Inclusion Selection Sub-Committee

L. Cipparrone outlined the selection process and B. Browne discussed the format of the Spirit of Inclusion award presentation at the annual Student Awards of Excellence ceremony.

A meeting for the selection sub-committee has been tentatively scheduled for Tuesday, February 16<sup>th</sup> at 4:30. Laura Currie, D. Hotopeleanu, C. Parreira, L. Cipparrone and J. Rowles (who expressed interest via email) volunteered to participate on the selection committee

### 5.3 Raising Awareness of SEAC

L. Cipparrone asked if there was any further information to follow the discussion covered in item 4.1 around raising awareness.

Members discussed webinar planning for the April SEAC meeting: scripting an agenda to guide the discussion; pre-recording versus a live; and handling of questions. R. Quesnel asked that each association rep either speak on the webinar about their association or alternately prepare a script for L. Cipparrone. L. Cipparrone added that a slide should be prepared for each association with their information and logo. Soliciting questions as part of the registration was suggested; timing to begin advertising was also discussed; L. Cipparrone recommended sometime before March break. It was noted that the March SEAC meeting takes place on March 7<sup>th</sup> as March break is the following week and the week after March break leads up to Easter.

R. Quesnel requested that each member start to think about what message they would like relayed and whether they would like to speak or relay the message through L. Cipparrone.

L. Cipparrone asked that Raising Awareness of SEAC be added to the June SEAC agenda.

### 5.4 Halton Community Fair 2016

This year's annual Community Resource Fair will take place on Saturday, April 30<sup>th</sup>, 2016 from 10 am to 2 pm at Craig Kielburger Secondary School in Milton. L. Cipparrone will send an email for participation, if coverage is available for the full day, SEAC will register.

## 6. Communications to SEAC

### 6.1 Superintendent's Report

B. Browne provided the following updates:

**Speech and Language Services** are again providing workshops for school teams using augmentative or alternative communication with students for staff who are in the process of implementing a PECs Communication systems with a students.

**The SLPs and I-EAs** are doing an inquiry to discern best practices around the collaboration of itinerant staff, looking at how we share information with school staff, how we share resources, and how we build on one another's expertise.

**Educational Assistants:** Planning is underway for a full day in-service for Educational Assistants, with a focus on Mental Health and Wellbeing, to take place on the April 22, 2016, PD Day.

**Community Integration through Cooperative Education (CICE) Program:** On Thursday February 11th at 6:30 pm at Jean Vanier Catholic Secondary School in Milton, representatives from Mohawk and Humber's CICE program will discuss their programs and the application process. All are welcome to attend; an information flyer will be send out to members.

**DHH Picnic** has been scheduled for Tuesday, May 17, 2016 at Lowville Park; rain date will be Wednesday, May 19, 2016.

#### **Mental Health:**

- **News release:** Ontario is investing \$6 million in local mental health services through the Ministry of Child and Youth; this will potentially increase the availability of outside services for our students; we currently are working with our partners to deliver more programs jointly.
- **Project Peak Performance:** Our Lady of Victory CES is currently involved in a self-inquiry project with teachers focused on mental health through physiological strategies and mental focus. The project is focused on teacher wellness and the impact on students.
- **Canadian Educators' Conference on Mental Health** – Patricia Codner and B. Browne will be presenting on behalf of HCSDB at the at the CECMH conference in Ottawa in April. The presentation will focus on our Mental Health strategy and the connection to how leadership impacts culture and climate in schools, creating conditions for positive mental health and wellness in schools.
- **School Mental Health ASSIST Meeting:** takes place on February 9 and 10 for superintendents with Mental Health portfolios; the key idea is the promotion of mental health as a shared responsibility.
- **FASD Work** – HCSDB is seen as the being progressive in our existing practices; we have signed the FASD memorandum of understanding and are committed to enhancing our current practices; on going PD for staff will be delivering; have taken on a leadership role in Halton and will continue to provide updates.
- **Supporting Minds - Anxiety Module:** Supporting Minds (an educator's guide to promoting students' mental health and wellbeing) was released by the Ontario government to assist teachers in their understanding of mental health issues, which some students might be experiencing. The document is an aid; it does not promote the notion that teachers should be diagnosing or treating mental illness. The document is divided into sections, (modules) which describe common mental health issues such as anxiety, mood disorders, ADHD.

Over the last school year, our Mental Health Leader facilitated workshops on the anxiety module for staff as part of our Mental Health strategy. Schools were invited to send teams to participate in four workshops sessions. Last year school teams from seven schools participated in the module workshops; upon completion school teams were asked to develop a plan as to how they would share what they had learned with their peers and how they would use the information in their schools.

This year, we are again offering the anxiety module: three members of our psychology staff who participated last year will facilitate this year's module. Six schools have volunteered to participate; the program runs from February 10 to March 2, 2016.

- **Supporting Minds - ADHD and Mood Disorders:** this year the focus based on the Supporting Minds document will be toward developing ADHD and Mood Disorder modules; these modules will be ready for roll out to staff in September 2016.
- **Suicide Prevention and Intervention Policy.** This year, our Mental Health Leadership team formed a working group to begin to draft a policy on suicide prevention and intervention to submit to senior administration by June 2016 for their input and direction.
- **P.A.L.S. (Playground Activity Leaders in Schools)** continues to be run in most of our schools. Our pilot project last year was successful; this program now replaces PROPS.
- **Cameron Helps/Team Unbreakable** continues to run in our schools with schools either taking a few weeks break, following the Bold and Cold Run in November and/or gearing up for our Mother's Day run in May.

**Collaboration between Special Education and Curriculum – Breaking down the Silos:** Special Education Services is engaged in intentional work between departments to embrace the notion of collective responsibility for all students by engaging in a community of practice. On Friday, Curriculum and Spec Ed Board staff participated in a problem of practice focused on student behavior; how a collaborative approach can share responsibility and increase teacher capacity. Work is on-going and focused on promoting and modelling shared responsibility for all students with an eye toward increasing teacher confidence and capacity to work with all students.

**Special Needs Strategy** –the Halton Regional Group will be meeting January 27<sup>th</sup> to discuss Ministry feedback and next steps for service coordination in Halton.

**Kindergarten Registration This Week** – Kindergarten Registration begins this week, the questionnaire provides important information to help with planning for next year.

**CTCS – Programming Uses and Gifted Screening** – Schools are receiving results of the Canadian Test of Cognitive Skills which provides excellent information for teachers and admin regarding a student's cognitive potential; it is also used for screening of potential gifted identification.

**Starting to roll out the KTEA (Kaufman Test of Educational Achievement)** - the KTEA-3 provides two equivalent forms A and B that allow for more comparisons in terms of progress monitoring; it is published by Pearson; allows for error analysis; links closely to instructional interventions; and is particularly rich in terms of reading assessment.

**International Conference for School Effectiveness and Improvement (ICSEI) Scotland** – B. Browne attended the ICSEI conference in Scotland earlier in January where he participated on behalf of HCDSB as an invited speaker and co-presenter. B. Browne provided information, shared pictures and discussed the key ideas at the conference. Key ideas included:

- Ontario Education as internationally revered.
- Equity as a Key Lever to Student Achievement - systems which have an equity focus perform better



- Collaboration/Breaking Down Silos is of International Interest
- Attainment is Less About Literacy/Numeracy and More Inclusive of Wellness and Mental Health
- Leadership Development - Formal and Informal key interest
- Practical Connections between Theory and Practice
- Standardized Testing vs Data vs Accountability vs Professionalism

## **6.2 Association Reports**

L. Cipparrone reviewed two reports received from ABC Halton on behalf of M. Lourenco.

### **6.2.1 ABC Halton – Monthly Meetup Sessions**

ABC Halton will be hosting monthly sessions for parents on the 1<sup>st</sup> or 2<sup>nd</sup> Wednesday of the month, meetings will take place in both Oakville and Milton:

- Oakville sessions take place at Longo's Loft, 3455 Wyecroft Rd., Oakville on February 10<sup>th</sup>, March 2<sup>nd</sup>, April 6<sup>th</sup>, May 4<sup>th</sup> and June 1<sup>st</sup>, 2016
- Milton sessions take place at Longo's Loft, 1079 Maple Ave., Milton on March 9<sup>th</sup>, April 13<sup>th</sup>, May 11<sup>th</sup>, and June 8<sup>th</sup>, 2016

### **6.2.2 ABC Halton – Natalie Orenchuk Presentation**

Natalie Orenchuk-Tomiuk, MSW. RSW. BSW. BA will be presenting at ABC Peel Chapter's Parent Night on Thursday, January 28<sup>th</sup>, 2016, 7:00 to 9:00 pm at HJA Brown Education Centre, Mississauga. The presentation will be on the challenging and complex needs of gifted children/teens.

### **6.2.3 HDSA – World Down Syndrome Day Contest**

D. Hotopeleanu explained that the World Down Syndrome Day contest is meant to raise awareness and an understanding of Down Syndrome. Last year was HDSA's first contest, this year the contest has been expanded to secondary schools. D. Hotopeleanu elaborated on the prizes that can be won.

D. Hotopeleanu provided the 2016 World Down Syndrome Day contest agenda and schedule; a copy of the letter for teachers; the resource list and copies of posters (which had been delivered to schools last week). Canadian Down Syndrome Society (CDSS) Educator Packages will be distributed during the first week of February to formally open the contest; the website and videos will go live at that time as well. World Down Syndrome Day is March 21; celebrations can take place any day/week in March or April.

D. Hotopeleanu asked if there were any questions and informed members he will provide updates on the contest.

## **6.3 Trustee Reports**

D. Rabenda informed members that a modified pupil accommodation review has begun on schools within south Oakville; south Burlington and Georgetown. Conversations are just beginning to be initiated; consultations for feedback from families and parents will be held beginning March 2<sup>nd</sup>.

A. Iantomasi added that an additional PA day on April 8, 2016 has been added; finalized boundary review for Georgetown; ground-breaking and blessing of the new north Oakville school has taken place; feedback from all stakeholders for strategic planning has now been received; and the Board is starting to ratify agreements with unions.

## **6.4 Sub-Committee Update**

## **6.5 Reports from Other Shareholder Meetings**

## **7. Information Items**

## **8. Questions from the Public**

L. Cipparrone invited questions from the Special Education AQ class in attendance; members of SEAC introduced themselves. .

**9. SEAC Discussion/Question Period**

**10. Next Meeting will be Monday, February 22, 2015**

**11. Adjournment**

**11.1 Motion for Absenteeism**

***RECOMMENDATION***

*Moved by: A. Iantomasi*

*Seconded by: L. Stephenson*

***THAT***, B. Agnew, M. Lourenco, J. Rowles *be excused.*

***CARRIED***

**11.2 Motion for Adjournment**

***RECOMMENDATION***

*Moved by: D. Hotopeleanu*

*Seconded by: C. Parreira*

***THAT***, *the meeting adjourn.*

***CARRIED***

**11.3 Closing Prayer**

The meeting closed with a prayer at 8:52 pm.



To the Halton Catholic School Board and the Georgetown Independent

Re: Reciting the Canadian Oath of Citizenship in class

As a Catholic educator retired after 34 years teaching, a former Parent Council Chair and a 3<sup>rd</sup> generation Canadian, I am puzzled by the Board's decision to include a recitation of the Canadian Oath of Citizenship each day in class.

This decision leans towards jingoism and is a misuse of the oath meant to be taken once by new Canadians. The oath was never intended to act as the Canadian version of the American Pledge of Allegiance. Why do we keep importing American patriotic ideals?

Given the many important issues in education today, I cannot understand who on the Board found time to think up this questionable idea—let alone waste valuable Board time in passing it. As always, foolish ideas celebrated in the Board office must be implemented and policed by the school staff.

What will be done to those teachers and students who refuse to take part? Will there be punishment? As Canadians, we have the freedom to choose how to display our patriotism. This command "patriotic" performance will lead to unnecessary confrontation which is no way to start a productive day. As a teacher, I would have refused to take part—not because I am unpatriotic, but I see taking an oath as a solemn act. Once I have given my word, there is no need to do so again (and again and again).

*The Independent's* coverage of this story lacks any journalistic integrity. There is no background provided behind the decision. Whose brainchild is this? Was there any debate? What was the final vote? Were parents consulted? Were students? Has there been any reaction? Is it even proper to use the oath in this way?

There is a reason why Halton Catholic "is the only board in the province that [is] asking students to read the Oath of Citizenship daily". The other Boards are respecting the oath for its intended use.

Please give this more thought.

Sincerely,

Frank Loreto

Proud Canadian

Former Parent Council Chair

St. Francis of Assisi

Georgetown