

REGULAR BOARD MEETING  
REVISED AGENDA

Date: Tuesday, October 18, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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**Halton District Catholic School Board  
Board Meeting  
Tuesday October 18, 2016**

As we celebrate the Feast of Luke the Evangelist, we pray:  
Almighty God, who inspired your servant Luke the physician to  
Declare in the Gospel the love and healing power of your Son:  
Graciously continue in your Church the same love and power to heal,  
to the praise and glory of your Name; through your Son Jesus Christ our Lord,  
who lives and reigns with you, in the unity of the Holy Spirit, one God, now and for ever.  
**Amen.**

*From among his disciples the Lord appointed seventy and sent them on ahead of him in pairs to every town and place where he himself intended to go. He said to them, "The harvest is plentiful, but the labourers are few; therefore ask the Lord of the harvest to send out labourers into his harvest. Whenever you enter a town and people welcome you, eat what is set before you: cure the sick who are there, and say to them, 'The kingdom of God has come near to you.'"*

Almost all that we know about Luke comes from the New Testament. He was a physician and a companion of Paul on some of his missionary journeys. Some of the most moving parables, such as that of the Good Samaritan and that of the Prodigal Son, come from Luke.  
In Luke's account of the Gospel, we find an emphasis on the human love of Christ, on His compassion for sinners and for suffering and unhappy persons, for outcasts such as the Samaritans, tax collectors, lepers, shepherds, and for the poor. In this Year of Mercy, may we be the love of Christ made present to all in need of hope and healing.  
*adapted from <http://justus.anglican.org/resources/bio/271.html>*

Let us entrust to the Lord, who hears our cries, our own needs and the needs of all people:

O God, we live in a country populated by people of diverse cultures;  
may it lead us to understanding and peace, we pray to the Lord.  
**Lord, hear our prayer.**

You are a God of mercy and understanding; help us to live in harmony  
with our environment and all humankind, we pray to the Lord.  
**Lord, hear our prayer.**

Like St Luke, may we have compassion for the poor, outcast and marginalized,  
we pray to the Lord.  
**Lord, hear our prayer.**

You look upon our suffering with compassion; send your healing and comfort  
to those who are sick, we pray to the Lord.  
**Lord, hear our prayer.**

Christ Jesus, you were raised from the dead as you promised; grant that those who have died share in your resurrection, we pray to the Lord.

**Lord, hear our prayer.**

O God, we believe that Jesus, your Incarnate Word, lives in you and in us.

Strengthen our faith, hope and love

that your reign will be proclaimed in our lives

and the presence of your Spirit be manifested

in our thoughts, words, and actions.

This we ask of you through Jesus and in the Holy Spirit. Amen.

## MINUTES OF THE REGULAR BOARD MEETING

Date: October 4, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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

Student Trustees	C. Atrach	M. Zapata
	I. Schwecht	

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

Also Present

- A. Bartucci, Communications Officer, Strategic Communications Services
- B. Doan, Acting Chief Research Officer, Research & Development Services
- S. Galliher, Planning Officer, Planning Services
- A. Lofts, Senior Administrator, Business Services
- R. Merrick, Senior Administrator, Facility Management Services
- A. Swinden, Administrator, Strategic Communications Services
- F. Thibeault, Administrator, Planning Services

Recording Secretary      R. Di Pietro

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### 1. **Call to Order**

The Chair called the meeting to order.

#### 1.1 **Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)**

The meeting opened at 7:36 p.m. with a prayer led by M. Zapata.

#### 1.2 **Motions Adopted In-Camera**

There were no motions adopted in-camera.

#### 1.3 **Information Received In-Camera**

A. Iantomasi read the information received in-camera.

#### **Hiring**

Tanja Boars, Jennifer De Meo, Lisa Emes, Sharon Fernandez, Shannon Johnston Pauline Lamers, Kyle Mongiardi, Kristina Natale, Christopher Peters and Tonia Ungolo hired as probationary teachers effective September 1, 2016. Michael Lanktree hired as a probationary teacher effective September 12, 2016.

**Acting Elementary School Vice Principal at St. Brigid Catholic Elementary School**

Carol Caverley appointed as Acting Elementary School Vice Principal effective September 19, 2016 with an end date to be determined (approximately four weeks).

**Acting Secondary School Vice Principal at Thomas Merton Centre for Continuing Education**

John Quinlan appointed as Acting Secondary School Vice Principal effective September 30, 2016 to October 14, 2016.

**Acting Elementary School Principal at St. Mark Catholic Elementary School**

Christina De Clerico appointed as Acting Elementary Principal effective October 11, 2016 to November 4, 2016.

**Retirement**

Paul Judd retired effective September 13, 2016.

**2. Approval of the Agenda**

Information Item 10.9 was added - *Recognition of Staff Member (P. Dawson)*

**#169/16**

**Moved by:** P. Marai

**Seconded by:** H. Karabela

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

**CARRIED**

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations****4.1 Filipino Project - Presenting Findings: D. Wells, J. Austria and P. Kelly**

A presentation on the HCDSB Pinoy (Filipino) Project was given by D. Wells, J. Austria and P. Kelly.

The goal of the study is to raise awareness of the Filipino immigrant community and to help establish supports for their needs.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the September 20, 2016 Regular Board Meeting**

**#170/16**

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**RESOLVED**, that the minutes of the September 20, 2016 Regular Board Meeting be approved.

Staff provided clarification on the minutes, specifically regarding the use of empty elementary classrooms as meeting space.

The Chair called for a vote and the motion **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 Oakville Northeast Pupil Accommodation Review - Initial Staff Report (T. Overholt, G. Corbacio, R. Negoi)

Staff is recommending that the Board initiate a full Pupil Accommodation Review for the Oakville Northeast area, and establish an Accommodation Review Committee (ARC).

**#171/16**

**Moved by:** A. Iantomasi

**Seconded by:** P. Marai

**RESOLVED**, that the Halton Catholic District School Board approve the undertaking of the Oakville Northeast Pupil Accommodation Review (PAR) in accordance with Operating Policy I-09 School Accommodation Review - Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review - Consolidation/Closure.

Trustees questioned the financial implications of closing schools and building new schools to accommodate 69 students, rather than rebalancing boundaries. Staff provided a rationale, addressed the impact of underutilizing schools, commented on transportation costs as well as declining growth. The proposed plan could potentially save the Board 4.5 to 5 million dollars yearly.

There was also information provided regarding some of the limitations with respect to offering French Immersion programs in smaller schools, as a mean of increasing student population.

Trustees were assured that staff is following policy and that all options, be it boundary reviews, programs, etc. put forward by ARC will be reviewed and considered. The two options with three school locations were presented, and one option is the preferred option which staff must provide in compliance with Board Policy. The options presented to date will not preclude the Committee from considering other options. Staff is of the opinion that the two proposed options presented would be most viable in securing funds from Ministry and that Trustees will make the final decision on an option at a future meeting.

The Chair called a vote on resolution (#171/16) and it **UNANIMOUSLY CARRIED**.

### 8.2 2015-2016 Year-End Audit Planning Report from KPMG (M. Rowe)

**#172/16**

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

**Seconded by:** S. Trites

**RESOLVED**, that the Halton Catholic District School Board approve the External Auditor's 2015-2016 Year-End Audit Planning Report.

The Chair called a vote on resolution (#172/16) and it **UNANIMOUSLY CARRIED**.

## 9. Staff Reports

### 9.1 Social Studies Resource Selection (A. Prkacin)

Staff is recommending the purchase of a core resource form Grade 1, 2 and 3 Social Studies. The resource selected is Many Gifts which is distributed by Nelson Education. This newer edition of the

existing core resource is in keeping with current curriculum. The recommendation will be presented at the October 18<sup>th</sup> Board Meeting.

## **10. Information Items**

### **10.1 Student Trustees Update (M. Zapata)**

School sports teams are well underway and most schools have had their opening mass. Chapels are open and available for student reflection. Student trustees are in process of choosing senators for the current school year.

### **10.2 Compassion2Action Holocaust Education Program (H. Karabela, A. Quinn)**

H. Karabela and A. Quinn accepted an invitation to travel to Poland, Germany and Israel from November 5<sup>th</sup> – 15<sup>th</sup>, 2016. This Compassion2Action, Holocaust Education Program is supported by the Friends of Simon Wiesenthal Centre for Holocaust Studies. Trustees look forward to reporting insights at a future meeting.

Much concern was raised regarding the use of Board funds for overseas trips when it could most appropriately be expended locally, to the benefit of students and/or for the professional development of teachers. There were also concerns expressed in terms of whether the requirements of Policy I-34 were in fact adhered to, and whether proper approvals were obtained. It was suggested that the Policy be forwarded to the Policy Committee for review.

In response to the concerns raised, Trustee Karabela indicated that verbal encouragement was given to participate. Addressing the purpose of the trip, she noted that through teachings learned, discussion could take place with curriculum staff and future motions could be considered by the Board to further solidify the teachings of the Holocaust in our schools. There is also a plan in place, with the help of Strategic Communications Services, to connect with students via a blog.

D. Rabenda asked that the minutes reflect that she is morally opposed to the trip and would rather see the funds used to send educators who could bring back resources. She acknowledged that the Policy should be revisited.

### **10.3 School Educational Field Trips (T. Overholt)**

The trips were provided as information.

### **10.4 Ongoing Monitoring of School Generated Funds Activities (R. Negoi)**

Information on Business Services' ongoing support, training and monitoring of School Generated Funds (SGF) activities was shared. Staff was commended for their work.

The school cash on line initiative continues to grow.

It was confirmed that paid civvies days are a part of School Generated Funds. Schools, along with their council may decide what local charities to support. All cash is collected and deposited for its intended use.

### **10.5 2016-2017 Portable Classrooms and Surplus Classroom Summary (G. Corbacio)**

R. Merrick presented the annual report. As student enrollment continues to grow within the Board, there has been an increase in portable classroom accommodation needs. Staff will continue to monitor portable classroom and surplus classroom utilization to contain operating expenditures wherever possible.

Inventory of classrooms and utilization of empty space is monitored closely. It was confirmed that portable classrooms are leased.

**10.6 2016 - 2021 Board Improvement Plan for Student Well-Being and Achievement (A. Prkacin)**

The preliminary submission of the Board Improvement Plan was shared. An addendum will be presented to the Board at a future meeting,

**10.7 2015 - 2016 EQAO and OSSLT Results (A. Prkacin)**

A summary of student achievement results on the 2016 EQAO Assessment of Reading, Writing and Mathematics in Grade 3, 6 and 9 as well as the OSSLT was provided. A more fulsome report will be provided at a future meeting, through an addendum.

Staff confirmed that applied math is reported separately. EQAO and OSSLT results are the most public facing. However, various other strategies are used to monitor student achievement.

**10.8 Region of Halton Mental Health Liaison Nurses - Discontinuation of Services (B. Browne)**

The Region of Halton is discontinuing direct service to students in Halton elementary schools. The absence of this support will present significant changes for direct student support. The realignment is congruent with the Ministry mandate.

Through the re-allocation of Child Youth Counsellors support and increased partnership and collaboration with community partners, HCDSB staff will continue to ensure that students in need receive support in a timely manner. Child youth counsellors would be supported by the School Social Worker if required.

**10.9 Recognition of Staff Member**

At the 2016 OCSBOA Conference and AGM, J. O'Hara was awarded the Outstanding Contribution Award. A certificate of recognition was presented by J. Michael and P. Dawson.

**11. Miscellaneous Information**

**11.1 Minutes of the Audit Committee Meeting of June 13, 2016**

The minutes of the June 13, 2016 Audit Committee meeting were provided as information.

**11.2 Minutes of the SEAC Committee Meeting of June 13, 2016**

The minutes of the June 13, 2016 SEAC Committee meeting were provided as information.

**11.3 OCSTA Updates**

**11.3.1 Trustee Award of Merit**

**11.3.2 New Mandate Letter for Minister of Education**

**11.3.3 2017 AGM & Conference Resolutions**

**11.3.4 New Catholic Educational Resources**

**11.3.5 2017 OCSTA Student Trustee Alumnus Awards**

OCSTA memos were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

A.A. LeMay posed the following question: Regarding Information Item 10.2. The Compassion2Action trip planned for two trustees for the Holocaust sites. The information from the Simon Wiesenthal organization states "the participants will gain knowledge and share knowledge". Since the role of a trustee is communication and partnership with Home and Church my question is will you confirm that there will be a detailed, timely, written report to be shared with the Board, Staff, Students and Parent Groups? Trustee Quinn acknowledged that an information report would be forthcoming.

**14. In Camera**

There was no follow-up in-camera session.

**15. Resolution re Absentees**

No absences.

**16. Adjournment and Closing Prayer (A. Iantomasi)**

**#173/16**

**Moved by:** A. Quinn

**Seconded by:** H. Karabela

**RESOLVED**, that the meeting adjourn.

**CARRIED**

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

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Secretary of the Board

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Chair

## ACTION REPORT

## ITEM 8.1

### POLICY III-16 WORKPLACE HARASSMENT

#### PURPOSE:

To approve *Policy III-16 Workplace Harassment* as amended.

#### COMMENTS:

Bill 132, entitled "*Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), 2015*" (hereinafter the "Bill") received Royal Assent on March 8, 2016 and will be in force September 8, 2016. The Bill amends various statutes with respect to sexual violence, sexual harassment, domestic violence and other matters. It also amends various provisions of the *Ontario Occupational Health and Safety Act* to require employers to implement specific workplace harassment policies and procedures and ensure that incidents and complaints of workplace harassment are properly investigated.

The definition of workplace harassment under the *Occupational Health and Safety Act* has been revised and expanded to include workplace sexual harassment. Workplace harassment now means:

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- b) workplace sexual harassment.

As a result, workplace sexual harassment is now specifically protected by the Act. The following definition of workplace sexual harassment has been added:

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

As a result, the Board is required to update its current Policy III-16 Workplace Harassment to reflect these changes.

Policy III-16 Workplace Harassment was submitted to the Policy Committee on September 13, 2016 and October 11, 2016, with a recommendation that it be forwarded to the board of trustees for approval.

#### RECOMMENDATION:

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

Moved by:  
Seconded by:  
**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy III-16 Workplace Harassment, as amended*.

#### REPORT SUBMITTED AND APPROVED BY:

P. MARAI

CHAIR OF THE POLICY COMMITTEE

## **PURPOSE**

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free from all types of workplace harassment including, but not limited to, sexual, racial, ethnocultural or other harassment related to any grounds identified within the Human Rights Code, such as harassment related to a physical or mental disability.

## **APPLICATION & SCOPE**

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers workplace harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.

The rights of students to a respectful working and learning environment, free from harassment, are dealt with under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

## **PRINCIPLES**

The Halton Catholic District School Board is committed to providing a working environment in which all employees are treated with respect and dignity, free from any form of harassment.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principles.

This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace.

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.

The Board will not tolerate any discrimination or harassment contrary to the Human Rights Code against any employee, student or visitor in the course of any of the Board's operations.

## **DEFINITIONS**

### **1. DEFINITION OF WORKPLACE HARASSMENT**

Workplace Harassment means: a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or b) workplace sexual

harassment The normal proper exercise of supervisory responsibilities, including training, evaluation, counseling, and discipline when warranted, does not constitute workplace harassment.

## 2. DEFINITION OF WORKPLACE SEXUAL HARASSMENT

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

## 3. DEFINITION OF WORKPLACE

The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

## REQUIREMENTS

### 1. INFORMATION AND INSTRUCTION WITH RESPECT TO WORKPLACE HARASSMENT:

- a) The Board will provide an employee with,
  - i. information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace harassment; and
  - ii. any other prescribed information.

### 2. PROGRAM TO IMPLEMENT THE POLICY WITH RESPECT TO WORKPLACE HARASSMENT:

- a) The Board will develop and maintain a program to implement the policy with respect to workplace harassment.
- b) Without limiting the generality of paragraph a) above, the program will include:
  - i. measures and procedures for employees to report incidents of workplace harassment to a person other than the employer or supervisor, if the employer or supervisor is the alleged harasser;
  - ii. how incidents or complaints of workplace harassment will be investigated and dealt with;
  - iii. how information obtained about an incident or complaint of workplace harassment, including identifying information about any individuals involved, will not be disclosed unless the disclosure is necessary for investigating, taking corrective action, or by law; and

- iv. how an employee who has allegedly experienced workplace harassment and the alleged harasser (if s/he is an employee of the Board) will be informed of the results of the investigation and of corrective action that has been, or will be taken.

### 3. POSTING OF THE POLICY:

- a) The policy and procedures concerning workplace harassment will be posted at a conspicuous place in the workplace.

### 4. REVIEW OF THE POLICY:

- a) The Board will review the policy with respect to workplace harassment as often as is necessary, but at least annually.

### 5. DUTIES OF THE SUPERVISOR:

An educational community is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All persons in its learning/working environment will:

- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect the rights of others;
- show proper care and regard for Board property and for the property of others;
- demonstrate honesty and integrity; and
- respect the need of others to work in an environment of learning and teaching.

The Board strives to maintain an environment respectful of human rights and free of objectionable behaviour for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. The Board expects that all persons in its learning/working environment will:

- be aware and sensitive to issues of harassment;
- support individuals who are, or have been targets of harassment;
- prevent harassment through training;
- take all allegations of harassment seriously and respond promptly;
- provide positive role models; and
- not demonstrate, allow or condone behaviour contrary to the policy, including reprisals.

The Director of Education through Human Resources Services has the responsibility to designate resources for ensuring the implementation of and compliance with this policy.

The Director of Education through Human Resources Services will ensure that new employees receive a copy of this policy and ensure that it will be highlighted at orientations for new principals and supervisors and at parent meetings.

## 6. DUTY TO COMMUNICATE:

All principals must review this policy and associated Administrative Procedure VI-4 Complaint Resolution Process on an annual basis with staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may have been absent on the day of the review of the policy, review the policy and procedure at a later date.

## 7. SPECIFIC TYPES OF WORKPLACE HARASSMENT:

### A) EXAMPLES OF SEXUAL HARASSMENT MAY INCLUDE THE FOLLOWING:

- Sexual advances or requests for sexual favours which are known or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours which are known or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.
- Conduct involving unwanted or unnecessary physical contact or comment with a sexual innuendo that might be expected to cause discomfort, offence or humiliation.
- A reprisal for the rejection of a sexual advance or a request for sexual favours where the reprisal is made or threatened by a person in a position to grant, confer or deny a benefit, privilege or advancement.

### SEXUAL HARASSMENT DOES NOT INCLUDE:

- An occasional or appropriate comment which a reasonable person in the circumstance, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.
- Conduct which both parties find acceptable such as: an occasional compliment or remark of a non-sexual nature, voluntary relationships to which neither party objects.

### B) RACIAL/ETHNOCULTURAL HARASSMENT:

Written, verbal and/or physical actions which express negative attitude, derogation and/or hatred for a person or group of persons based on their race, ancestry, place of origin, colour, ethnic origin, citizenship or creed. Racial/ethnocultural harassment can be overt or subtle, intentional or unintentional, and may include but is not limited to, the following behaviours:

- Physical or verbal abuse or threat.

**WORKPLACE HARASSMENT****POLICY No.: III-16****DATE: June 29, 2010****AMENDED : OCTOBER 18, 2016**

- Demeaning comments, jokes, remarks, innuendoes or taunting about a person or group of persons' race ancestry, place of origin, citizenship or creed which are known or ought reasonably to be known, to be unwelcome.
- Display or distribution of racist pictures, graffiti or other derogatory material.
- Practical jokes or insulting gestures based on racial or ethnic grounds which are known or ought reasonably to be known to be unwelcome.
- Exclusion, avoidance or condescension because of race or ethnocultural background.
- Negative remarks about a racial/ethnocultural group in the presence of any individual, whether a member of a group or not, which creates a poisoned environment, or a series of individual incidents which, when viewed in totality, can be seen to have a negative impact upon an individual or group.

**8. REPRISAL:**

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace harassment or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

**9. COMPLAINTS:**

All employees have a right to complain about harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an information resolution. The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach. In order to stop workplace harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this policy and procedure in a timely fashion and keep records of complaints and any subsequent response or action taken.

**10. ATTENDANT PROCEDURES:**

The Director of Education shall establish administrative procedures relative to the complaint process in collaboration with Human Resources Services.

The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.

APPROVED : Regular Meeting of the Board

AUTHORIZED BY : \_\_\_\_\_

*Chair of the Board*

## ACTION REPORT

## ITEM 8.2

### Policy III-17 Attendance Support Program

#### PURPOSE:

To approve *Policy III-17 Attendance Support Program* as presented.

#### COMMENTS:

Human Resources has had a long standing practice of monitoring employee absences. In 1996 an Administrative Procedure was established to formalize the expectations for absence reporting.

When the Board introduced the Automated Attendance System, information was sent to all employees on how to use the system to report absences and obtain coverage during their absences. Staff found the automated system much more effective in providing accurate ongoing records for employee attendance.

The continued growth of the Board presented staff with challenges with Attendance Management. In October 2009, the Attendance Support Program was expanded. It clearly spells out the procedure and its' parameters. This information was distributed to all union groups and employees and is posted on StaffNet. It has checks and balances in place to ensure that we support the culture of inclusion and our commitment to meeting the needs of individuals while adhering to the legislation requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

The Regional Internal Audit Committee conducted an audit of Attendance Management Support in 2011-2012 as part of the Regional Internal Audit Plan. The Regional Internal Audit's recommendations were presented to the Audit Committee at the November 20, 2012 meeting. The Audit Committee Minutes from November 20, 2012 were presented to the Regular Board In-Camera meeting on April 2, 2013 as information. One of the findings was that there was no overarching policy statement for the Attendance Management Program to oversee the related procedures on Attendance Support Program, Claims Management, Wellness & Employee Assistance Program.

In addition, the committee recommended that the policy should be reviewed by the Administrative Council and/or Policy Committee, approved by the Board of Trustees, and made available publicly and internally, by posting it on the School Board's website and StaffNet. This policy would demonstrate the School Board's continuous commitment to monitor and provide support to employees on attendance management.

Attendance Support fosters an environment that encourages support of employees and promoting a healthy work environment thus improving and sustaining the quality of services through consistent and regular attendance at work.

To assist and facilitate the early return of staff, Human Resources Staff hired an Attendance Management Officer in September 2013. As has been our long standing practice, Attendance Management Statistics are presented to the Board and we continue to work with Departments within our Board to continue to closely monitor and address any individual attendance concerns.

On September 8, 2015, the draft policy was brought to the Policy Committee where it was approved. It was presented at the September 15, 2015 Board meeting at Second Reading but was defeated. It was requested to be reviewed again by Trustees at the March 2016 Policy Committee meeting where Trustees expressed a desire to embed language from the current Administrative Procedure into the Policy.

Staff have reviewed this request and have consulted the Board's legal counsel on the possible implications and restrictions to Management flexibility to respond to the ever changing legal landscape when it comes to Attendance Support issues. This legal opinion was provided at the May 10, 2016 Policy Committee meeting.

The policy was presented to the Policy Committee on as a Discussion Item on June 14, 2016 and to the Board for first reading on June 21, 2016. Trustees requested that the policy be distributed for Stakeholders input which is attached as **Appendix A**. Staff have reviewed the Stakeholder feedback and are recommending no further changes to the policy.

Policy III-17 Attendance Support Program was submitted to the Policy Committee at the October 11, 2016 meeting, with a recommendation that it be forwarded to the board of trustees for approval.

### RECOMMENDATION:

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

*Moved by:*

*Seconded by:*

**Resolved,** that the Policy Committee recommend that Board Policy III-17 Attendance Support Program be forwarded to the October 18, 2016 Regular Board Meeting with a recommendation for approval at Second and Third Reading.

**REPORT SUBMITTED AND APPROVED BY:**

P. MARAI

CHAIR OF THE POLICY COMMITTEE

## Stakeholder Comments

### Policy III-17 Attendance Support Program

**From: OECTA, Halton Elementary Unit**

Re: OECTA HEU Stakeholder response: Operating Policy 111-17 Attendance Support

OECTA HEU Stakeholder response: Operating Policy 111-17 Attendance Support

Operating Policy 111-17 is both arbitrary and discriminatory.

It also violates the Halton Elementary Teachers' Collective Agreement.

This response is without prejudice or precedent.

The Application and Scope of the Policy tasks "all supervisory personnel to monitor attendance of their staff. This includes holding coaching and counselling meetings regarding attendance when there is a concern about an employee's lack of regular attendance. It is also the duty of all supervisors within the Board to report to Human Resources Services any individual absence or attendance pattern that, in their opinion, warrants further investigation."

Supervisors are being authorized to question teachers, comment and speculate on their medical issues. The board, nor it's agents have a right to know diagnosis about an employee so other than knowing that an employee attended a medical/ dental appointment - which teachers have the right to do without authorization- or that the employee was ill, what is it that a supervisor can ask or speculate about? Teachers account for the absences addressed in Attendance Management meetings by coding them into SmartFind, using either a personal illness code or the medical/dental appointment code. Are the purpose of these meetings with supervisors to advise teachers to come to work when injured or ill - which will cause illness to spread among both staff and students in the worksite? Are the purpose of these meetings with supervisors to harass teachers? How have supervisors been properly trained to ascertain if a subordinate employee was truthful when being absent for the purpose of personal illness day or a medical/dental appointment?

Teachers are called into Attendance Management meetings, often as a result of supervisors contacting Human Resources. In a meeting where "The program is a process of addressing absenteeism and is supporting and non-disciplinary in nature." this appears to be only punitive.

At the end of meetings teachers are told that their innocent absences will be monitored by HR and the expectation is that they will be less sick, require fewer medical/dental appointments in the following year. Not only is this non-supportive and disciplinary, it is somewhat threatening to our teachers who go to work and teach students who regularly come to school ill. The board does not address this underlying cause of teacher illness.

This policy violates the Halton Elementary Unit Teacher Collective Agreement. Authorization is not required for medical/dental appointments nor bereavement. This statement violates the following clauses:

Part A - Article 3

Part B - Article 9

Please note that the Association will file grievances accordingly if this policy is passed.

Finally, under Requirements, the statement in the third bullet not only inaccurately states that “unless the employee has received authorization to be absent to deal with a personal matter, such as a medical/dental appointment or bereavement...” it also only lists unpaid leaves that employees can access for reasons such as “sudden family illness or death” that are covered under provisions under the CA that allow for paid leaves such as bereavement. The impact of such a statements will knowingly mislead members and diminished established rights.

The implementation of this policy undermines the health and well-being of teachers.

The Earned Leave Plan is currently in effect in the OECTA collective agreements and provides incentives to permanent teachers (which are cost saving to the board) who take fewer paid leave days than the bargaining Unit average calculated for the previous school year. This may motivate those who can to take fewer paid leave days and for those who cannot, the do not receive the incentive but neither would they be subject to meetings that are both arbitrary and discriminatory.

Suspending the Attendance Support Program for teachers, to allow the incentive program time to demonstrate its value to the board would truly be “supportive and non-disciplinary.”

**From: St. Brigid council**

Okay from St Brigid. No further feedback.  
CSC chairs responded via email to Principal.

**From: L.A.**

I do not take time off work.

**PURPOSE**

The Halton Catholic District School Board ("the Board") is committed to creating and maintaining a healthy work environment for all employees. The Attendance Support Program is designed to assist employees experiencing frequent absences from work due to illness or injury.

**APPLICATION AND SCOPE**

This policy applies to all Board employees. This includes all employees represented by the Canadian Union of Public Employees (CUPE) Local 2888, 3166, 4605, 5200, 5200 Unit B, the Ontario English Catholic Teachers' Association (OECTA) Elementary and OECTA Secondary, the Association of Professional Student Services Personnel (APSSP) and all non-union and Management employees.

This Attendance Support Program Policy requires the Director to create and implement an Attendance Support Program. The program is a process of addressing absenteeism and is supportive and non-disciplinary in nature.

The intent of the Attendance Support Program is to:

- Support regular attendance of all employees as an essential element of their employment;
- Advise employees of the support services available; and
- Allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

It is also the duty of all supervisory personnel to monitor the attendance of their staff. This includes holding coaching and counselling meetings regarding attendance when there is a concern about an employee's lack of regular attendance. It is also the duty of all supervisors within the Board to report to Human Resources Services any individual absence or attendance pattern that, in their opinion, warrants further investigation.

The Human Resources Services department will monitor attendance and report attendance statistics to the Board on a regular basis.

**PRINCIPLES**

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Governing Values.

By fostering an environment that encourages support of employees and promoting a Healthy Work Environment, this program should also improve the quality of service to students through consistent and regular attendance of employees at work.

All employees contribute to the Board's Mission and Vision Statements and their regular attendance at work is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work amongst colleagues.

## REQUIREMENTS

- The Halton Catholic District School Board is committed to the overall health and wellness of its staff. This is exemplified by the existence of the *Employee Assistance Program* ("EAP"), the comprehensive Wellness Program offered by the Board and the existence of local site-based Joint Health and Safety committees.
- It is a required term of employment that employees will attend work on a regular basis and will provide their services in return for the salaries wages and benefits for which they are compensated. Irregular attendance at work has a detrimental effect on the delivery of the services provided by the Board to its students, staff and other members of the school community.
- All employees of the Board are expected to attend to personal matters outside of their working hours, unless the employee has received authorization to be absent to deal with a personal matter, such as a medical/dental appointment or bereavement, where such matter is of overriding importance and cannot be dealt with outside of normal working hours, or unless the matter is an "emergency" which entitles the employee to claim emergency leave under the Employment Standards Act (e.g. sudden family illness or death).
- The Board is committed to differentiating between culpable and non-culpable absenteeism. Culpable absenteeism is defined as absences which are in the control of the employee, whereas non-culpable absences are outside of the control of the employee.
- Culpable absenteeism will be dealt with through the Board's progressive discipline procedure. Attendance support is available for staff members whose absences are beyond the scope of their control which is referred to as *Innocent Absenteeism* or non-culpable absenteeism.
- Attendance Support is intended to differentiate between disability management and attendance management.
- The Halton Catholic District School Board endeavours to ensure that all employees of the Board are aware of, and receive the appropriate support(s) that is available to them, to ensure a healthy workforce.
- The Halton Catholic District School Board requires that its employees properly record and report their absences in accordance with Board policy and their respective collective agreement.
- The Halton Catholic District School Board supports a culture of inclusion and is committed to meeting the needs of individuals within the organization and to adhere to the legislative requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*,

with respect to employment accommodation and successful return to work.

The operational details of this program are outlined in the Board Human Resources Services Administrative Procedure – “Attendance Support Program” (VI-76).

APPROVED: Regular Meeting of the Board

Authorized by: .....  
Chair of the Board

**ACTION REPORT**

**ITEM 8.3**

**POLICY I-31 – APPAREL PURCHASES AND FAIR LABOUR PRACTICES**

**PURPOSE:**

To approve *Policy I-31 Apparel Purchases and Fair Labour Practices* as amended.

**COMMENTS:**

The revised policy was reviewed and discussed at the June 14, 2016 Policy Committee, in response to Trustee's request, and as preparation for the upcoming Request for Proposal (RFP) for school uniforms. The amendments are minor in nature with exception of the following:

***Requirements Item #2:***

*The 'Statement of Compliance' has been deleted and now references newly created Appendix A – Apparel Supplier Compliance Form which includes the 'Statement of Compliance'.*

***Requirements Item #6.1.viii:***

*Has been deleted. The Board has not maintained or received value through memberships with any third party monitoring organizations since the Ontario Catholic Affiliate of the Worker's Rights Consortium disbanded in 2012. Furthermore, communications with third party monitoring organizations is sufficiently covered in item #6.1.viii and HCDSB's Catholic values remain as the driving force of this policy as stated in the first paragraph under the "Principles" section.*

Policy I-31 Apparel Purchases and Fair Labour Practices was submitted to the Policy Committee at the October 11, 2016 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

Moved by:  
Seconded by:

***RESOLVED***, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-31 Apparel Purchases and Fair Labour Practices*, as amended.

**REPORT SUBMITTED AND APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

## APPAREL SUPPLIER COMPLIANCE FORM

NAME OF COMPANY

ADDRESS

CITY

POSTAL CODE

TELEPHONE

FAX

EMAIL

CONTACT NAME

CONTACT POSITION

**STATEMENT OF COMPLIANCE:**

"The supplier hereby warrants, represents and agrees, that any of its subcontractors, servants, agents or suppliers will, at all times during the term of this agreement and extended term, comply and adhere to all of the provisions of the Board's policy I-31. Breach of any provision of the Board policy, or failure to reasonably satisfy the school/Board that the suppliers continually adhere to the policy during the term of this agreement will entitle the school/Board in its sole and absolute discretion, to provide written notice of termination of this agreement effective immediately. Notwithstanding said written notice of termination, the supplier shall complete all existing orders with parents of the school but shall not accept or solicit any further orders from parents of the school/Board after receipt of the written notice."

NAME OF SIGNING OFFICER (PRINT)

SIGNATURE OF SIGNING OFFICER

DATE

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****APPAREL PURCHASES AND  
FAIR LABOUR PRACTICES**

Policy No.:	<b>I-31</b>
Date:	June 7, 2005
Amended:	October 16, 2012
Amended:	November 19, 2013
Amended:	October 18, 2016

**PURPOSE**

To require the Board to take all reasonable measures to insure that clothing, be it school uniforms, physical education uniforms, athletic uniforms, spirit wear, corporate wear, employee uniforms, be acquired from suppliers where goods are produced under just, safe and fair working conditions that are equal to or better than the standards set by the United Nations International Labour Organization.

**APPLICATION AND SCOPE**

This policy applies to all apparel purchasing activities carried out by all Board departments, schools and services.

**REFERENCES**

Operating Policy I-25 Purchasing  
Administrative Procedure VI-11 Purchasing

**PRINCIPLES**

The requirement that clothing products supplied to or authorized by the Board be produced under just, safe and fair working conditions that are equal to or better than the standards set by the United Nations International Labour Organization gives witness to our Catholic faith and the social teachings of the Catholic Church.

The dignity of the human person is contingent, in part, upon dignified conditions for human work.

All parties to any apparel purchase jointly bear the moral obligation to insure that finished clothing and the products from which it is made, have been produced under safe, just and fair working conditions.

Commercial entities seeking to do business with the Board will commit under contract to supplying apparel obtained and/or produced under safe, just, and fair working conditions as defined under the International Labour Organization (ILO) and/or local labour laws, whichever standard is higher.

Non-compliance with the labour standards mentioned above, on the part of companies, their subsidiaries, sub-contractors and suppliers whose apparel is sold under contract in this Board constitutes sufficient cause for a determination of breach of contract between the Board and any contractor.

**REQUIREMENTS**

1. Preference in the awarding of contracts will be given to suppliers which use the services of third party monitoring agencies acceptable to the Board, whose function is to monitor and report on the labour practices and conditions where the supply of raw material, textile products and finished apparel are produced.
2. Suppliers shall be required to include and adhere to, in any purchase or purchase agreement, a declaration of compliance to this policy. (Appendix A – Apparel Supplier Compliance Form).
3. Prior to the signing of any contract/licence agreement, suppliers shall disclose to the Board information regarding each manufacturing facility and subcontractor including:
  - 3.1 The names, addresses, e-mail, fax numbers and other details relating to the sites/factories where the apparel is produced.
  - 3.2 The same information as in 3.1 when new sites/factories are used for the production of the apparel.
4. Prospective suppliers must agree to conduct their own monitoring and review process to ensure that the manufacturing sites adhere to the ethical standards and labour codes agreed upon in this policy.

Suppliers must provide the Board with credible and transparent yearly reports indicating compliance with this policy. The reports shall include:

  - 4.1 Information on suppliers' monitoring and verification programme(s).
  - 4.2 The name of the third party auditing organization and the findings of monitoring and third party audits including a summary of corrective action taken.
  - 4.3 The same information as in 4.2 when a change of third party auditor is made by a supplier.
5. In any instance where an apparel producer is found to be non-compliant with the provisions of the policy, the Board will insist that corrective action be taken by the producer in the shortest period of time possible but not longer than six (6) months. If the supplier/licensee/producer fails/refuses to rectify the concerns to the satisfaction of the Board's designate, the Board shall terminate the contract on 30 days notice.
6. Purchasing Services Department shall:
  - i) Review legitimate non-adherence complaints to this policy.
  - ii) Inform within-Board purchasers of the policy requirements.
  - iii) Assist within-Board purchasers to achieve compliance with this policy.
  - iv) Communicate with the designated third party affiliate for the purpose of obtaining information pertaining to apparel suppliers that comply with this policy.
  - v) Inform apparel suppliers of the requirements of this policy.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****APPAREL PURCHASES AND  
FAIR LABOUR PRACTICES**

Policy No.:	<b>I-31</b>
Date:	June 7, 2005
Amended:	October 16, 2012
Amended:	November 19, 2013
Amended:	October 18, 2016

- vi) Address breeches of this policy with a view to terminate contracts with suppliers that are unable or unwilling to comply with this policy.
- vii) Communicate with the Director and Board Senior Staff regarding proposed contract terminations with apparel suppliers.

All purchase agreements will include statements pertaining to the requirements of this policy which properly inform suppliers of the conditions leading to possible termination of agreements.

All purchases of school apparel will comply with the Board's Purchasing Policy I-25 and Purchasing Administration Procedures VI-11.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

**ACTION REPORT**

**ITEM 8.4**

**POLICY I-01 CATHOLIC SCHOOL SUPPORT**

**PURPOSE:**

To approve *Policy I-01 Catholic School Support* as amended.

**COMMENTS:**

Policy I-01 Catholic School Support was last reviewed and amended on September 5, 2006. As part of the policy evaluation cycle, staff reviewed Policy I-01 Catholic School Support and identified enhancements should be introduced to clarify the purpose of the policy, and align it with the current regulations and funding for Catholic education.

Enhancements include encouraging parents and guardians to direct their school support to the Catholic Board as a means to enhance data collection for apportionment studies, and for determining the number of supporters within the jurisdiction of the Board.

Lastly, the update will also require minor updates to the Board's Administrative Procedure: VI-19 Admissions to Schools, Elementary and Secondary. A full review of the Administrative Procedure will be undertaken during this school year to ensure consistency with current Board policies and procedures.

Policy I-01 Catholic School Support was submitted to the Policy Committee at the October 11, 2016 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*  
*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-01 Catholic School Support, as amended.

**REPORT SUBMITTED AND APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**PURPOSE**

To inform Halton Catholic District School Board employees, students, parents, guardians, and the general Halton Region community of the importance of directing their school support to the Catholic system.

**APPLICATION AND SCOPE**

This policy applies to all ratepayers who wish to endorse the Catholic school system, namely in the Halton Region, through the Direction of School Support (DOSS) process.

**REFERENCES**

Direction of School Support Form

Lease Form

Administrative Procedure: VI-19 Admissions to Schools, Elementary and Secondary

Ontario Regulation 412/00: Elections to and Representation on District School Boards

**PRINCIPLES**

The Halton Catholic District School Board is committed to the task of providing for its students. Accordingly, the Board will make all efforts to secure a provincial interest and demonstrate the support for the Catholic education system in the Province of Ontario.

The Board, therefore, encourages those employees who are eligible to be Catholic school ratepayers to direct their school tax support to the Catholic school system in which they reside.

The Board also encourages all parents and or guardians who have a child or children attending a catholic elementary or secondary school to direct their school support and demonstrate their endorsement of the Catholic school system in which they reside, as well as to enhance the data collection used by the Board, Region, and the Province to measure the apportionment of students.

As per Ontario Regulation 412/00, the total number of supporters within the jurisdiction of a board is also an indicator of the number of trustees that will be allocated to the Board. The jurisdiction of the Board includes the municipalities of the City of Burlington, Town of Halton Hills, Town of Milton, and Town of Oakville.

The ratepayers that direct their school support to the Catholic system will be permitted to vote for Catholic school trustees in Municipal Elections. The Board will make every effort to inform the school community and catholic community members of the importance to direct their support to the Catholic system, by making this policy and other relevant information available on the Board website, school websites and in parish bulletins.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****CATHOLIC SCHOOL SUPPORT****Operating Policy:****I-01****Date:****September 21, 1971****Amended:****March 10, 1987****Amended:****September 5, 2006****Amended:****October 18, 2016**

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

Chair of the Board

**ACTION REPORT**

**ITEM 8.5**

**POLICY V-07 DONATIONS/BEQUESTS TO A SCHOOL OR TO THE BOARD**

**PURPOSE:**

To approve *Policy V-07 Donations/Bequests to a School or to the Board* as amended.

**COMMENTS:**

*Policy V-07 Donations/Bequests to a School or to the Board* was last reviewed and amended on October 6, 2009. As part of the policy evaluation cycle, staff reviewed *Policy V-07 Donations/Bequests to a School or to the Board* and identified minor changes. It is recommended that the name of the policy be changed to remove the word "Cash" as donations can be made by cheque, credit card, or electronically.

*Policy V-07 Donations/Bequests to a School or to the Board* was submitted to the Policy Committee at the October 11, 2016 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy V-07 Donations/Bequests to a School or to the Board*, as amended.

**REPORT SUBMITTED AND APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****DONATIONS / BEQUESTS TO A SCHOOL OR TO THE BOARD****POLICY No.:** V-07**DATE:** MARCH 27, 1990**AMENDED:** JULY 30, 1991**AMENDED:** OCTOBER 6, 2009**AMENDED:** OCTOBER 18, 2016**PURPOSE**

The Halton Catholic District School Board endorses the receipt of donations and bequests to the school system or to specific schools. In response of such donation/bequests, the Board has established the following policy which shall be administered by the Superintendent of Business Services and Treasurer of the Board.

**APPLICATION AND SCOPE**

The procedures described herein shall apply to donations to the Board or school(s) by community groups, industry, associations, individuals and bequests; and shall apply to each donation to be used as a scholarship award, or to be set up as a trust fund to be used as an award in the future, or to be used for the donation or purchase of equipment and/or learning materials.

**REFERENCES**

1. Ministry of Education's Guidelines for School Fundraising
2. Administrative Procedure VI-59 School Fundraising Activities
3. Administrative Procedure VI-31 Trust Funds

**PRINCIPLES**

1. Each donation to a school shall be forwarded by the principal to the Superintendent of Business Services and Treasurer of the Board accompanied with an appropriate background description detailing donor and directions regarding the disposition of such funds.
2. The Superintendent of Business Services and Treasurer of the Board will officially acknowledge receipt of donations or bequests and shall establish a trust fund for each donation on behalf of the school, with the appropriate signing authority, and in accordance with guidelines established by the Board auditors and Ministry of Education. Release of funds to the school shall be through the Superintendent of Business Services and Treasurer of the Board.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****DONATIONS / BEQUESTS TO A SCHOOL OR TO THE BOARD****POLICY No.: V-07****DATE: MARCH 27, 1990****AMENDED: JULY 30, 1991****AMENDED: OCTOBER 6, 2009****AMENDED: OCTOBER 18, 2016**

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3. Donations or bequests to the Board shall be acknowledged and administered in the same manner as per donations to schools outlined in paragraph 2.
  4. Donations/bequests to a school shall be disbursed in accordance with the wishes of the donor and shall have no impact on the regular operational budget for the school.
  5. A school which has benefitted from a donation or bequests shall publicly acknowledge in an appropriate manner, unless directions to the contrary are given, the contribution of the benefactor/benefactress and shall advise the students and parent community accordingly.
  6. An information report for donations under this policy shall be tabled with the board at the next regular meeting of the Board following receipt of said donation

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

\_\_\_\_\_  
Chair of the Board

**ACTION REPORT**

**ITEM 8.6**

**POLICY I-34 (B) REIMBURSEMENT OF BOARD BUSINESS EXPENSES FOR TRUSTEES AND EXTERNAL MEMBERS OF BOARD COMMITTEES**

**PURPOSE:**

To approve *Policy I-34 (B) Reimbursement of Board Expenses for Trustees* as amended.

**COMMENTS:**

The current policy provides details for trustees of how payment of expenses occur, how reimbursement of expenses occurs, what a trustee is required to submit and who can approve the reimbursement of the expenses.

When dealing with expenses for Trustee travel, additional requirements indicating that expenses for trips outside of Canada and the United States will not be approved is recommended.

Policy I-34 (B) Reimbursement of Board Expenses for Trustees was submitted to the Policy Committee at the October 11, 2016 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*

*Seconded by:*

**RESOLVED,** that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, as amended.*

**REPORT SUBMITTED AND APPROVED BY:**

P. MARAI

CHAIR OF THE POLICY COMMITTEE

**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
OF BOARD COMMITTEES****POLICY No.:** I-34 (B)  
**DATE :** November 6, 2007  
**AMENDED:** November 4, 2008  
June 2, 2009  
December 20, 2011  
May 20, 2014  
October 18, 2016**PURPOSE**

To describe the terms and conditions under which an expense incurred by a trustee, student trustee, or external members of Board committees in the course of discharging Board-recognized duties and responsibilities in accordance with the Education Act and its amendments, will be approved by the Board.

**APPLICATION AND SCOPE**

This operating policy applies only to approved expenses incurred by a trustee or student trustee of the Board, or an external member of one of the Board's standing committees (e.g. Audit Committee, SEAC, CPIC) when performing Board recognized duties and responsibilities.

**PRINCIPLES**

- Where appropriate, trustees, student trustees, and Board committee members are entitled to be reimbursed for approved expenses that are incurred for an official duty, function or on behalf of the Board and which are reasonable and appropriate in the circumstances in which the expense is incurred.
- Reimbursement for extraordinary or unusual expenses must be pre-approved by the Superintendent (or Resource to the Committee), Superintendent of Business Services or Chair of the Board, as appropriate.
- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses claimed for reimbursement.

**REQUIREMENTS****EXPENSES FOR TRUSTEES:**

- Trustees, who are issued a Board Purchasing Card in accordance with the Board's Purchasing Policy and Administrative Procedures, should use it to pay for approved expenses whenever possible.

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**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
OF BOARD COMMITTEES**


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**POLICY No.:** I-34 (B)  
**DATE :** November 6, 2007  
**AMENDED:** November 4, 2008  
June 2, 2009  
December 20, 2011  
May 20, 2014  
October 18, 2016

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- Submission of Board-related expenses require the following information, handwritten by the purchaser on the back of the original receipt:
    - a. Event name/Expenditure
    - b. Names/Roles of participants
    - c. Reason for expense
  - Approval for reimbursement of expenses shall be provided by:
    - Superintendent (or Resource to the Committee) for external members of a Board standing committee (ie. CPIC, SEAC)
    - Chair of the Board for Trustees
    - Superintendent of Business Services for the Chair of the Board
  - When paying using the Board Purchasing Card, both the signed “customer copy” and the itemized bill must be submitted.
  - The Director of Education, Superintendent of Business Services or Chair of the Board may request additional information regarding expense details of the conference and possible future changes to the practices and benefits to our system, which will be presented to the Board through an Information Report at a subsequent Board meeting
  - For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the details of the conference, including expenses and possible future changes to our practices and benefits to our system.
  - Reimbursement for expenses where receipts are not provided by the vendor/company or are lost, need to meet the requirements of ii. a) and b) above and include the signature of the Superintendent of Business Services or Chair of the Board.
  - All expense claims, both those using a Board Purchasing Card (see Purchasing Policy and Purchasing Administrative Procedures manual) and those submitted for reimbursement, must have signed approval of the trustee’s immediate supervisor. The Chair of the Board must approve trustee expense claims. The Superintendent of Business Services must approve the Chair of the Board’s expense claims.

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**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
OF BOARD COMMITTEES**


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**POLICY No.:** I-34 (B)  
**DATE :** November 6, 2007  
**AMENDED:** November 4, 2008  
June 2, 2009  
December 20, 2011  
May 20, 2014  
October 18, 2016

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- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.
- All expense claims are subject to audit by the Board.
- All expenses not approved or not deemed as Board-related business by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent of Business Services under the provisions in accordance with the Education Act, and its amendments, will not be eligible for reimbursement.

The following expense items, where appropriate, are those for which claims may be submitted to the Board as approved expenses while on Board business.

**1. Mileage expenses**

- The rate per kilometer paid is that which is established by the Board, and reviewed as necessary, recognizing the following assumptions and conditions:
  - a) That the rate and/or amount paid is calculated to cover all operating expenses of the vehicle, including depreciation, insurance, interest, license, fuel, oil, tires and maintenance.
  - b) That the rate paid or to be paid relieves the Board of any further responsibility for costs or expenses resulting from accidents, fines, or other extraordinary costs incurred while the vehicle is being operated on Board business.
- Mileage expenses will be reimbursed to trustees and/or external members of Board committees, as applicable, when expenses are incurred as a result of attendance at an activity where mileage is incurred in discharging their responsibilities.
- Trustees will be reimbursed for mileage to/from Board meetings and other Board related business from/to their home.
- **Toll Fees:** Where necessary and approved by the appropriate Supervisory Officer, Chair of the Board or Superintendent of Business Services toll fees may be claimed.

**2. Other Travel Within and Outside the Province/Country**

Transportation is provided on rail and/or economy flight with transportation service to and from the airport/train station. If a private vehicle is authorized and used, mileage is paid to the driver in accordance with Board policy rates. Every effort shall be made by participants to share transportation.

**3. Accommodations**

Whenever feasible, all hotel reservations will be made in advance by staff and hotel accommodation costs will be charged to the Board's purchasing card or reimbursed to the

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**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
OF BOARD COMMITTEES**

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**POLICY No.:** I-34 (B)  
**DATE :** November 6, 2007  
**AMENDED:** November 4, 2008  
June 2, 2009  
December 20, 2011  
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October 18, 2016

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individual. It is understood that staff require a minimum four (4) weeks advanced notice from attendees in order to facilitate travel arrangements.

All hotel reservations for Student Trustees shall be made by Board staff.

Where appropriate, hotel reservations will be confirmed to attendees employing a confirmation number, which will be provided to the attendee prior to the function.

Where appropriate, hotel accommodations shall be on a shared basis. It is also recommended that a standard room is the set option for accommodation.

#### **4. Professional Development/Conference Fees**

Trustees shall secure the necessary approval where appropriate, from the Chair of the Board or Superintendent of Business Services as appropriate; to attend any function for which reimbursement of expenses is sought from the Board.

Whenever feasible, registration fees will be prepaid by the Board.

#### **5. Parking**

Parking costs for Board related business will be eligible when supported with receipts or an explanation in the case of metered parking.

#### **6. Meals**

Meals will be reimbursed at actual cost up to a maximum of **\$75.00** per day including taxes, gratuities and other reasonable sundry expenses at conferences and conventions.

#### **7. Telephone Calls**

Telephone calls for Board related business are eligible expenses.

#### **8. Alcohol**

Alcohol is not an eligible trustee and/or external members of Board committees expense unless it is included in the cost of the conference or event by the organizer/sponsor.

#### **9. International Travel**

Expenses for any travel outside of Canada and the United States will not be reimbursed

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**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
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**10. Other Expenses**

- Other expenses when accompanied by an explanatory note are eligible trustee and/or external members of Board committees expenses when approved by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent of Business Services, as appropriate.
- Office supplies for Board related business are eligible trustee expenses where/when they are not available using the Board's regular procurement process.
- Mailing and photocopying for Board related business are eligible trustee expenses where/when they are not available through the Board.

**11.** A trustee can expense a maximum of \$3,000 during a school year.

**12.** In addition to the \$3000.00 budget, the following expense items, where appropriate, are those for which claims may be submitted to the Board as approved expenses while on Board business;

- Eligible mileage expenses.
- all costs, incurred by a Trustee, at annual conferences, professional development sessions, meetings & events related to the discharging of their responsibilities. These items are approved at the discretion of the Chair.
- "As per the Trustee Expense Guidelines developed at the November 8, 2011 Policy Committee Meeting".
- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.

**13.** The Superintendent of Business Services, in collaboration with the Chair of the Board, will make available a summary report of individual trustee expenses, on an annual basis.

Trustees are eligible for the following items/expenses, by the Board, for the duration of their role as trustee:

- one (1) laptop/desktop and relevant software programs;
- one tablet
- one printer
- one PDA (ie Smartphone)
- all other eligible expenses for trustees as defined in this policy.

All items must be returned to the Board, and all expenses will cease to be covered upon the trustee's end of term or date of resignation from the Board.

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**REIMBURSEMENT OF BOARD BUSINESS EXPENSES  
FOR TRUSTEES AND EXTERNAL MEMBERS  
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October 18, 2016

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APPROVED: Regular Meeting of the Board

Authorized by: \_\_\_\_\_

Chair of the Board

## ACTION REPORT

## ITEM 8.7

### SOCIAL STUDIES RESOURCE SELECTION

#### PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a core resource for Grade 1, 2, and 3 Social Studies. The resource selected is *Many Gifts* which is distributed by Nelson Education. In June and October 2014, the purchase of *Many Gifts* for Grades 4 and 5 were approved and purchased for implementation in the 2014-2015 school year. *Many Gifts* for Grade 6 was approved and purchased in October 2015.

#### BACKGROUND INFORMATION:

The decision to purchase *Many Gifts* by Nelson Education did not require a textbook selection committee since the existing core resource for Grades 1-3 is the older edition of *Many Gifts*, published in 2000 to align with the 1998 curriculum. Nelson Education has revised *Many Gifts* for Grades 1-3 and has developed this resource to align with the revised Social Studies curriculum released in May 2013.

This resource is completely aligned to the Social Studies curriculum expectations and the Ontario Catholic Graduate Expectations. Nelson Education developed *Many Gifts* as a core Social Studies resource for Ontario Catholic Schools by embedding our Catholic Social Teachings.

*Many Gifts* also focuses on effective instructional and assessment practices; Citizenship Education; Equity and Inclusive Education; First Nations, Metis and Inuit values and perspectives; mapping and graphing skills; historical thinking concepts and inquiry based learning.

#### REMARKS:

*Many Gifts* aligns with the revised Ontario Social Studies Curriculum document, released in May 2013, and most importantly, it embeds our Catholic Social Teachings authentically and intentionally. It gives our students opportunities to reflect on social justice issues through our faith and put their faith into action.

The teacher and student resources are flexible since they come in print and digital formats. The *myNelson Online Teaching Centre* includes: interactive whiteboard lessons, video and audio clips, songs, classroom liturgies, and web links.

Furthermore, the resource offers cross-curricular learning by integrating literacy, religious education, family life and the arts. It also supports teachers and students as they transition to an inquiry based learning.

The company representative has assured that Nelson Education will support the HCDSB curriculum consultant and teachers to implement this resource in every elementary school.

## EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Many Gifts Grade 1 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)	9780176531157	130	530.06	\$68,907.80
Many Gifts 1 myNelson Online Teacher Centre (1 year, single user license)	9780176540937	130	\$45.00	\$5,850.00
Many Gifts Grade 2 Student Books		2940	\$26.96	\$79,262.40
Many Gifts Grade 2 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)		147	\$382.46	\$56,221.62
Many Gifts 2 myNelson Online Teacher Centre		147	\$45.00	\$6,615.00
Many Gifts Grade 3 Student Books		2840	\$35.06	\$99,570.40
Many Gifts Grade 3 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)		142	\$382.46	\$54,309.32
Many Gifts 3 myNelson Online Teacher Centre		142	\$45.00	\$6,390.00

PRODUCT TOTAL		\$377,126.54
ESTIMATED SHIPPING & HANDLING**		\$507.46
ESTIMATED TAX**		\$20,430.70
<b>GRAND TOTAL</b>		<b>\$398,064.70</b>

## CONCLUSION:

The recommendation is to purchase **Many Gifts, Nelson Education**, as the approved Grade 1, 2, and 3 Social Studies resource.

## RECOMMENDATION:

### RESOLUTION:

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the purchase of **Many Gifts**, Grade 1,2, and 3 Social Studies resource.

### REPORT PREPARED BY:

K. BECKER  
CURRICULUM CONSULTANT

### REPORT SUBMITTED BY:

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM 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

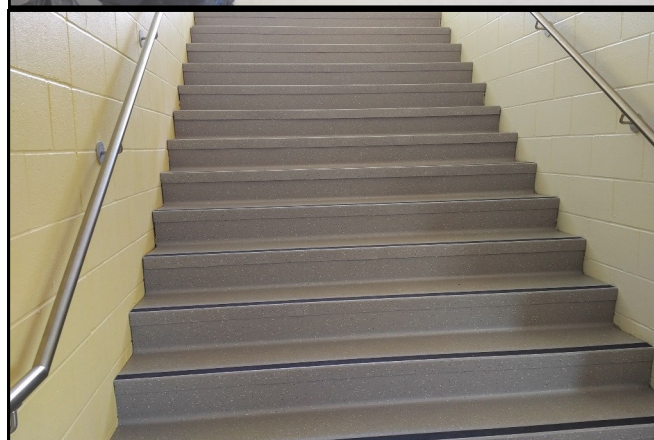
Dated: Tuesday, October 18, 2016

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS, Georgetown	9-11	20	St. Marie Among the Hurons Midland, ON	This trip supports the curriculum expectations of the Native Studies program. Through experiential learning, students will gain a better understanding of the first Nations way of life, culture, and spirituality; as well as a deeper understanding of the historical connections between the Wendat and the missionaries (Jesuits) of France. As part of the experience, students will participate in a liturgy at the Martyr's Shrine and participate in daily prayers.	Wednesday, October 19- Thursday October 20, 2016	~\$100.00 - \$150.00
Corpus Christi CSS Burlington	11-12	3	Saugeen Golf Club Port Elgin, Ontario	Student participation (boys) in the OFSAA Golf Championship meets the Catholic Graduate Expectations. Students are formed in the Catholic faith community and a responsible citizen who give witness to Catholic social teachings. Daily prayer will be conducted	Tuesday, October 11- Thursday October 13, 2016	~\$100.00
Corpus Christ CSS Burlington	11-12	1	Roseland Golf and Curling Club Windsor, Ontario	Student participation (girls) in the OFSAA Golf Championship meets the Catholic Graduate Expectations. Students are formed in the Catholic faith community and a responsible citizen who give witness to Catholic social teachings. Daily prayer will be conducted	Tuesday, October 11- Thursday, October 13, 2016	~\$100.00

# ***St Gregory the Great Catholic Elementary School Construction Project***

## **Construction Report - September 2016**



### **Construction Update**

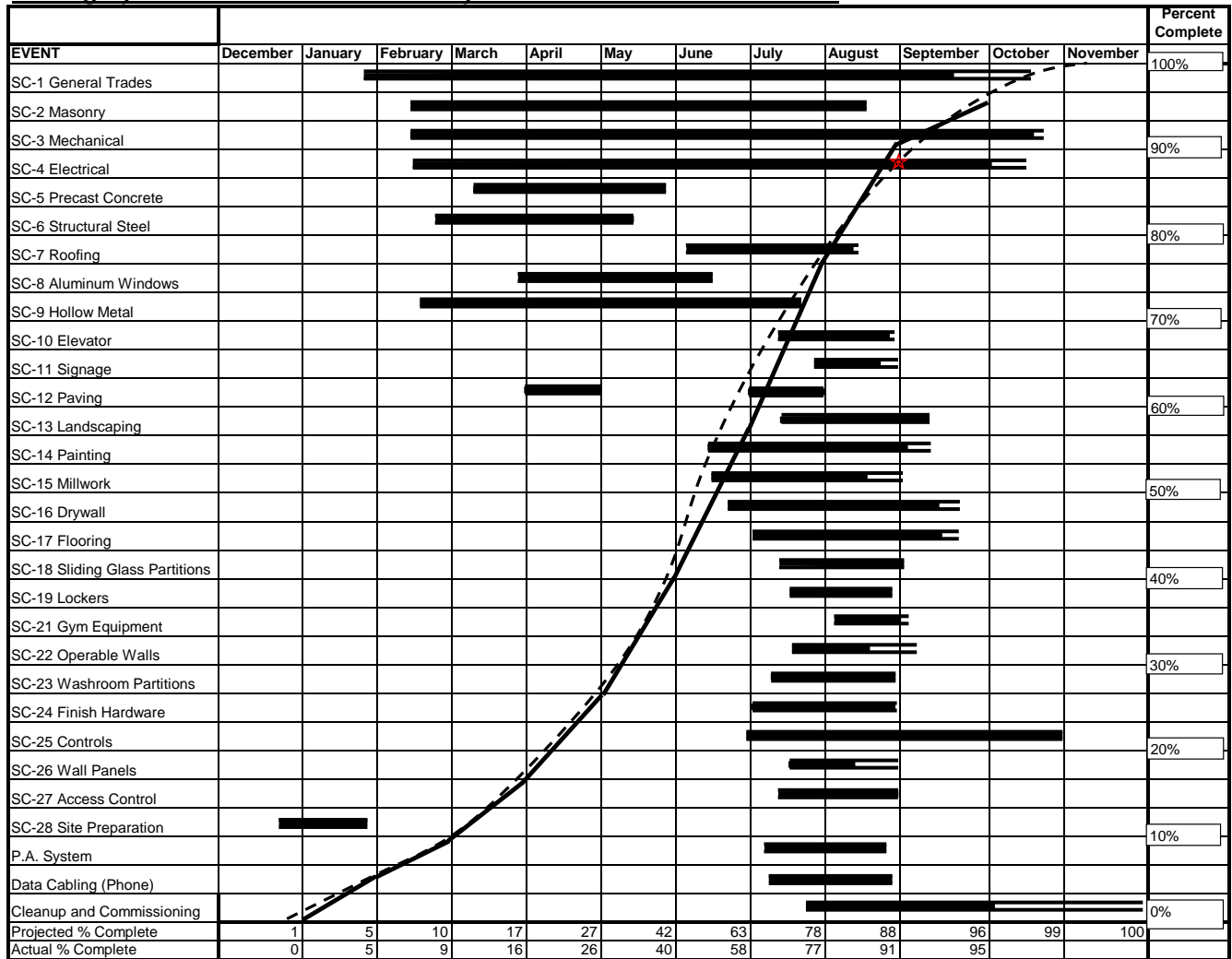
- The pictures above were taken on October 12, 2016. The top pictures shows work being done to complete the Learning Commons and Science rooms. The bottom-left picture shows the sliding glass walls between two second floor classrooms. The bottom-right picture shows completed rubberized stair treads.
- Work completed included finishing trades and life safety systems.

### **Schedule Update**

- Electrical contractor will finish installation and commissioning of lighting control system.
- Finish trades working on flooring, millwork and ceilings.
- Work on the Library and Gym will continue throughout October.

If you have any comments or questions about the new school, please contact Tim Overholt, Superintendent of Education at (905) 632-6300 ext. 120 or e-mail [overholtt@hcdsb.org](mailto:overholtt@hcdsb.org). For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail [corbaciog@hcdsb.org](mailto:corbaciog@hcdsb.org).

# St Gregory the Great Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress  
Actual Construction Progress



# ***Holy Rosary Catholic Elementary School Kindergarten & Classroom Addition Project***

## **Construction Report - September 2016**



### **Construction Update**

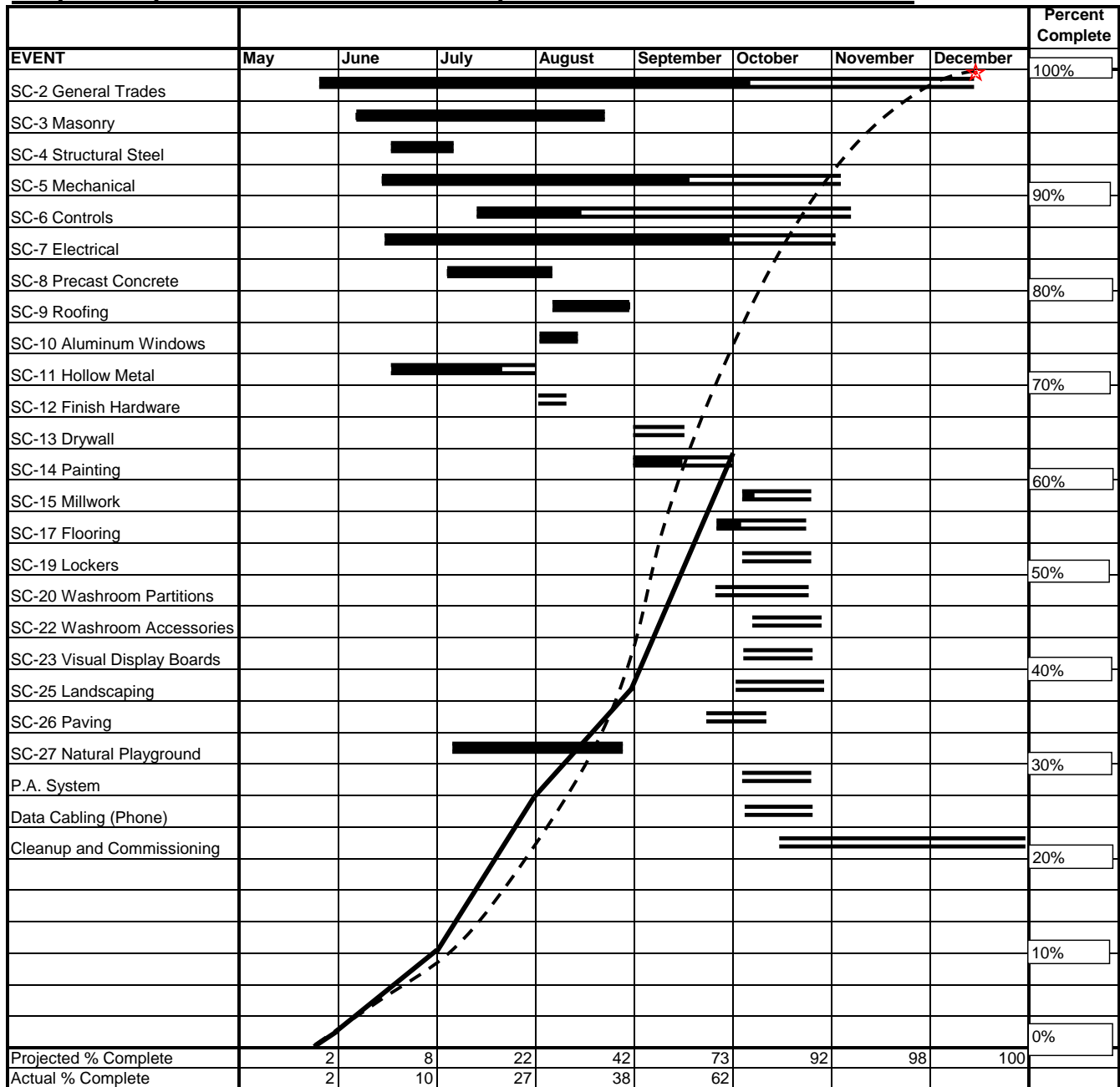
- The pictures above were taken on October 13, 2016. The top-left picture shows completed brick veneer. The top-right picture shows ongoing installation of the stairwell heating unit. The bottom-left picture shows installed floor and wall tile in the second floor washrooms. The bottom right picture shows ceiling grid and lighting installed in a classroom.
- Work completed included classroom painting, brick veneer and ceiling grid.

### **Schedule Update**

- Installation of ceramic and vinyl sheet flooring.
- Installation and connection of mechanical heating units.
- Ceiling tile installation.
- Finishing trades and life safety systems work.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education at (905) 632-6300 ext. 135 or e-mail [Naarl@hcdsb.org](mailto:Naarl@hcdsb.org). For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail [corbaciog@hcdsb.org](mailto:corbaciog@hcdsb.org).

## Holy Rosary Milton Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

▬▬▬ Projected Construction Progress  
 ▬▬▬ Actual Construction Progress

**INFORMATION REPORT**

**ITEM 10.4**

**IMPLEMENTATION OF FIRST NATION, MÉTIS, AND INUIT EDUCATION IN THE  
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**PURPOSE:**

The Halton Catholic District School Board is committed to delivering equitable and inclusive programs and services that support achievement and engagement by addressing the shared histories, cultures, and perspectives of the First Nation, Métis, and Inuit peoples in Canada.

**BACKGROUND INFORMATION:**

The Halton Catholic District School Board acknowledges the words of wisdom expressed by St. John Paul II during his visit to the Martyr's Shrine in Midland, Ontario in 1984, wherein he stated,

*"This is truly the hour for Canadians to heal all the divisions that have developed over the centuries between the original peoples and the newcomers to this continent. This challenge touches all individuals and groups, all Churches and ecclesial Communities throughout Canada."* -St. John Paul II, 1984

The Halton Catholic District School Board implements the Ontario First Nation, Métis and Inuit Policy Framework, developed by the Ministry of Education in Ontario, which states that it is essential that First Nation, Métis, and Inuit students are engaged and feel welcome in school, and that they see themselves and their cultures in the curriculum and the school community.

The Halton Catholic District School Board recognizes the call to Truth and Reconciliation, expressed by the Canadian Conference of Catholic Bishops in their document *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*, June 12, 2015, wherein they state,

*"The work of reconciliation offers a privileged opportunity to live the Way of the Gospel."*

The Halton Catholic District School Board has responded to our call to enact our Gospel values with regard to how we might foster and ensure that we are a Roman Catholic School Board community that seeks to heal the divisions, and celebrate the history, traditions and culture of our Aboriginal people, enriched by our faith in Jesus Christ to support the best possible outcomes for all the students in our care.

**REMARKS:**

Over the past three years, the Board Action Plan for First Nation, Métis, and Inuit Education focused primarily on delivering professional development workshops to teaching staff at Halton Catholic District School in order to support staff and schools in responding to our call to enact our Gospel values, and our Ministry of Education mandate, deliver equitable and inclusive programs that reflect the histories, cultures, and perspectives of the First Nation, Métis, and Inuit peoples in Canada. The workshops consisted of providing collective learning spaces through Professional Learning Circles, inviting Indigenous educators and Elders into classrooms and other learning spaces, and organizing Indigenous-based educational

activities for students. While all of these initiatives were accomplished and improved upon on an annual basis, the outcomes or long-term effects of the above projects were difficult to determine for two main reasons. First, the participants who enrolled in the above activities were varying groups of educators from across HCDSB because the activities were either offered indiscriminately or offered via communications to principals and superintendents. Therefore, it was difficult to track what impact these activities were having in our school board. Secondly, when educators were asked to commit to follow-up projects, their commitments to the projects<sup>1</sup> were inconsistent, and the supports<sup>2</sup> provided to these teachers were inadequate.

### **Gap Analysis:**

Through the work of our own HCDSB Indigenous Education Advisory Circle composed of all stakeholders (administrators, trustees, parents, staff), we have determined that the following gaps or issues exist in HCDSB, in relation to First Nation, Métis, and Inuit Education:

- In spite of the professional development opportunities offered to teachers, many teachers still state that they feel unprepared to teach Indigenous Studies courses. These feelings may be due to the fact that the support they have been offered is not targeted, regimented, or on-going. As a result, 5 of 9 secondary schools offered Indigenous Studies in which 8 sections were taught in the 2015-2016. For 2016-2017, 6 of 9 secondary schools will offer Indigenous Studies and the HCDSB will have a total of 11 sections.
- The number of self-identified First Nation, Métis, and Inuit students is low. In 2015- 2016, the recorded number of self-identified students was 140. In 2016-2017, we will be working with our secondary schools and specifically our Guidance departments to ensure that all of our students are provided with a presentation with regard to self-identification, a flyer with additional information and follow up opportunities to review the same for those interested in meeting one on one or in small groups.
- In 2016-2017, we will be creating Voluntary Confidential First Nation, Metis and Inuit staff Self - Identification in direct relation to the positive response we received after the April 8<sup>th</sup> Professional Development day dedicated to First Nations Metis and Inuit Awareness.
- In 2015, the Truth and Reconciliation Commission (TRC) of Canada published the *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary*. It stated that, "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."<sup>3</sup>

The calls to action related to education are #62-66. Numbers #62 and 63 are related to our work:

62. "We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students."<sup>4</sup>

63. "We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: 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, sharing information and best practices on teaching curriculum related to residential

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<sup>1</sup> In the 2013-2014 school year, teachers who participated in the 100 Years of Loss program were asked to complete pre- and post- lesson plans to demonstrate how they would use the information from the program. In the 2015-2016, students and teachers were asked to complete pre-and post- surveys for the 100 Years of Loss program.

<sup>2</sup> Teachers were not provided adequate guidelines and time to process these projects.

<sup>3</sup> Truth and Reconciliation Commission of Canada, *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary* (Toronto: James Lorimer & Company Ltd., 2015), 319.

<sup>4</sup> Ibid., 238

schools and Aboriginal history, building student capacity for intercultural understanding, empathy and mutual respect, identifying teaching-training needs relating to the above.<sup>5</sup>

In addition, in June 2016, the Canadian Council of Catholic Bishops published **A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission**, (On Adopting and Implementing the *United Nations Declaration on the Rights of Indigenous Peoples*), in which they stated,

“The Truth and Reconciliation Report stresses that a recognition of past wrongs ought to be accompanied by a practical commitment to heal enduring injustices. As representatives of the Catholic faithful in Canada, and counting on the full collaboration of the Canadian Catholic Aboriginal Council, we appeal to all our Catholic brothers and sisters – laity, members of institutes of consecrated life and of societies of apostolic life, deacons, priests, and Bishops – to make their own the following commitments, as recommended by the Commission for Justice and Peace of the Canadian Conference of Catholic Bishops, in the hope and desire to continue to walk together with Indigenous Peoples in building a more just society where their gifts and those of all people are nurtured and honoured:

1. Continue to work with Catholic educational institutions and programs of formation in learning to tell the history of Canada in a way that is truthful, ensuring proper treatment of the history and experience of Indigenous Peoples, including the experience of oppression and marginalization which resulted from the Indian Act, the Residential School system, and frequent ignoring or undermining of signed treaties.”

Thus far, HCDSB has not created learning resources to support the above topic areas, we have yet to develop a best-practices format for sharing information, and the teacher-training that we have traditionally provided has not been enough to ensure that teachers are well-versed in the subject area.

HCDSB has developed a Leadership Strategy which fosters leadership, grounded in and enhanced through practical realities, supported through experience, expertise, relationships and the Catholic worldview. Since 2015-2016 all aspiring leaders are required to attend training about Indigenous education and will be on going as part of the Leadership Strategy. This training is in order to develop awareness about First Nation, Métis, and Inuit communities, as part of our Servant leadership mandate, and to prepare support for our teachers who are teaching the subject area.

### **Theory of Action and Three Year Plan:**

#### *Theory of Action:*

If we want educators and students to build the capacity for intercultural understanding and mutual respect between our Indigenous and non-Indigenous communities, and create awareness about Indigenous-settler relations in the past and present, in order to ultimately decolonize our thinking and support ongoing reconciliation<sup>6</sup>, then we need to provide educators with the support, knowledge, and training that they will need in order to develop and improve Indigenous education in HCDSB schools. This is in keeping with our Catholic Social Teachings on the Dignity of the Human Person, Community and the Common Good, Solidarity and Option for the Poor and Vulnerable.

#### *Three Year Plan:*

Beginning in the 2016-2017 school year, the Curriculum & Program Support Services Department is seeking the participation of 11 schools for targeted and purposeful professional learning and capacity building. These schools will receive a package of professional development activities and resources throughout the school year. These model schools will learn about First Nation, Métis, and Inuit histories, perspectives, and contemporary issues in order to become exemplary schools that are supporting an in-depth development of Indigenous education, and to ultimately support all schools in the Halton Catholic

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<sup>5</sup> Ibid., 238-239

<sup>6</sup>What We Have Learned: Principles of Truth and Reconciliation (p.3)  
Implementation Of First Nation, Métis, and Inuit Education in the Halton Catholic District School Board

School Board. Each of the principals of these schools along with lead teachers dedicated to this endeavour will become part of a central Steering Committee focused exclusively on the development of culturally responsive practices, in response to our Catholic Social teachings, as it relates to embedding Indigenous education in an authentic, holistic manner into all aspects of the curriculum.

In the 2017-2018 school year, these schools will act as model schools, continue their learning, and mentor other schools with regard to integrating Indigenous knowledge into their practice. Part of this mentoring will take place during a one-day conference, in which some of the original 11 schools will host workshops to demonstrate what their schools are doing to integrate Indigenous knowledge into their classrooms. These original 11 schools will continue their learning journey in the 2017-2018 school year by focusing on how to apply Indigenous knowledge into subject-specific areas of our Catholic curriculum, while 11 more schools will be added to the cohort each year.

We are in a consultative phase with secondary Visual Arts, English teachers and parents to replace Art AV10 with Grade 9 Expressing Aboriginal Cultures NAC10 as well as Grade 11 English ENG 3U with Contemporary Aboriginal Voices, Grade 11, University Preparation (NBE3U) replaces ENG3U; Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C) will replace ENG3C; Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E) will replace ENG3E.

We are embedding Indigenous Literature in all English courses from Grades 9 – 12. Furthermore, Indigenous Spirituality will be embedded in the Grade 11 Religion Course as of September 2016. This is a response to the *Ontario First Nation, Métis and Inuit Policy Framework* (2007) where it states “All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Metis and Inuit traditions, cultures and perspectives” (p.7). It is also in response to our call as Christ-centered educators, to promote a culture of encounter, truth, and healing, as we move forward with renewed hope, in following the Truth and Reconciliation Commission’s Final Report and its Calls to Action, especially those that address faith communities.

We will also create a writing team in the 2017-2018 school year, whereby a group of at least 5 educators will come together to highlight the connections between elementary and secondary curriculum and TRC-related resources<sup>7</sup>, and create age-appropriate resources that focus on residential schools, treaties, and First Nation, Métis, and Inuit historical and contemporary contributions to Canada. The team will incorporate our Focus on Faith perspectives into the resources. While all of the above is taking place, a number of professional development workshops will still be offered to teachers on a regular basis. Therefore, over the three years, model schools and our Indigenous Educator Circles will be created, teachers will be able to continue to access professional development workshops, and the Halton Catholic DSB will continue to offer written/virtual resources to our own educators, which will be created and led by Halton Catholic DSB educators too.

### **Success of Implementation / Indicators of Success by the end of the 2018-2019 school year:**

- An increase of secondary schools offering Native Studies courses.
- A total of 33 schools will be model schools by the end of the 2018-2019 school year, and administrators of these schools will be members of HCDSB Indigenous Educators Circle.
- A conference will be held in the 2017-2018 school year, to present and celebrate the work that has been accomplished in the model schools.

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<sup>7</sup> Some of the TRC-related resources include *100 Years of Loss* and its related websites, and books such as *Canada, Aboriginal Peoples, and Residential Schools: They Came for the Children* by the Truth and Reconciliation Commission of Canada (2012), *Canada’s Residential Schools: The Métis Experience*, by the Truth and Reconciliation Commission of Canada (2015), *We Were so Far Away: The Inuit Experience of Residential Schools* by the Legacy of Hope Foundation (2010), *Stolen Lives: Indigenous Peoples of Canada and the Indian Residential Schools* by Facing History and Ourselves (2015), and the *Final Report of the Truth and Reconciliation Commission of Canada* by the Truth and Reconciliation Commission of Canada (2015).

- An increase of self-identified First Nation, Métis, and Inuit students in Halton Catholic DSB.
- The creation of written and virtual resources to support elementary and secondary schools in Halton Catholic DSB.

### **System-Wide Professional Development Workshops to Build Awareness, 2016-2017:**

- Superintendents Day: A trip to Mississaugas of the New Credit & Six Nations of the Grand River
- Assessment & Evaluation through an Indigenous Lens
- Ongoing invitations to the HCDSB community to participate in the Halton Indigenous Education Advisory Committee meetings every 3<sup>rd</sup> Monday of the month.
- Three Inquiry Projects: Each night will focus on one topic - First Nation, Métis, and Residential Schools
- Infusing Indigenous Perspectives into our Classrooms for NTIP Teachers
- Literacy Planning
- Alternative Programming
- Hoop dancing Workshop
- Numeracy through an Indigenous Lens
- OFIFC Presentation for Teachers
- Help to fund Elder visits and fieldtrips to Indigenous-based education centres

### **Application: Leading Indigenous Education in Halton Catholic DSB**

#### **Purpose of package / Theory of Action:**

IF we want to create model Catholic schools that exemplify how to embed Indigenous knowledge into daily practice, then we need to provide educators with the resources, skills, and mentorship that they need to successfully do so.

#### **Background of the Leading Indigenous Education in Halton Catholic DSB package:**

Over the past few years, the Halton Catholic District School Board has offered professional development to its staff and programs for its students to assist them in embedding First Nation, Métis, and Inuit knowledge into their classrooms and the call of our Catholic social teachings to support the Dignity of the Human Person, the Community and the Common Good, Solidarity and the Option for the Poor and Vulnerable. Beginning in the 2016-2017 school year, the Curriculum & Program Support Services Department is seeking 11 schools every year that will receive a package of professional development activities throughout the school year. These 11 model schools will learn how to integrate First Nation, Métis, and Inuit perspectives into the various subject areas, in order to become exemplary schools that are leading and supporting an in-depth development of Indigenous education to ultimately support all schools in the Halton Catholic District School Board. In the 2017-2018 school year, these 11 schools will act as model schools, continue their learning, and mentor other schools on how to integrate Indigenous knowledge into their practice. In addition, 11 new schools will be introduced to the package of professional development activities, and an additional 11 schools will be added the following year. Each of the Principals and lead teachers of these 11 schools will become part of a central Indigenous Steering Committee focused exclusively on the development of culturally responsive practices, in response to our Catholic Social teachings, as it relates to embedding Indigenous education in an authentic, holistic manner into all aspects of the curriculum.

## **The Truth and Reconciliation Commission's Calls to Action:**

In 2015, the Truth and Reconciliation Commission (TRC) of Canada published the *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary*. It stated that, "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."<sup>8</sup>

The calls to action related to education are #62-66. Numbers #62 and 63 are related to our work in Halton CDSB:

62. "We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students."<sup>9</sup>

63. "We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: 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, sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history, building student capacity for intercultural understanding, empathy and mutual respect, identifying teaching-training needs relating to the above."<sup>10</sup>

In addition, in June 2016, the Canadian Council of Catholic Bishops published **A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission**, (On Adopting and Implementing the *United Nations Declaration on the Rights of Indigenous Peoples*), in which they stated,

"The Truth and Reconciliation Report stresses that a recognition of past wrongs ought to be accompanied by a practical commitment to heal enduring injustices. As representatives of the Catholic faithful in Canada, and counting on the full collaboration of the Canadian Catholic Aboriginal Council, we appeal to all our Catholic brothers and sisters – laity, members of institutes of consecrated life and of societies of apostolic life, deacons, priests, and Bishops – to make their own the following commitments, as recommended by the Commission for Justice and Peace of the Canadian Conference of Catholic Bishops, in the hope and desire to continue to walk together with Indigenous Peoples in building a more just society where their gifts and those of all people are nurtured and honoured:

1. Continue to work with Catholic educational institutions and programs of formation in learning to tell the history of Canada in a way that is truthful, ensuring proper treatment of the history and experience of Indigenous Peoples, including the experience of oppression and marginalization which resulted from the Indian Act, the Residential School system, and frequent ignoring or undermining of signed treaties."

In order to address the TRC's Calls to Actions, the Canadian Catholic Bishops' response to the TRC, and in order to provide the 13 schools with the resources and skills that they will need, the following training/workshops and resources will be provided, at no cost to the schools and will also be open to CEC staff, trustees and parents:

### **Training/Workshops Provided:**

- **Cultural Competency Training:** This 3-hour workshop is conducted by the Ontario Federation of Indigenous Friendship Centres. This workshop highlights the historical relationship between Indigenous people in Canada and settlers, and why this history matters in contemporary Canada.

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<sup>8</sup> Truth and Reconciliation Commission of Canada, *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary* (Toronto: James Lorimer & Company Ltd., 2015), 319.

<sup>9</sup> Ibid., 238.

<sup>10</sup> Ibid., 238-239.

- **The KAIROS Blanket Exercise:** The Blanket Exercise workshop helps us to have urgently needed conversations about how to live together on this land, which strengthens a national movement for reconciliation. Follow-up resources will be explored too.
- **Inspire – Full Day Workshop:** The first half of the day will be dedicated to the theme ‘Legacy’ and the second half of the day dedicated to ‘Reconciliation.’ This one day workshop uses the final report of the TRC and its final 94 recommendations as the framework. The educator’s guide and workshop provides educators with competency on how to incorporate the final report of the Truth and Reconciliation Commission into classrooms, schools and other educational settings.
- **Spirit Point:** During this 3-day weekend retreat, educators will work with Elder Larry McLeod and his family to in South River, Ontario, to learn about Indigenous knowledge and ceremonies. Spirit Point is a host and provider of traditional Indigenous programming.
- **Reconciliation Canada:** This 3-hour workshop explores the shared history of all Canadians and builds a deeper understanding of our individual and collective roles in overcoming our history. People become aware of their personal outlooks and they develop ideas on what they can do on an individual and organizational level to further reconciliation.
- **Movie Nights:** There will be three movie nights. The three documentaries we will watch include *The Pass System* (2015), *After the Last River* (2015), and *Two Soft Things Two Hard Things* (2016). Each night will conclude with time to discuss how these documentaries can be embedded into classrooms.
- **Book Clubs:** The two books to be read and discussed are *Indigenous Nationhood: Empowering Grassroots Citizens* by Pamela Palmater (2015) and *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* by Paulette Regan (2011). Participants will be asked to read selections of each book, and discussions will take place in-person and/or via online forums.
- **Presentation by Kim Wheatley:** This 3-hour workshop will focus on traditional Indigenous knowledge, and contemporary issues, such as addressing the Truth and Reconciliation Calls to Action. Participants may request in advance certain topics to be addressed.
- **Traditional Storytelling by Monique Diabo:** This 1.5 hour workshop explores the origins of traditional storytelling, and participants will learn creation stories and trickster stories by watching Monique demonstrate traditional storytelling methods.
- **Inuit Presentation by Johnny Issaluk:** This 2-hour workshop will highlight the livelihoods of people living in Nunavut.

#### **Resources Provided to Schools:**

- **Indigenous 101:** This program is facilitated by Carolyn King from the Mississaugas of New Credit First Nations. The aim of the program is to raise greater awareness of First Nations, Métis and Inuit peoples. The program is designed for students in grades three to eight, with a maximum of 200 students per program presentation. The interactive session runs for approximately 70 minutes, and includes a media presentation and artifact sharing. Facilitators share information about various topics related to First Nations, Métis and Inuit identities, cultures, and traditions, such as: history, ceremonies, residential schools, stereotypes, and more.
- **Traditional Games:** In partnership with the Iroquois Lacrosse Program, this learning opportunity will raise greater awareness of Haudenosaunee (specifically the Six Nations of the Grand River) people and their traditional games. These interactive learning sessions include the games of Double Ball, Blanket Ball, Ring and Pin, Hoop and Pole, Stalking the Drum Blindfold, Moccasin Game, Bowl Games and many others, as well as the ancient game of Lacrosse. The program facilitators will provide authentic information and teachings about Haudenosaunee identity, culture, and tradition while students participate in these traditional games.

- **French Indigenous Resource Sharing:** Each school will be provided with a package of texts in both English and French, in order to introduce Indigenous knowledge into French classrooms. The package will be supplemented by training for French teachers too.
- **Direct consultation & mentorship:** The Curriculum Consultant assigned to First Nation, Métis, and Inuit Education, Catherine Serafim, and the Indigenous Education Advisor, Sherry Saevil, will be accessible and available throughout the school year to help the schools facilitate the learning.

### **School Selection Application Criteria:**

In *one page or less*, answer the following questions, in order to have your school considered for the Leading Indigenous Education in Halton Catholic DSB package:

- 1) What is the name of your school and which region is your school located in?
- 2) What culturally responsive practices and/or First Nation, Métis, and/or Inuit professional development or student programming has your school previously participated in and/or delivered?
- 3) What culturally responsive practices and/or First Nation, Métis, and/or Inuit activities are already scheduled in your school for the 2016-2017 school year?
- 4) Considering the array of training and resources outlined above, how will the same improve the programming of First Nation, Métis, and Inuit education in your school?
- 5) What does your school do to support teachers that want to embed Indigenous education in their classrooms?
- 6) How do you see the imbedding of Indigenous perspectives as part of the call of a Catholic educator and how will you convey this to your staff?

### **CONCLUSION:**

To that end, this Information Report: HCDSB Indigenous Education Plan 2016-2019 is indicative of the Halton Catholic District School Board response to our call to enact our Gospel values with regard to how we might foster and ensure that we are a Roman Catholic School Board community that seeks to heal the divisions, and celebrate the history, traditions and culture of our Aboriginal people, enriched by our faith in Jesus Christ to support the best possible outcomes for all the students in our care.

#### **REPORT PREPARED BY:**

C. SERAFIM  
CURRICULUM CONSULTANT  
  
S. SAEVIL  
INDIGENOUS EDUCATION ADVISOR  
  
T. DURHAM  
CURRICULUM CONSULTANT

#### **REPORT SUBMITTED BY:**

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

#### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## INFORMATION REPORT

## ITEM 10.5

### NORTH EAST OAKVILLE PUPIL ACCOMMODATION REVIEW UPDATE

#### PURPOSE:

To update the Board on the North East Oakville Pupil Accommodation Review (PAR) process and identify upcoming meetings.

#### BACKGROUND INFORMATION:

Action Item 8.1 Oakville Northeast Pupil Accommodation Review - Initial Staff Report from the October 4, 2016 Board meeting.

#### REMARKS:

The initial Accommodation Review Committee (ARC) meeting occurred on Wednesday, October 12, 2016 where representatives from all the elementary schools from the Holy Trinity Family of Schools were present. An orientation session took place for the committee and all the required information on the process, committee mandate, roles and responsibilities was shared. A quick overview of the proposed options presented in the initial staff report followed.

Members unable to attend will be provided with the necessary information. A Resource Binder has been provided to all members of the committee. The first working meeting will take place on Tuesday, October 25, 2016 where the initial staff report will be reviewed, along with School Information Profile (SIP) and a detailed examination of all the alternatives for the two options. Any other proposed/suggested options will also be explored.

The establishment of a sub-committee with Deanery representatives and board staff has been created with meeting dates to be established for the near future.

#### CONCLUSION:

The North East Oakville Pupil Accommodation Review is progressing as scheduled, and further updates will be provided as information to the Board.

#### REPORT PREPARED AND SUBMITTED BY:

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Minutes of Catholic Parent Involvement Committee Meeting (CPIC)**

**Monday, September 12, 2016**

**7:00 p.m. - Board Room**

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

**In Attendance:** A. BOONE; K. BLOOMFIELD; C. CARLEY; C. CIPRIANO; D. GARELL-TETI; A. GONZALEZ; S. GUEVARA;  
L. HARTMAN; Fr. R. HÉTU; H. KARABELA; A.A. LEMAY; R. LUISETTO; E. MACDONALD;  
G. MERRITT-MURRELL M. RITCEY; R. STAGG; K. WILLIAMS

**Chair:**

**Recorder:** J. NEUMAN

**1. WELCOME SOCIAL**

**2. COMMISSIONING OF CPIC MEMBERS**

*C. CIPRIANO*

The meeting began at 7:15 pm with a prayer service to commission the 2016-2017 CPIC members.

Following the Commissioning the new members were welcomed and the committee introduced themselves

**3. ELECTIONS**

C. Cipriano, acting as Chair, called for nominations for the position of Chair, and indicated that the election process would be based on Board by-laws in case of discrepancy.

**i. CHAIR:**

Nominated by: R. Luisetto  
Seconded by: G. Merritt-Murrell

**THAT**, R. Stagg be nominated for position of Chair

**ACCEPTED**

Nominated by: K. Bloomfield  
Seconded by: M. Ritcey

**THAT**, L. Hartman be nominated for position of Chair

**ACCEPTED**

Ballots were handed out to CPIC members and returned to the scrutineers, C. Cipriano and P. Dawson for counting.

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

**RESOLVED**, that the ballots be destroyed.

**CARRIED**

R. Stagg was voted in a Chair and assumed the responsibility of conducting the remained of the meeting.

**ii. VICE CHAIR**

R. Stagg called for nominations for the position of Vice Chair

Nominated by: A. Gonzalez  
Seconded by: R. Luisetto**THAT**, G. Merritt-Murrell be nominated for the position of Vice-Chair**ACCEPTED**Nominated by: L. Hartman  
Seconded by: R. Luisetto**THAT**, K. Bloomfield be nominated for the position of Vice-Chair**DECLINED****RESOLVED**, that G. Merritt-Murrell be appointed as Vice-Chair.**ACCLAIMED****4. REVIEW BY-LAWS***C. CIPRIANO*

It was noted that an oversight was noted in an amendment made to the by-laws in 2014.

Discussion determined that the first bullet on page 4 – under “Term” needs to be revised to match the following information:

**B1.1 Parent Members:**

- Parent representatives consisting of two members from each region (Oakville, Burlington and North Halton) as well as 4 members at large
- All elected member at large positions will be for a two year term from September to August.
- Regional elected positions and the OAPCE Director will be for a two year term from September to August.

It was recommended that the by-laws be revised to clearly indicate the election process for Chair and Vice-Chair, in a section that clarifies that only parent members are eligible to vote and that the community representative, the deanery representative and the OAPCE Director do not vote.

A sub-committee was struck in order to review the current by-laws and bring changes and revisions to upcoming meetings. The following members volunteered: L. Hartman; R. Luisetto; K. Bloomfield; K. Williams

**5. APPOINTMENTS***R. STAGG***i. FINANCIAL REPRESENTATIVE**

The position of Financial Representative for the 2016-2017 school year will be filled by R. Luisetto. G. Merritt-Murrell will assist.

**ii. COMMUNITY REPRESENTATIVE**Moved by: R. Luisetto  
Seconded by: E. MacDonald**RESOLVED**, that, A. A. LeMay be appointed at Community Representative.**CARRIED**

**iii. OAPCE REPRESENTATIVE**

It was noted that there will be a vacancy for the HCDSB CPIC OAPCE Director for the 2016-2017 school year.

A description of the position was shared. It was noted that the OAPCE Director position for this area includes Halton/Wellington.

The By-laws will be reviewed regarding the position of the OAPCE Director and their position on CPIC.

It was suggested to approach the CPIC nominees from the spring election be approached to fill the position if no-one from CPIC wished to stand.

Dates for the upcoming OAPCE meetings will be forwarded to CPIC members for their information

A decision for the OAPCE Director position will be made at the October CPIC meeting

**6. APPROVALS & REVISIONS***R. STAGG***a. AGENDA**

ADDITIONS:

Request past Chair to assist for 6 months

Financial Report

Faith and Family Project

Moved by: A.A. Lemay  
Seconded by: K. Bloomfield

**RESOLVED, that**, the agenda be approved as amended.

**CARRIED****b. MINUTES**

Amendments were requested regarding the mention of names in minutes

It was requested to include the time of the upcoming meetings in the agendas and on the minutes as reminders to members.

A letter that was sent from the ministry was requested to be included on the next meeting agenda

Moved by: G. Merrit-Murrell  
Seconded by: M. Ritcey

**RESOLVED, that**, the minutes from June 6, 2016, be approved, as amended.

**CARRIED****7. REVIEW CPIC GOALS***C. CIPRIANO*

Discussion determined that the first hour of the October CPIC meeting will be dedicated to working on the Goals for the coming school year.

A google document will be forwarded to members for background information/

**8. COUNCIL OF CHAIRS AGENDA***R. STAGG*

The following items were recommended to be included on the October 19, 2016 Council of Chairs meeting agenda

Speaker

Senior team will be surveyed for any Board items

GMM – recommended a speaker – description will be emailed

Bishop's Dinner

OAPCE update

Math strategy from Curriculum answers letter from Ministry.

Include Truth and Reconciliation at a future meeting

**9. OTHER BUSINESS.***R. STAGG*

- **PRO REGIONAL GRANT (2015-2016 FUNDS) – DR. JEAN CLINTON**  
**NOVEMBER 16, 2016 – JEAN VANIER CSS – MILTON**

R. Luisetto; L. Hartman; A.A. LeMay; K. Bloomfield; A. Boone; and D. Garell-Teti volunteered to help organize the event.

It was requested that a Save the Date be sent out through the parent notification system and to forward the information to Principals to include at upcoming Curriculum Nights

An Event Registration will be created through constant contact

- **OAPCE REPORT**

A report was given with details from the July 2016 OAPCE meeting.

It was suggested that CPIC consider hosting a commissioning ceremony for all school OAPCE reps, in November. School OAPCE Reps will also be informed of their role at that time.

OAPCE has requested that the CPIC OAPCE director visit an upcoming SEAC meeting and requests that there be a consideration of including a SEAC member sit on CPIC as a member/representative.

- **FAITH AND FAMILY DEVELOPMENT COMMITTEE**

The lighthouse resources display was discussed; a proposal was brought forward to purchase new resources.

Moved by: R. Luisetto  
Seconded by: K. Bloomfield

**RESOLVED, that,** CPIC approve a \$300.00 (or marginally more due to exchange rate) to purchase replacement resources for the Lighthouse Resource Display

**CARRIED**

A flyer will be forwarded to celebrate Jubilee of Families – Oct 15<sup>th</sup> conference at Diocese. It was noted that cost is minimal to attend.

- **BY-LAW SUB-COMMITTEE**

The By-Law subcommittee will convene to develop a clause indicating that the past chair be could be approached to advise the committed for 6 months, if no past chair sitting on committee.

- **DIOCESAN MASS**

The Diocesan Mass will be held on Thursday, September 22, 2016, at St. Jerome University, Waterloo. It was noted that seats are limited. A bus will be made available at HCDSB. Information will be sent from the Board office.

Moved by: L. Hartman  
Seconded by: G. Merritt-Murrell

**THAT,** the meeting be extended past 9:00 pm

**CARRIED**

- **FINANCIAL REPORT**

The final financial report from the 2015-2016 school year was shared with members.

**10. FUTURE AGENDA ITEMS***CPIC MEMBERS*

The Following items were requested to be included on the October 3, 2016 CPIC meeting agenda

PRO-grant information  
School Binder – welcome letter

## Parish Rep Retreat

**11. ANNOUNCEMENTS***R. STAGG*➤ **Bishop's Dinner – Nov. 2, 2016**

A flyer was shared with CPIC members regarding the upcoming Bishop's Dinner as a fundraiser for HCCEF.  
A Doodle will be created for CPIC Members to RSVP for the event.

➤ **People 4 Education Conference – Nov. 12, 2016**

CPIC members were asked to review the website and determine if they would like to attend. A Doodle will be created.

**12. CLOSING PRAYER***E. MACDONALD*

The meeting was closed with prayer.

**13. ADJOURNMENT***R. STAGG*

Moved by: R. Luisetto  
Seconded by: A.A. LeMay

**THAT**, the meeting was adjourned at 9:15 pm

**CARRIED**

Next CPIC Meeting: October 3, 2016 - Board Office - 7:00 pm

Next Council of Chairs Meeting: October 19, 2016 – 6:30 pm (Sacred Heart of Jesus CES, Burlington)

## MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, September 13, 2016

7:00 p.m.

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

Members Present: J. M. Rowe  
A. Iantomasi  
H. Karabela  
J. Michael  
S. Trites  
A. Danko  
D. Rabenda

Regrets: P. Marai  
A. Quinn

Staff Present: P. Dawson, Director of Education  
A. Swinden, Administrator, Strategic Communications  
T. Overholt, Superintendent of Education  
J. O'Hara, Executive Officer, Human Resources  
L. Frees, Senior Administrator, Human Resources  
F. Thibeault, Administrator, Planning Services, Planning & Assessment Services  
R. Negoï, Superintendent Business Services  
S. Morgan, HSTS

Recording Secretary: M. Zammit

### 1. **CALL TO ORDER**

#### 1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by A. Danko.

### 2. **APPROVALS**

#### 2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

**#P01/16**

Moved by: S. Trites

Seconded by: D. Rabenda

**RECOMMENDED**, that the agenda be approved, as submitted.

**CARRIED**

#### 2.2 **Approval of Minutes**

The minutes of the June 14, 2016 Policy Committee Meeting were reviewed.

The following motion was presented:

**#P02/16**

Moved by: M. Rowe

Seconded by: A. Iantomasi

**RECOMMENDED**, that the minutes of the Policy Committee Meeting held on June 14, 2016 be approved, as submitted.

**CARRIED**

### 3. ACTION ITEMS

#### 3.1 Policy II-24 Home to School Student Transportation (F. Thibeault/R. Negoi)

R. Negoi provided an overview and history of Policy II-24 Home to School Student Transportation.

Brief discussion ensued in regards to supply bus drivers and kindergarten protocol.

It was noted that Policy II-24 Home to School Student Transportation is a guiding principle to set distance parameters and how to determine eligibility. HSTS operating procedures cover the content of the current policy and can be found on their website [www.haltonbus.ca](http://www.haltonbus.ca).

In response to questions asked regarding efficiency and effectiveness of school bus operators and providers, F. Thibeault responded stating HSTS monitors and surveys service providers on an ongoing basis to ensure efficiency. It was noted if parameters are not met, HSTS will discuss what areas need to be improved to ensure the highest level of quality services to the transported students. S. Morgan stated delayed buses are monitored closely throughout the HSTS website, if a certain pattern occurs on a specific route, discussions will be made for improvements and other repercussions will be made if improvement is not seen in the given timeframe.

Discussion proceeded regarding the jurisdiction the board has over the performance of operators and providers. It was noted that the board has 50% representation in the HSTS consortium.

**#P03/16**

*Moved by: A. Iantomasi*

*Seconded by: H. Karabela*

**Resolved**, that the Policy Committee recommends that Policy II-24 Home to School Student Transportation, be forwarded to the September 20, 2016 Regular Board Meeting for approval.

**CARRIED**

#### 3.2 Policy I-19 Occupational Health and Safety – annual review (J. O'Hara)

J. O'Hara spoke to Policy I-19 Occupational Health and Safety and noted that as per legislated requirements, the policy is reviewed within a twelve (12) month period. The Board's Health and Safety Officer as well as the Superintendent of Human Resources recommend no changes to Policy I-19 Occupational Health and Safety for the 2016-2017 school year.

The following was put before the Policy Committee:

**#P04/16**

*Moved by: S. Trites*

*Seconded by: M. Rowe*

**Resolved**, that the Policy Committee recommends that Policy I-19 Occupational Health and Safety be forwarded to the September 20, 2016 Regular Board Meeting for approval.

**CARRIED**

#### 3.3 Policy III-15 Workplace Violence – annual review (J. O'Hara)

J. O'Hara spoke to Policy III-15 Workplace Violence and stated current legislation in the Occupational Health and Safety Act (Bill 168) states that school boards are required to review the policy annually. Policy III-15 Work Place Violence was reviewed by the Board's Health and Safety Office as well as the Superintendent of Human Resources and no changes to the policy are recommended for the 2016-2017 school year.

The following motion was put before the Policy Committee:

**#P04/16**

*Moved by: D. Rabenda*

*Seconded by: A. Iantomasi*

**Resolved**, that the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded to the September 20, 2016 Regular Board Meeting for approval.

**CARRIED**

4. **DISCUSSION ITEMS**

4.1 **Policy III-16 Workplace Harassment (J. O'Hara)**

J. O'Hara presented Policy III-16 Workplace Harassment and stated Bill 132 "Sexual Violence and Harassment Action Plan Act" received Royal Assent on March 8, 2016 and will be in force September 8, 2016. He noted the main change is the definition of workplace harassment to include workplace sexual harassment. The definition of workplace sexual harassment has also been added to Policy III-16 Workplace Harassment. The procedure has been reviewed and is in compliance with the legislation and only minor changes were made.

5. **INFORMATION ITEMS**

5.1 **Upcoming Agenda Items (T. Overholt)**

The upcoming agenda was presented as information. T. Overholt provided the group with a proposed policy review schedule and requested feedback from the Trustees.

6. **MISCELLANEOUS INFORMATION**

6.1 **Policy Working Committee (T. Overholt)**

The policy working group chart was presented as information.

7. **CORRESPONDENCE**

8. **IN CAMERA**

8.1 In-camera minutes of the May 10, 2016 Policy Committee Meeting were approved as submitted.

9. **NEW BUSINESS**

10. **MOTION TO EXCUSE COMMITTEE MEMBERS**

**#P05/16**

*Moved by: D. Rabenda*

*Seconded by: M. Rowe*

**RECOMMENDED**, that Trustee Marai and Quinn be excused.

**CARRIED**

11. **MOTION TO ADJOURN**

**#P06/16**

*Moved by: A. Iantomasi*

*Seconded by: H. Karabela*

**RECOMMENDED**, that the meeting adjourn.

**CARRIED**

The meeting closed with a prayer led by J. Michael at 7:52 p.m.

On Oct 7, 2016

To:

Paula Dawson, Secretary of the Halton Catholic District School Board (HCDSB);

Jane Michael, Chair, HCDSB

Paul Marai, Chair, HCDSB Policy Committee

CC: All Trustees of HCDSB, Danielle Ross

As a parent whose family, like many others in the HCDSB, is impacted in many ways by Policy I-31, Apparel Purchases and Fair Labour Practices, through its overriding importance in the selection of a school uniform provider, I would like to understand the impacts of this HCDSB policy, on the HCDSB.

Please include this correspondence in the Policy Committee meeting package for October 11th and address the following questions in the discussion and review of this Policy.

1. Who is responsible/ accountable for ensuring that purchases made directly by individual schools comply with this Policy, and what is the specific process followed by the schools to validate that the manufacture of the "finished product and the products from which it is made", are all in compliance with the requirements of this Policy?

This would include items such as: - secondary school phys ed uniforms sold directly through the schools;  
- sports jerseys / Tshirts (cross country, soccer, football, volleyball, basketball, hockey, etc., );  
- school spirit wear at both the secondary and elementary levels (including but not limited to "Grade 8 grad" sweatshirts).

2. If other providers are able to meet the requirements of this Policy with respect to non-uniform apparel purchases (ie. JML); why are they unable to satisfy the requirements of the School Uniform RFP process?

3. Where third party monitoring agencies are involved, who pays the cost of these services? If HCDSB pays for this, what is the annual cost?

4. Do HCDSB staff personally visit any of the factories in which the apparel is manufactured? If so, what is the annual cost including travel expenses and time spent outside of Halton?

5. How much time is spent annually by HCDSB staff in reviewing prospective vendors of all apparel purchases (including those made directly by schools), and following up with compliance, including but not limited to the review of monitoring and audit reports?

6. Board purchases of (non-apparel?) goods and services is governed by Policy I-25, Purchasing Policy, which focuses on "the lowest possible cost with the greatest value" with no requirement to ensure fair labour practices or social justice. The Board mandates that apparel purchases, which primarily concern uniform purchases made by parents, meet strict fair labour practices without consideration to cost or value. Why the discrepancy?

7. It has been suggested that the Apparel Purchases and Fair Labour Practices Policy has everlasting value because it reflects the wishes of the original Assumption High School students.

Assumption was established in 1977 so this claim is inconsistent with the original policy date of 2005.

More importantly, those original students are now parents. I can assure you they do not currently see "fair labour practices" as an overriding consideration in the selection of a uniform vendor. I welcome you to confirm that by asking them yourselves.

But perhaps most importantly, policies can not and should not be frozen in time. The whole purpose of the periodic review of policies, I would think, is to ensure that they continue to be relevant and/or to bring them up to date with the current environment and issues.

Thank you in advance for answering the above questions. I look forward to meaningful and specific answers.

Maria Lourenco



October 7, 2016

Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON  
L7R 2Y2

Attention: Jane Michael  
Chair of the Board

Dear Madam:

Re: Land Availability in the City of Burlington

Thank you for your letter dated September 21, 2016 directed to Mayor Goldring.

City of Burlington staff are convening an internal staff team meeting to review this request and will respond as soon as possible.

If you have any specific locations for us to consider or have any questions, please contact me.

Yours truly,

Ron Steiginga  
Manager of Realty Services

/kl

cc Mayor Goldring  
James Ridge, City Manager  
Rob Peachey, Manager of Parks & Open Space  
Allan Magi, Executive Director of Capital Works  
Angela Morgan, City Clerk  
Phil Caldwell, Planner II  
Chris Glenn, Director of Parks & Recreation  
Frederick Thibeault, Administrator Planning Services  
- Halton Catholic District School Board