

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, January 17, 2017
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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Here I am, Lord; I have come to do your will.

A Syrian woman was hopeful her family would be accepted into Canada so her children would have a future in a peaceful country. She heard she had a small chance of being accepted as a refugee. She stood in front of her picture of Mary and prayed, "If this is good for my family, open the door. If it's not good, it's okay. Close the door."

She was entirely ready to follow God's will even if it was different than her plan. Doing God's will involves deep trust in God, who loves us and wills that we have what we need to flourish.

**God, we ask your blessings on those who live in danger,
those who are deprived of their needs.
May we, who live in security and plenty,
be eager to help those who don't share our good fortune.
Serving you, O Lord, through actions, words or attitudes,
may we be agents of your grace
in a world that desperately needs healing and love.**

MINUTES OF REGULAR BOARD MEETING

Date: December 20, 2016
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	A. Danko A. Iantomasi H. Karabela P. Marai J. Michael	A. Quinn D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
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Student Trustees	C. Atrach I. Schwecht	M. Zapata
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Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy	L. Naar R. Negoj J. O'Hara T. Overholt A. Prkacin
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Also Present

A. Bartucci, Communication Officer, Strategic Communications Services
 L. Beraldo-Turner, First Vice - President, Halton Secondary Unit
 K. Boyd, President, Halton OECTA Secondary Unit
 L. Frees, Senior Administrator, Human Resources Services
 T. Hambly, First Vice - President, Halton OECTA Elementary Unit
 D. Ilczyna, Senior Administrator, Human Resources Services
 A. Lofts, Senior Administrator, Financial Services
 N. March, President, OECTA Elementary
 A. Swinden, Administrator, Strategic Communications Services
 F. Thibeault, Administrator, Planning Services

Recording Secretary R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (I. Schwecht)

The meeting opened at 7:30 p.m. with a prayer led by I. Schwecht.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The In-Camera agenda was not completed. Information received will be read at the next Board Meeting.

2. Approval of the Agenda

Correspondence was added to the agenda as Item 12.2 – Co-ordinated School Sitting.

#13/17

Moved by: A. Quinn

Seconded by: P. Marai

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations**4.1 Keeping Christ in Christmas (A. Swinden)**

The seven (7) finalists from the song, artwork and video categories of the 2016 'Keeping Christ in Christmas' student art contest were recognized.

N. March and T. Hambly of Halton OECTA Elementary Association presented the top prize for elementary to Amelia Belobradic, Grade 3, St. Matthew Catholic Elementary School for her *Christmas is so Easy* song entry.

K. Boyd and L. Beraldo-Turner of Halton OECTA Secondary Association presented the top prize for secondary to Josip Petrusa, Grade 9, Christ the King Catholic Secondary School for his *Nativity Watercolour* artwork entry.

5. Delegations**5.1 Stakeholder/Parent Consultation Policies and Practices at the HCDSB (M. Lourenco)**

Ms. Lourenco provided a presentation regarding the implementation of policies to improve the parent engagement process and ensure compliance with Regulation 612/00. Policies should include implementing measures that will ensure the Board consults with parent councils and/or parents on relevant matters especially those specified in the Education Act, such as uniforms and include clarifying the role of CPIC and Parent Councils. A thorough review of the regulation was recommended to ensure that not only are Board policies compliant and exist where needed but that the relevant parties are implementing and following the policies. A response in the form of a Staff Report to the delegation was requested.

In response to Trustee questions Ms. Lourenco felt that clear communication through email should be sent earlier with a genuine want for feedback. Communication with school council members varies by school. As new Chair of her school council, Ms. Lourenco is working towards communicating with council members more often through email.

The difficulty in engaging parents on topics that do not pertain to them was noted.

5.2 Early French Immersion Program (B. Feth)

B. Feth, student at St. Mary Catholic Elementary School discussed the benefits of being a student in Early French Immersion.

5.3 Early French Immersion Program (M. Campos)

To ensure children have access to a wide breadth of learning opportunities and to achieve their God given potential Mr. Campos discussed keeping the Early French Immersion Program running in order to strengthen FSL in Ontario. An Advisory Committee led by Senior Staff including parents, teachers, government representatives and advocacy organizations such as Canadian Parents for French was recommended.

5.4 Early French Immersion Program (C. Neves)

Ms. Neves provided a presentation on the importance of the Early French Immersion Program and how it is vital to French language proficiency for students. It was expressed that students in the program would be provided opportunities which would not otherwise be accessible.

5.5 More French for More Students (J. Hunter)

Mr. Hunter spoke in favour of staff's equitable and feasible recommendation of more French for more students.

Mr. Hunter confirmed that he was part of the French Sustainability Committee as a member of CPIC.

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

#14/17

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that the minutes of the December 6, 2016 Regular Board Meeting be approved.

CARRIED

7. Business Arising from Previous Meetings**7.1 Summary of Outstanding Items from Previous Meetings**

There were no outstanding items.

8. Action Items**8.1 Response to Delegations****8.1 Board Response to Delegations**

The Chair reviewed the by-laws pertaining to responses to delegations.

The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting, request a staff report on the matter to be considered at a future meeting or receive as information. Once the decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization.

Trustee Quinn provided a motion in response to delegation 5.1.

#15/17**Moved by:** A. Quinn**Seconded by:** H. Karabela**RESOLVED**, that senior staff examine and confirm that Regulation 612 Section 19 of the Education Act was followed when disposition of the last uniform policy was sent out for consultation.

Trustee Quinn requested support of his motion in order to ensure responsibilities were met under the Education Act.

The following amendment was presented:

#15/17 (AMENDMENT)**Moved by:** A. Danko**Seconded by:** P. Marai**RESOLVED**, that parent engagement policies with regards to the CPIC section were followed.

The Chair called for a vote and the amendment **UNANIMOUSLY CARRIED**

The Chair called for a vote on the main motion as amended:

#15/17 (AS AMENDED)**Moved by:** A. Quinn**Seconded by:** H. Karabela**RESOLVED**, that senior staff examine and confirm whether the Board is following parent engagement policies with regard to Regulation 612/00 Section 19 of the Education Act.**UNANIMOUSLY CARRIED**

Trustee Danko provided a motion in response to delegations 5.2 – 5.5.

#16/17**Moved by:** A. Danko**Seconded by:** A. Quinn**RESOLVED**, that the Board make a decision on the presentations at the same meeting.**CARRIED****8.2 French Sustainability Study (A. Prkacin)**

Staff support and request the support of the Board of the solution developed by the French Sustainability Committee, which would phase out the Early French Immersion Program while expanding Core and Extended French Programming. The scenario four (4) option would allow the Board to offer more French to more students, earlier, in a way that is respectful of the dignity of all learners, while also being mindful of the needs of families and the responsibility as a school district to deliver effective instruction to the students registered within the Halton Catholic District School Board.

#17/17**Moved by:** A. Quinn**Seconded by:** A. Iantomasi**RESOLVED**, that the Halton Catholic District School Board approve Scenario 4 as presented in the French Sustainability Study, which recommends the following:

- Effective the 2017-2018 school year, the Halton Catholic District School Board will stop accepting new registrations for the optional Early French Immersion Program.
- Starting the 2017-2018 school year, the Halton Catholic District School Board will begin phasing in the delivery of the Core French Program to Grade 3 students. By 2018-2019, all students will begin Core French in Grade 3.
- Effective the 2019-2020 school year, the Halton Catholic District School Board will begin offering the optional Extended French Program at the Grade 4 entry level;
- By 2020-2021, the Halton Catholic District School Board will expand the number of school sites providing the Extended French program.

Superintendent Prkacin presented an Executive Summary of the French Sustainability Study.

It was clarified that students currently enrolled in Early French Immersion would complete the program. Should the recommendation be approved, Early French Immersion teachers would be redeployed throughout the system come September 2017.

From a Special Education point of view, there are challenges with early intervention for students in the Early French Immersion Program.

Trustee Danko voiced that he will not be in support of the recommendation as he is not convinced a serious effort has been made to improve the current program which was in response to the Strategic Plan. An additional four (4) years, the discontinuation of transportation as well as hiring incentives was asked to be considered.

The current hiring crisis is similar to the one from the 1990's where long term occasional and supply teaching positions are not able to be covered with qualified Catholic teachers. The hiring of non-Catholic or a non-practicing Catholic teachers makes it difficult to promote the Catholic faith in not only French but all subject areas.

Student Trustee Zapata expressed that by phasing out the program it would be failing in their role as trustees to give students the best opportunities. A comparison to supply teachers covering subject areas they are not qualified for in the English stream was made.

In response to Trustee Michael's questions, Superintendent O'Hara explained that there has been a continuous posting for French teachers on both StaffNET and Apply to Education. Successful applicants are just filling the current demands. Predicting future demands is challenging and there is concern with finding quality teachers. Trustee Michael expressed her support in continuing the program as other Catholic Boards have demonstrated.

Trustee Karabela expressed her understanding of the difficulties and suggested reaching out to retired FSL teachers. A suggestion was made to expand the program another five (5) years in order to track students in secondary school.

Student Trustee Schwecht spoke to Trustees duty to be unfairly biased. She noted that a second language has been one of the most valuable tools in her education and provides the best opportunities for a student's future.

Superintendent O'Hara clarified that in accordance with Regulation 274 a teacher must first be hired as occasional before moving into the hiring process for a permanent position.

Trustee Rowe noted that Trustees embraced the specialized program as well as the cost of transportation. Catholic teachers should not be compromised however the program should be given more of a chance.

In response to Trustee Iantomasi question, Superintendent Prkacin noted that approximately half of the students remain in the French program in Secondary. Students leave the program for various reasons such as, location, interest and most because of grades. Trustee Iantomasi indicated a yearly review may be beneficial rather than in 4 - 5 years.

Trustee Marai indicated that being the most popular program in Ontario part of the responsibility lies with the province. Trustee Marai expressed support in keeping status quo however conveyed that every MPP needs to be made aware of this provincial issue.

In order to provide potential opportunities, Student Trustee Atrach feels the program is an amazing opportunity and that maintaining it would be the best option.

The Chair passed the gavel to Vice-Chair Trites.

Chair Rabenda acknowledged that everyone would like to program to continue but will be in support of staff's recommendation of looking at French in a different way. The Chair asked Trustees to think about the reality they face in respect to staffing.

#18/17

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that the meeting extend past 10:00 p.m.

CARRIED

Superintendent Prkacin noted that the known immediate needs for September 2017 is the hiring of twenty-one (21) teachers.

The Chair called for a vote on resolution **#17/17**:

In Favour	Opposed
A. Iantomasi	C. Atrach (non-binding)
A. Quinn	A. Danko
D. Rabenda	H. Karabela
	P. Marai
	J. Michael
	J. M. Rowe
	I. Schwecht (non-binding)
	S. Trites
	M. Zapata (non-binding)

The motion was **DEFEATED**.

#19/17

Moved by: A. Quinn

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board proceed status quo with Early French Immersion for the 2017-2018 school year, and;

BE IT FURTHER RESOLVED, that the Board of Trustees establish an Ad-Hoc Committee to make further recommendations to Trustees as to the future of French Immersion with the view to moving Early French Immersion from a pilot to a sustainable and permanent program offering within the Halton Catholic District School Board and;

BE IT FURTHER RESOLVED, that the Ad Hoc Committee work with parents, the Director of Education, Superintendents of Education, Principals, Teachers, the Diocese and the Ministry of Education to prepare a multi-year plan for an Early French Immersion Program that will endeavor to address and resolve all of the ongoing issues that have been presented by senior staff.

Discussion ensued regarding Trustee Quinn's motion. The Chair noted that the ad-hoc committee would be struck in the new year and have one year to do their work. The composition of the committee will be determined by the Chair in consultation with the Director of Education.

The following amendment was presented:

#19/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: J. Michael

RESOLVED, that the Early French Immersion Program remain status quo for the next four (4) years.

The chair called for a vote on the amendment:

In Favour	Opposed
C. Atrach (non-binding)	H. Karabela
A. Danko	A. Iantomasi
P. Marai	A. Quinn
J. Michael	D. Rabenda
I. Schwecht (non-binding)	J. M. Rowe
S. Trites	
M. Zapata (non-binding)	

The amendment was **DEFEATED**.

The Chair called for a vote on resolution **#19/17**:

In Favour	Opposed
A. Danko	C. Atrach (non-binding)
A. Iantomasi	H. Karabela
P. Marai	I. Schwecht (non-binding)
J. Michael	
A. Quinn	
D. Rabenda	
J. M. Rowe	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

Trustee Karabela requested to change her vote. A point of order was made indicating a recorded vote was taken.

The Chair briefly paused the meeting to allow members of the public the opportunity to leave the Board room.

Trustee Karabela stated that she wanted to confirm that it was the ruling of the Chair that she was not allowed to change her vote to in favour as she misunderstood and thought a separate motion was going to be put forward. The Chair explained that the recorded vote is a legal vote and cannot be changed.

#20/17**Moved by:** A. Quinn**Seconded by:** A. Danko**RESOLVED**, that the meeting extend past 10:30 p.m.The motion was **DEFEATED**.**#21/17****Moved by:** A. Quinn**Seconded by:** A. Iantomasi**RESOLVED**, that the meeting adjourn.**CARRIED**

The meeting adjourned at 10:30 p.m. with a prayer led by D. Rabenda.

- 8.3 **Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response (A. Danko)**
- 8.4 **Policy II - 17 Pastoral Reference (A. Danko)**
- 8.5 **Policy IV - 01 Fencing at School Sites (A. Danko)**
- 8.6 **2016-2017 Revised Budget Estimates including September 1, 2015 to November 30, 2016 Actuals (R. Negoj)**
- 9. **Staff Reports**
 - 9.1 **2017 School Consolidation Capital Funding Business Case Submission (R. Negoj)**
- 10. **Information Items**
 - 10.1 **Student Trustees Update (I. Schwecht)**
 - 10.2 **School Educational Field Trips (T. Overholt)**
 - 10.3 **North East Oakville Pupil Accommodation Review - Verbal Report (T. Overholt, G. Corbacio, R. Negoj)**
 - 10.4 **Capital Projects Report as at November 30, 2016 (R. Negoj)**
 - 10.5 **Four Year Ministry Enrolment Projections (R. Negoj)**
 - 10.6 **St. Gregory the Great and Holy Rosary(M) Construction Reports (G. Corbacio)**
- 11. **Miscellaneous Information**
 - 11.1 **Minutes of the November 8, 2016 Policy Committee Meeting**
 - 11.2 **Minutes of the November 28, 2016 SEAC Meeting**
- 12. **Correspondence**

- 12.1 OCSTA Updates**
 - 12.1.1 2016 Finance Brief - "Partners in Ontario's Education Success Story"**
 - 12.1.2 Bill 68 - Modernizing Ontario's Municipal Legislation Act, 2016**
 - 12.1.3 The Case for Catholic Education**
- 12.2 Co-ordinated School Sitting**
- 13. Open Question Period**
- 14. In Camera**
- 15. Resolution re Absentees**
- 16. Adjournment and Closing Prayer (D. Rabenda)**

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: January 10, 2016
 Time: 8:00 p.m.
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	A. Danko A. Iantomasi (via teleconference) H. Karabela P. Marai J. Michael	A. Quinn (via teleconference) D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
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Staff Present	G. Corbacio P. Dawson, Secretary of the Board T. Overholt R. Negoj
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Also Present	A. Lofts, Senior Administrator, Financial Services N. March, President, OECTA Elementary A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services
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Recording Secretary	R. Di Pietro
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1. Call to Order

1.1 Opening Prayer (P. Dawson)

The meeting opened at 8:15 p.m. with a prayer led by P. Dawson.

2. Declarations of Conflict of Interest

There were no conflicts of interest declared.

3. Approval of the Agenda

#22/17

Moved by: J.M. Rowe

Seconded by: S. Trites

RESOLVED, that the agenda be approved.

CARRIED

4. Motions Adopted at the December 20, 2016 In-Camera Meeting

Trustee Trites read the following:

The following motions were adopted at the December 20, 2016 In-Camera Meeting:

A motion regarding a property matter.

Resolved, that the Halton Catholic District School Board approve the Principals and Vice Principals' Terms and Conditions of Employment for the period of September 1, 2014 to August 31, 2018.

Resolved, that the Halton Catholic District School Board approve the updated Employee Working Conditions for Administrators/Managers/Supervisors and Support Staff Administrative Personnel.

The following information was received at the December 20, 2016 In-Camera Meeting:

Victoria Hogan appointed as Acting Elementary School Vice Principal at St. Gabriel Catholic Elementary School effective January 9, 2017 with an end date to be determined.

Nijole Vaitonis appointed as Acting Principal at Christ the King Catholic Secondary School for the period February 6, 2017 to March 24, 2017.

Michael Iannetta appointed as Acting Principal at Christ the King Catholic Secondary School for the period March 27, 2017 to June 30, 2017.

Mackenzie Smith hired as a probationary teacher effective December 8, 2016.

Wayne Popa resigning effective December 23, 2016.

5. Action Items

5.1 2016-2017 Revised Budget Estimates (Including September 1, 2016 to November 30, 2016 Actuals) (R. Negoj)

#23/17

Moved by: J.M. Rowe

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board approve the 2016-2017 Revised Budget Estimates in the amount of \$378,227,855.

As of last year, which are the last actuals, there is \$2.5 million in the working funds (operating) reserve and it is expected that another \$800,000 will be transferred in at the end of the year to get to the \$3.3 million which meets Ministry's guidelines and the budget objectives of maintaining a reserve of 1% of the Board's Provincial allocation. This is operating revenue and outside of any capital and EPO funds.

Every year hydro and other utilities has been exceeding the grant. The GSN incorporates a 2% increase, which is called *Keeping Up With Costs*. Facility Management Services has been diligent with funds in order to meet increasing costs.

R. Negoj confirmed that the majority of the contractual budget allocation is for custodial services.

The working funds reserve should be kept for emergencies. It is not recommended the reserve be used for new initiatives.

F. Thibeault confirmed that bus drivers are not paid if not running routes.

Signed forms will be resubmitted to the Ministry following Board approval.

The Chair called for a vote on resolution **#23/17** and it **UNANIMOUSLY CARRIED**

6. Staff Reports

6.1 2017 School Consolidation Capital Funding Business Case Submissions (R. Negoi)

In taking into consideration the latest 2016 Capital Priorities Submission response from the Ministry, and new projects presented, staff identified four (4) priorities: two (2) in Oakville; one (1) in Burlington; and one (1) in Georgetown. In addition, one (1) child care support project at a Board site have been identified by local CMSM as tentative priorities in the last submission. Staff will confirm with the Region that the one (1) Child Care Centre project, or more, are justified.

Following further discussion with regional partners and the Ministry of Education, staff will return to the Board on January 17, 2017 with an Action Report to approve the priority list of 2017 School Consolidation Priorities.

In response to questions, it was explained that that the only change was the source of funding for the projects. The nature of the motion adopted by Trustees was not changed.

7. In Camera

There was no in-camera session.

8. Resolution re Absentees

#24/17

Moved by: S. Trites

Seconded by: P. Marai

RESOLVED, that Student Trustees A. Atrach, I. Schwecht and M. Zapata be excused from the meeting. **CARRIED**

9. Adjournment and Closing Prayer (J.M. Rowe)

#25/17

Moved by: J.M. Rowe

Seconded by: J. Michael

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:03 p.m. with a prayer led by J. M. Rowe.

Secretary of the Board

Chair

ACTION REPORT

ITEM 8.1

POLICY I-12 EMERGENCY RESPONSE PLANS FOR FIRE, EVACUATION, LOCKDOWN, AND BOMB THREAT RESPONSE

PURPOSE:

To approve *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response* as presented.

COMMENTS:

The Halton Catholic District School Board is committed in providing a safe and welcoming learning and working environment for all students, staff and visitors. The commitment to safe schools is a shared responsibility of Ministries of government, school board trustees and administrators, principals, teachers, support staff, students, parents, police and community partners.

On September 2015, the Provincial Model for Local Police/School Board Protocol and Ministry of Community Safety and Correctional Services mandated that all Boards and Police Services update their local Protocols. The document has been revised “School Board Protocol – Halton 2016: Support Every Child and Reach Every Student” in partnership with the Halton Regional Police, the Halton District School Board and the Halton Catholic District School Board. The revisions reflect the mandatory requirements regarding Lockdown and Bomb Threat Response Plans and all other required updates.

The goal of emergency preparedness is to ensure a rapid, co-ordinated and effective response when an emergency occurs. These response plans do not capture all situations/eventualities however, at the same time recognizes the uniqueness of each school site. It also provides a guideline, for careful planning, staff and students familiarity with the plan and mandated practices in all areas.

In light of these requirements, revisions to Policy I-12 Emergency Response Plans for Fire and Evacuation Procedures should also reflect a name change to include Lockdown, and Bomb-Threat.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response* as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****EMERGENCY RESPONSE PLANS FOR
FIRE, EVACUATION, LOCKDOWN, AND BOMB THREAT
RESPONSE****POLICY No.:** I-12
DATE: OCTOBER 29, 1985
AMENDED: JULY 30, 1991
AMENDED SEPTEMBER 5, 2006
AMENDED OCTOBER 21, 2014
AMENDED JANUARY 17, 2017**PURPOSE**

The purpose of this Operating Policy is to ensure that the Board and its schools are prepared for and can respond efficiently to emergency situations that may arise.

APPLICATION AND SCOPE

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

REFERENCES

- Education Act,
- [School Board Protocol - Halton 2016: Support Every Child and Reach Every Student](#)
- Fire Code
- Administrative Procedure VI-20 - Emergency Response Plans for Fire, Evacuation, Lockdown and Bomb Threat

DEFINITIONS

Emergency situations refer to and can include:

- fire or other emergencies requiring evacuation;
- bomb threats or other serious threats of harm;
- emergencies requiring school lockdowns;
- municipal level emergencies

PRINCIPLES

Staff, students, and members of the school community have the right to learn, work and be present in a safe and secure school environment. However, incidents may arise within the school environment that put that safety at risk.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****EMERGENCY RESPONSE PLANS FOR
FIRE, EVACUATION, LOCKDOWN, AND BOMB THREAT
RESPONSE****POLICY No.: I-12
DATE: OCTOBER 29, 1985
AMENDED: JULY 30, 1991
AMENDED SEPTEMBER 5, 2006
AMENDED OCTOBER 21, 2014
AMENDED JANUARY 17, 2017**

In order to provide for the health and safety of its students and staff, the Halton Catholic District School Board (Board) has established emergency response plans and procedures designed to address emergency situations.

REQUIREMENTS

This policy shall be considered to be pursuant to the Education Act and/or related Ministry of Education materials, all of which shall be sufficient for the purposes of implementing the requirements of the Education Act and/or Ministry of Education Policy/Program Memoranda (PPM) or the Police-School Board Protocol; and authorizes the creation of Administrative Procedures for implementation, which might include requirements described in the Education Act and/or Ministry of Education materials such as PPMs or the Provincial Model for Local Police-School Board Protocol 2015 as matters of policy.

As per Administrative Procedure VI-20 – Emergency Response Plans and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.

1. All schools shall develop and implement individual school emergency response plans in accordance with Administrative Procedure VI-20– Emergency Response Plans and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.
2. Individual school emergency response plans and procedures shall be included in each school's Emergency and Crisis Response Plan, and relevant portions must be appended to the Halton School Board Protocol 2016: Support Every Child and Reach Every Student.
3. Individual school emergency response plans shall
 - a. include expectations with respect to staff, students, parents and police, emergency medical services (EMS) and/or the fire department, as appropriate;
 - b. address issues such as accessibility and communications for students with special education needs; and
 - c. outline training opportunities to inform school staff, students and other community partners of their obligations/responsibilities within the individual school emergency response plans.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.2

POLICY II-17 PASTORAL REFERENCE

PURPOSE:

To approve *Policy II-17, Pastoral Reference* as presented.

BACKGROUND:

Policy II-17- Pastoral Reference was last reviewed and amended in June 2007. Staff have reviewed this policy and made some adjustments to indicate Designated Early Childhood Educators as identified staff who require a Pastoral Letter of Reference to commence employment with the Board or if they apply for a position of responsibility within the Board. This is consistent with the Board's hiring practices since these positions were established.

In keeping with our Mission Statement to develop Christ-centered individuals, it is imperative that staff who instruct our students be rooted in the Catholic Faith.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-17- Pastoral Reference as amended*.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY
PASTORAL REFERENCE

HALTON CATHOLIC DISTRICT SCHOOL BOARD

POLICY NO.: II-17
DATE : APRIL 29, 1980
AMENDED: JULY 30, 1991
AMENDED: JUNE 5, 2007
AMENDED: JANUARY 17, 2016

PURPOSE

It is recognized by the Halton Catholic District School Board that Catholic teachers and Designated Early Childhood Educators (DECE's) in HCDSB schools must be carefully chosen; must be practicing Catholics, and must have a high regard for the truths and attitudes found within the Catholic Church.

APPLICATION AND SCOPE

This policy applies to all teaching staff and Designated Early Childhood Educators employed, or seeking employment with the Halton Catholic District School Board.

REQUIREMENTS

It is the policy of the Halton Catholic District School Board that the Board shall obtain a pastoral reference when:

- a teacher or Designated Early Childhood Educator seeks employment with the Board, or when
- a teacher is hired as a permanent position if the pastoral reference is older than one year or
- a teacher or Designated Early Childhood Educator applies for a position of responsibility within the Board, or
- at any other time as the Board directs.

PASTORAL REFERENCE:

A pastoral reference is defined as a letter of support from:

- a. the pastor of the parish in which the teacher or Designated Early Childhood Educator applicant resides, and/or
- b. in the event of a recent change of residence (one month), a letter of support from the pastor of the teacher applicant's former parish, and/or
- c. in the event of full time residency at a university, a letter of support from the university chaplain.

OPERATING POLICY
PASTORAL REFERENCE

HALTON CATHOLIC DISTRICT SCHOOL BOARD

POLICY No.: II-17
DATE : APRIL 29, 1980
AMENDED: JULY 30, 1991
AMENDED: JUNE 5, 2007
AMENDED: JANUARY 17, 2016

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.3

POLICY IV-01 FENCING AT SCHOOL SITES

PURPOSE:

To approve *Policy IV-01 Fencing at School Sites* at first reading.

COMMENTARY:

This policy is being introduced to strengthen the perimeter fencing requirements at school sites and Board sites to ensure a safe and secure environment for students and staff.

The new policy provides information on what factors will be examined and used when installing fencing on Board site and how it will affect adjoining residential and commercial properties.

The policy was presented with approval at First Reading at the December 13, 2016 Policy Committee Meeting.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy IV-01 Fencing at School Sites* at first reading.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To establish a secure environment for our school facilities for the safety of students and staff, and assist the Board in selecting appropriate fencing measures to provide safe and secure school sites.

APPLICATION AND SCOPE

This Policy applies to fencing applications on all Board owned facilities and properties.

REFERENCES

Administrative Procedure VI-34 Fencing at School Sites

DEFINITIONS

School Fencing Applications includes perimeter security, play area segregation and pedestrian and traffic control

PRINCIPLES

The Halton Catholic District School Board recognizes that maintaining safe and secure school grounds is of the utmost importance and that the role of fencing allows that to occur at our learning environments for school communities.

Properly designed fencing addresses several security and safety needs, such as:

- Designating the school’s grounds as a maintained space that deserves respect;
- Limiting entry and exit points to a few easily monitored locations;
- Enabling/Aiding school site surveillance by school staff;
- Limiting access to areas that are not highly visible.

REQUIREMENTS

- Fencing shall be installed and maintained, as required, on school sites to ensure a safe and secure environment for students and staff

- The perimeter of new or vacant Board properties shall be enclosed by fencing, where possible.
- The responsibility of who will install the fencing will vary depending upon the type of site (i.e. newly purchased, vacant property, exiting property)
- All details and specifications related to the installation of fencing at school and board sites such as distance from property line, continuous fencing, gates and/or openings, fencing between public open spaces or parks and a school site will follow Administrative Procedure VI-34
- The Board will comply with all Municipal By-Laws related to fencing

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.4

POLICY I-06 DELEGATION TO THE BOARD

PURPOSE:

To approve *Policy I-06, Delegation to the Board* as presented.

BACKGROUND/COMMENTARY:

Policy I-06 Delegation to the Board, first established in 1995, was created to guide the process whereby individuals, or groups, may present or delegate to the Board of Trustees on matters related to education that fall within the Board’s jurisdiction. The policy was last amended in 2013, and was scheduled for review this school year, in accordance with the current three-year review cycle.

Staff have revised Policy I-06, making modest modifications throughout the policy for clarity and ease of understanding. In addition to these modifications, the following amendments were made:

- Language was added to articulate that the names and content of delegation submissions are subject to disclosure by way of publication of the agenda on the Board’s website, and through video and audio recording of Board Meetings. This revision was made in light of legislated requirements within the *Municipal Freedom of Information of Privacy Act (MFIPPA)*, the *Education Act* and the *Municipal Act*.
- Amendments were made to identify two distinct categories for delegations: *Ad Hoc Delegations*, and *Process Review Delegations*. The revised policy now stipulates timelines for consideration and response to Process Review Delegations. The intent is to allow sufficient time for Trustee consideration of delegations that are connected to process reviews (e.g. Boundary Reviews, Pupil Accommodation Reviews).
- Criteria was included to allow students to delegate to the Board of Trustees. Delegations by minors was not previously addressed within Policy I-06.

RECOMMENDATION:

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

RESOLUTION: Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-06, Delegation to the Board* be forwarded for stakeholder consultation, as amended.

**REPORT PREPARED &
SUBMITTED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

DELEGATION TO THE BOARD

Policy No.: I-06

Date: February 28, 1995

Amended: June 5, 2001

Amended: February 18, 2003

Amended: November 19, 2013

Scheduled for Review: November 2016

PURPOSE

To provide an opportunity for individuals or groups to delegate or make a presentation to the Board of Trustees on matters relating to educational issues and/or other matters within the Board's jurisdiction.

APPLICATION & SCOPE**I. Ad Hoc Delegations**

This policy applies to any individual or group wishing to delegate or make a presentation to the Board of Trustees on an ad hoc matter that falls within the Board's jurisdiction

II. Process Review Delegations

This policy applies to delegations on matters pertaining to a review process (e.g. School Boundary Review, School Accommodation Review)

PRINCIPLES

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communications
- The Board recognizes individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- All requests to delegate to the Board will be subject to the approval of the Chair, which will not be unreasonably withheld.

REQUIREMENTS

- An individual or group wishing to delegate to the Board, shall submit the request in writing to the office of the Director of Education and Secretary of the Board no later than (7) days prior to the meeting of the Board.
- A student, or person, under 18 years of age, who wishes to make a delegation to the Board must do so with the consent of, or written permission by, a parent/guardian.
- Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue. Any additional presentation on the same issue is permitted provided that the significant difference(s) are outlined and presented in writing to the Chair of the Board and/ Secretary of the Board seven (7) days prior to the Board meeting.
- The Chair of the Board, in consultation with the Secretary of the Board, shall determine whether there are significant differences in the written request for an additional presentation and grant or deny the request to delegate to the Board. Appeals to this decision must be made

DELEGATION TO THE BOARD

Policy No.: I-06

Date: February 28, 1995

Amended: June 5, 2001

Amended: February 18, 2003

Amended: November 19, 2013

Scheduled for Review: November 2016

by a trustee and shall come before the Board for decision. Should the appeal be successful, the delegation or individual will be allowed to appear at the request of meeting.

- A detailed list of delegations that have not been approved by the chair will be provided to the Board of Trustees prior to the meeting of the Board
- Employees of the Board or representatives of employee groups shall not delegate to the Board to express their views relative to their employment or professional interests
- Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
- The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenters(s) will be for the group or organization. A maximum of three (3) presenters and no other person may address the Board unless approval is given by the Chair of the Board. At the discretion of the Chair, delegations with similar rationales will be grouped together (for a total of a 10 minute presentation).
- A complete script and presentation must be *delivered or sent electronically* to the Office of the Director of Education and Secretary of the Board at least four (4) business days prior to the Regular Board meeting (by 1:00 pm).
- At the Board Meeting, the presenter(s) will use the script that they provided in their package
- Personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. The name and the contents of the submission are subject to disclosure by way of publication of the agenda on the Board's website. As well, all Board Meetings are video and audio recorded.
- There may be up to a maximum of five (5) delegations. At the discretion of the Chair of the Board, additional delegations may be added as deemed appropriate.
- Trustees may ask questions of the delegate(s) for clarification purposes.
- The complete presentation by any delegation shall not exceed ten (10) minutes, exclusive of trustee questions.
- To allow for equitable time allocated to each delegation, the Chair shall act as the moderator for each delegation presentation and will govern the questions from The Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.
- Presenters and guests in the gallery are expected to maintain a level of decorum, which will allow meetings to proceed without interruptions, and free of abusive or derogatory language at all times. Individuals and delegations are advised that placards and disruptive demonstrations are not permitted at the Board's Catholic Education Centre or at any other location where a Board meeting is held. The Chair may expel or exclude from the meeting any person(s) who engages in this or any other form of improper conduct.

Response to Delegation(s)

I. Ad Hoc Delegations

- The Board's agenda shall include, an action item, entitled Board Response to the Delegation(s) at the same meeting. Trustees in attendance may move and approve a motion for:

DELEGATION TO THE BOARD

Policy No.:	I-06
Date:	February 28, 1995
Amended:	June 5, 2001
Amended:	February 18, 2003
Amended:	November 19, 2013
Scheduled for Review:	November 2016

- a decision on the matter at the same meeting;
- referral of the matter to a future meeting;
- a staff report on the matter to be considered at a future meeting.
- to receive for information

II. Process Review Delegations

For delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).

- Once the Board makes a decision on a presentation, the Secretary of the Board shall communicate the Board’s decision in writing to the spokesperson for the group or organization.

~~The Director of Education shall develop administrative procedures to support the implementation, compliance and enforcement of this Policy.~~

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by: _____
Chair of the Board

<p>LEGEND</p> <p>BLUE – new statement addition to policy</p> <p>RED – modified language for clarity</p> <p>GREEN – original policy text not changed, but moved within document for flow and clarity</p>

ACTION REPORT

ITEM 8.5

POLICY II-03 PRINCIPAL DESIGNATE IN SCHOOLS

PURPOSE:

To approve *Policy II-03, Principal Designate in Schools* as presented.

COMMENTARY:

The following policy is in place to ensure that, in the absence of the administration at a school, appropriately trained staff are in place to ensure the safe operation of the school.

The following changes/revisions have been made: a name change eliminating “without Vice Principals”, as any school could require a Principal designate; a reorganization of content; addition of references and definitions to match the terminology in the two collective agreements; as well as outlining the requirements as to how a Principal designate is selected, their training and consent to act as a designate.

In light of these revisions to Policy II-03, Principal Designate in Schools Without Vice-Principals should reflect a name change to remove Without Vice-Principals.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-03, Principal Designate in Schools* as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To outline details about the appointment, role description and requirements for the Principal Designate in all elementary and secondary schools within the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board, where there is no School Administrator present at the school, during the school day

REFERENCES

- Education Act Reg. 298,
- HCDSB Elementary and Secondary Collective Agreements
- PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour
- Administrative Procedure [VI-44 \(Progressive Discipline and Safety in Schools\)](#)
- HCDSB “Teacher in Charge/Assistant to the Principal Handbook”.

DEFINITIONS

Throughout this policy the terms "Teacher in Charge" and "Assistant to the Principal" are used to describe a teacher that is delegated authority in the absence of the school administration for a short period of time and will be referred to as “Principal Designate”.

- Assistant to the Principal – teacher delegated authority by the Principals in Elementary schools without VP(s)
- Teacher in Charge - teacher delegated authority by the Principals in Elementary and Secondary schools with a VP

PRINCIPLES

Whenever possible, The Board will attempt to have an administrator present on school property.

The Principal of a school is in charge of the instruction, safety, and discipline of pupils in the school organization and the management of the school.

Teachers assist in developing cooperation and co-ordination of effort among the members of the staff of the school and maintain, under the direction of the principals, proper order and discipline in the teacher's classroom and while on duty in the school and on the school grounds.

The Principal of a school has the authority to delegate his or her powers, duties, and responsibilities to a teacher in accordance with the Education Act, Part XIII, Section 300.1. The delegation of authority to a teacher is limited to the Education Act, Part XIII, Behaviour, Discipline, and Safety.

REQUIREMENTS

At the beginning of every school year, the Principal, in consultation with his or her Superintendent of Schools, shall select at least one teacher to act as Principal Designate in the absence of the Principal or Vice Principal.

The Principal Designate will receive an allowance as stated in their Collective Agreement.

The Principal Designate(s) will participate in annual training for the role of Principal Designate.

The Principal of a school will delegate authority in writing to the Principal Designate with the written consent of the Principal Designate. The written consent will be filed at the school with the Principal and a copy provided to the Principal Designate.

When the Principal has delegated authority to the Principal Designate, the Principal will communicate with staff the time frame and to whom the administrative responsibilities have been delegated.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.6

POLICY III-12 ACADEMIC PROMOTION

PURPOSE:

To approve *Policy III-12 Academic Promotion* as presented.

COMMENTARY:

Policy III-12 Academic Promotion was reviewed, and only minor changes to the policy have been recommended. The word Academic has been added to the title in order to clearly identify the staff to which the policy applies.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy III-12 Academic Promotion* as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

POLICY NO: III-12
DATE: MARCH 17, 1998
AMENDED: FEBRUARY 5, 2008
AMENDED: MARCH 22, 2011
AMENDED: FEBRUARY 21, 2012
AMENDED: JANUARY 17, 2017

PURPOSE

To provide equal opportunity for all qualified Catholic applicants for positions of academic responsibility with the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to all employees and applicants who apply for positions of academic responsibility with the Halton Catholic District School Board. It is understood that academic positions of responsibility include: Superintendent, Principal, Coordinator, Vice-Principal, Consultant, Department Head, and any other position of responsibility, either permanent or on an acting basis that is created from time to time.

REFERENCES

Administrative Procedure [VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities](#).

PRINCIPLES

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board will appoint qualified Catholic candidates to positions of responsibility who have demonstrated a commitment to promoting Catholic education as outlined in the Board's Mission Statement and Goals.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position, and recognized system needs and priorities.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for promotion.

POLICY No: III-12
DATE: MARCH 17, 1998
AMENDED: FEBRUARY 5, 2008
AMENDED: MARCH 22, 2011
AMENDED: FEBRUARY 21, 2012
AMENDED: JANUARY 17, 2017

REQUIREMENTS

- Candidates must have the necessary qualifications as determined by the Board.
- Candidates will be required to submit a Pastoral Letter of Reference, dated within the last year.
- The Director of Education shall establish administrative procedures to implement this policy.
- The Director of Education shall have the discretion to waive or amend the qualifications and requirements, in individual situations, in order to ensure that only the best candidates are appointed.
- The Director of Education will adhere to Administrative Procedure VI-28 *Selection and Appointment of Positions of Academic Administrative Responsibilities* to implement this policy and will make regular reports regarding the implementation of this policy including any instances where qualifications and requirements have been waived or amended.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 8.7

AUDIT COMMITTEE - EXTERNAL MEMBER SELECTION

PURPOSE:

To recognize the service and contribution of outgoing volunteer members of the Audit Committee and to obtain Board approval for the appointment of the incoming volunteer members.

BACKGROUND INFORMATION:

1. Action Report 8.4 Audit Committee – External Member Selection from the January 4, 2011 Regular Board Meeting.

COMMENTS:

Ministry Memorandum 2010: SB45 (dated September 23, 2010) announced the release of the Audit Committee Ontario Regulation 361/10. The Regulation dictates the size and composition of the Audit Committee, based on the number of serving Trustees. According with the regulation, the Halton Catholic District School Board should have five members (three Trustees and two external members) and that external members must meet the following criteria:

- a) Must have accounting, financial management or other relevant business experience that would enable them to understand public sector accounting and auditing standards.
- b) Must not be an employee or officer of the HCDSB or any other school board.
- c) Does not have a conflict of interest, specifically does not have a parent, child or spouse who is employed by the HCDSB or any other school board.

In January 2011, two external members of the Audit Committee, Terry Penney and Melanie Dugard, were appointed for a three-year term. As per Ontario Regulation 361/10, in January 2014, they were re-appointed for an additional three-year term. At this time, the Board would like to formally thank them for volunteering their time and expertise over the last six years.

The position of the external member was posted in the local newspapers and on the Board's website during November 2016. In December 2016, a three-member panel consisting of the Director of Education, the Superintendent of Business Services and the Chair of the Audit Committee interviewed applicants for the volunteer position of external member of the audit committee.

The selection committee is recommending that Jerry Fahrer and David Morton be appointed as external members to the Audit Committee for a three-year term from January 17, 2017 to January 17, 2020, with the option to be reappointed for a second term of three years.

Jerry Fahrer is a Certified Professional Accountant (CPA, CA) and a seasoned finance professional with over 25 years of experience managing finance teams and financial reporting, managing risk and compliance and liaising with internal and external auditors. Jerry is dedicated to giving back to the community and has volunteered his time as Director and Treasurer of the Burlington Youth Soccer Club and as Treasurer of the CSI Research Foundation.

David Morton is also a Certified Professional Accountant (CPA, CMA) and has over 30 years of financial, risk management and governance experience, with over 20 years in senior leadership positions within the banking sector. David also serves on the Board of Directors of the First Nations Bank of Canada since 2008.

RECOMMENDATION:

RESOLUTION Moved by:
Seconded by:

***RESOLVED,** that the Halton Catholic District School Board confirm the appointment of Jerry Fahrer and David Morton as external members to the Audit Committee for a three-year term from January 17, 2017 to January 17, 2020, with the option to be reappointed for a second term of three years.*

**REPORT PREPARED AND
SUBMITTED BY:**

R. NEGOI
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT

ITEM 8.8

2017 SCHOOL CONSOLIDATION CAPITAL FUNDING BUSINESS CASE SUBMISSIONS

PURPOSE:

The purpose of this report is to obtain Board approval for the priority ranking of the 2017 Ministry request for School Consolidation Capital Funding Submissions.

BACKGROUND INFORMATION:

- 1) Staff Report 6.1, "2017 School Consolidation Capital Funding Business Cases Submissions" from the January 10, 2017, Special Board Meeting.
- 2) Staff Report 9.1, "2017 School Consolidation Capital Funding Business Cases Submissions" from the December 20, 2016, Regular Board Meeting.

COMMENTS:

On December 1, 2016, the Ministry of Education circulated Business Memorandum 2016: B19 – Request for School Consolidation Capital (SCC) Funding Submissions, requesting Boards submit up to eight (8) SCC priorities by **January 27, 2017**, for all projects that have or will have Board approval by **March 24, 2017**.

On December 21, 2016, staff met via-teleconference with the Ministry of Education to discuss the five (5) priorities that were presented as part of Staff Report 9.1 of the December 20, 2016, Regular Meeting of the Board.

The Ministry suggested that St. Dominic Catholic Elementary School partial-rebuild be removed as a priority project from the submission, as it was not considered to be a consolidation project as per the Ministry definition. It was recommended that the project be re-submitted as part of the 2017 Capital Priorities projects as a renewal and re-build project. The Ministry also suggested that the Board, where feasible, pursue more cost effective solutions to address the reduction of surplus pupil places. To demonstrate cost effective alternatives to the Ministry, the business case submission for the Oakville Northeast Catholic Elementary School will entail two (2) accommodation plans. The first accommodation plan will entail a new school project; the second will be presented as an addition and alternation projects. Note, the options presented to the Ministry will be the same as those to be presented at the upcoming January 19th, 2016, Community Consultation Meeting.

For the Oakville South Central Catholic Elementary School project, staff is providing two (2) funding proposals to the Ministry to construct a new 527 pupil place facility on the St. Joseph School site. The first funding option is to request full Ministry funding. For the second funding option, staff would compare the cost of constructing a new facility on the St. Joseph School site versus constructing an addition and forced alterations to the existing St. Joseph Catholic Elementary School to accommodate enrolment from both consolidated schools. Staff will then propose an alternative funding solution, whereby the Ministry fund the equivalent cost of the addition, forced alteration, and renewal needs to St. Joseph School, and the Board finance through Proceeds of Disposition (POD) the remainder of the costs to construct a new facility. For example, if a new school facility cost \$10.0M and an addition cost \$6.0M, the Board would fund the difference in cost of \$4.0M. Board and Ministry approvals are needed to expense the \$4.0M in POD.

As previously discussed in the December 20, 2016, Staff report, staff is also recommending to re-instate the priority to demolish a portion of the St. Mark Catholic Elementary School, namely the 11 classroom portapac located at the rear of the school. Currently, the portapac has a renewal need of approximately \$750K – \$1.0M, and has 5 surplus classroom capacity. Staff presented the project to the Ministry for a demolition and 5 classroom addition, and staff’s intent to discuss with the Region for partnerships. The Ministry was receptive to the project.

Board staff met with the Consolidated Municipal Service Manager (CMSM) of the Halton Region on January 11, 2017, to discuss potential projects that would be of interest for the 2017 SCC Submission. The CMSM noted that there was not a need for additional Child Care spaces within the Oakville South Central School and Oakville Northeast School review areas. The CMSM confirmed that there is a continued need for the Child Care Centre for the North Georgetown School project, and will support a 2017 Child Care Submission.

Board staff presented the St. Mark Catholic Elementary School Project to the CMSM, and the staff’s interest in having the Region participate in the project. This said, the CMSM identified a potential need for re-locating existing or introducing new not-for-profit Child Care spaces in this location to better serve the neighbourhood area. The Region is expected to confirm this need prior to the January 27, 2017, submission date.

Pending Board approval, staff would recommend the following two (2) options for the St. Mark Catholic Elementary School project to be submitted to the Ministry for approval:

Option #1 (Preferred): Partial Demolition + 6 Classroom Addition and 3 Room Child Care	Option #2 (Alternate): Partial Demolition
<ul style="list-style-type: none"> 1) Demolition of 11 Classroom Portapac 2) Construction of 6 Classroom addition 3) Construction of 49 Child Care spaces for Infants, Toddlers, and Pre-school kids 	<ul style="list-style-type: none"> 1) Demolition of 11 Classroom Portapac 2) Introduction of 6 portable classrooms

For the 2017 School Capital Funding Submission, staff is also recommending to re-submit two (2) consolidation/renewal projects that were submitted as part of the 2016 Capital Growth Submission; the new Oakville Northeast School project, if approved by the Board on March 7, 2017; and the St. Mark Catholic Elementary School project.

Please note that staff will not be altering the Oakville South Central School or North Georgetown School Accommodation Plans, approved by the Board of Trustees on April 19, 2016.

Accordingly, Staff recommends the following School Consolidation Capital Priority projects priority ranking for Board approval:

TENTATIVE RANKING	2017 CONSOLIDATION PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	Oakville Northeast Elementary School (Approval anticipated for March 7, 2017)	2016-17	2018-19
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild	2016-17	2018-19
3	St. Mark Catholic Elementary School partial demolition	2016-17	2017-18
4	North Georgetown Catholic Elementary School	2016-17	2018-19

CONCLUSION:

In taking into consideration the latest 2016 Capital Priorities Submission response from the Ministry, and new projects presented, staff has identified four (4) priorities for consolidation projects and two (2) Child Care Centre projects to be submitted as part of the 2017 School Consolidation Capital submission.

RESOLUTION: Moved by:
Seconded by:

RESOLVED, that the Board approve the proposed ranking of the 2017 School Consolidation Capital Business Cases Submission as follows:

RANKING	2017 SCHOOL CONSOLIDATION CAPITAL PROJECTS DESCRIPTION
1	Oakville Northeast Catholic Elementary School project
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild
3	St. Mark Catholic Elementary School 12 classroom portapac demolition with 5 classroom addition (Preferred); or 12 classroom portapac demolition (Alternative).
4	North Georgetown Catholic Elementary School project

RESOLVED, that the Board approve the potential Child Care projects for 2017 as follows:

2017 CHILD CARE PROJECT DESCRIPTION
 St. Mark Catholic Elementary School – Child Care Centre
 North Georgetown Catholic Elementary School – Child Care Centre

RESOLVED, that the Board authorize staff to submit the Board's 2017 School Consolidation Capital Business Cases Submission to the Ministry of Education for funding consideration on January 27, 2017.

REPORT PREPARED BY:

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

G. CORBACIO
SUPERINTENDENT OF FACILITY SERVICES

T. OVERHOLT
SUPERINTENDENT OF EDUCATION

SUBMITTED BY:

R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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, January 17, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Bernadette CES, Oakville	8	68	Camp Muskoka Bracebridge, ON	The students will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers, and in an outdoor liturgy on Thursday.	Wednesday, February 22 - Friday, February 24, 2017	\$335.00
St. Gregory the Great CES, Oakville	7 & 8	25	Toronto, On	This Grade 7/8 trip to Toronto is linked to several curriculum expectations in Language, Drama, Geography, Physical Education and Religion. Students will have the opportunity to participate in a Second City Workshop, attend a Blue Jays baseball game, and visit the C.N. Tower, to name a few. Staff and students will participate daily prayers and liturgy.	Thursday, June 1 - Friday, June 2, 2017	\$315.00
St. Joan of Arc CES, Oakville	8	58	Ottawa, ON	This trip will support student learning in an immersive environment in a variety of curriculum expectations. Through visits to the National Gallery of Canada, Museum of Nature, Supreme Court, Canadian War Museum, visit to Parliament, and walking tours of Ottawa, students will experience expectations related to the Religion, Visual Arts, History, Geography, Science and Physical Education curriculums. Staff and students participate in daily prayers and will attend Mass at Notre Dame Basilica.	Wednesday, June 14 – Friday, June 16, 2017	\$580.00
St. Benedict CES, Milton	8	27	Ottawa, ON	This trip will serve as the Grade 8 graduation trip. Through visiting sites such as Parliament Hill and the Supreme Court of Canada, students will deepen their understanding of the grade 8 History curriculum. Students will attend Mass at Notre Dame Basilica and participate in daily prayers.	Wednesday, May 24- Friday, May 26, 2017	\$570.00
St. Anthony of Padua CES, Milton	8	70	Ottawa, ON	This Grade 8 trip will enhance both the Faith and Catholic values as the students see firsthand God's wonderful creations in the many cultural activities and historic sites in our Nation's capital. The Focus on Faith theme is solidarity as they learn about the history of our government and Canada's involvement in peacekeeping during global conflict. The students will see how banding together for the greater good throughout history has developed us into the strong united nation that we are today. Furthermore, the students will have an opportunity to visit Notre Dame Basilica and experience Mass. Daily group prayers and reflection to develop their spiritual faith will take place.	Wednesday, May 10 – Friday, May 12, 2017	\$587.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Jean Vanier CSS, Milton	9-12	15	DECA Ontario Provincial Competition Toronto, ON	This Provincials competition is an annual event for the DECA Business club, and students who have qualified for this competition will be preparing presentations and learning business skills which will enhance their leadership and business abilities and knowledge. Students will examine and reflect on personal values, abilities and aspirations influencing life choices, and will demonstrate respect for the dignity and welfare of others, while attending this event. Students and staff will participate in daily prayers.	Friday, February 10 – Saturday, February 11, 2017	\$206.00
Christ the King CSS Georgetown	9-12	17	DECA Ontario Provincial Competition Toronto, ON	Students who participate have qualified in their specific topic area for this competition. The DECA Ontario Provincial competition is an annual event for the Christ the King Business Club and helps build leadership and teamwork abilities, as well as develop skills such as critical thinking, decision-making and independent thinking. This opportunity enriches beyond the Business Studies curriculum as these skills/abilities support all other aspects of their life. Students and staff will participate in daily prayers.	Friday, February 10 – Saturday, February 11, 2017	\$255.35
Jean Vanier CSS, Milton	11-12	40	Ontario Student Leadership Conference Niagara Falls, ON	The Ontario Student Leadership Conference brings together the best variety of thought leaders, entertainers, speakers and educators, who take time to meet, teach and speak with our youth. The students attending are mentors and students of service. This leadership conference provides a unique opportunity for students to truly understand servant leadership and what it means to be able to help others. Students will leave after 11:00 am on Sunday giving them time to attend morning mass. Students and staff will participate in morning and evening prayers.	Sunday, November 5 – Tuesday, November 7, 2017	\$280.00
Christ the King CSS, Georgetown	11-12	19	Peterborough, ON	The Senior Boys Hockey Team will participate in a hockey tournament (Exhibition Games) in Peterborough, which will allow them to apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities, demonstrate social skills required to work together effectively as a team and to demonstrate an understanding of the importance of respect of self and others. Staff and Students will participate in daily prayers.	Wednesday, January 11 – Thursday, January 12, 2017	\$50.00
St. Ignatius of Loyola CSS, Oakville	9-12	2 - 5	Windsor International Aquatic Training Complex, Windsor ON	The St. Ignatius of Loyola Swim Team will be participating in the OFSAA 2017 Swimming Championships. This trip will explore the importance of fostering a positive and healthy self-esteem physically, intellectually, spiritually and socially. Students will recognize the importance of positive acceptance of self with strengths and weaknesses. This trip also offers a unique opportunity for students to actively live out the principal of collaboration and servant leadership in a sometimes challenging and competitive environment. Staff and students will participate in daily prayers.	Monday, March 6 – Wednesday, March 8, 2017	~\$225 - \$555 (cost depends on number of qualifying students – school will cover 50% of accommodation costs)
St. Thomas Aquinas CSS, Oakville	10-12	12	Ontario Girls Volleyball Championships Brampton, ON	The Senior Girls Volleyball Team will be participating in the Ontario All Catholic Senior Girls Volleyball Championships. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students will participate in daily prayers.	Thursday, February 2- Friday, February 3, 2017	~\$45.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Holy Trinity CSS, Oakville	12	5	DECA Ontario Provincial Competition Toronto, ON	DECA Business Club members will participate in the annual DECA Provincial Competition consisting of Business Case presentations in a specific business category. Students will learn effective oral presentation and business case analytical skills, enhancing their leadership abilities and business knowledge. Staff and students will participate in daily prayers.	Friday, February 10 – Saturday, February 11, 2017	\$97.50

COMPASSION TO ACTION EDUCATIONAL MISSION

NOVEMBER 5 -15, 2016

PURPOSE:

The purpose of this report is to share information about the Halton Catholic District School Board's participation in the Friends of Simon Wiesenthal Center's Compassion to Action educational journey, November 5-15, 2016, through Auschwitz Poland, Berlin & Nuremberg Germany and Israel.

BACKGROUND INFORMATION:

Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) is a non-profit human rights organization committed to countering racism and anti-Semitism and to promoting the principles of tolerance, social justice and Canadian democratic values through advocacy and education. FSWC is actively engaged in fostering the values of respect and acceptance, and in teaching the responsibilities of citizenship in a democratic society, guided by the words of Holocaust survivor Simon Wiesenthal: "Freedom is not a gift from heaven. One must fight for it every day."

In November of 2015, the Trustees of the HCDSB provided unanimous support for a motion that would see Holocaust Awareness become part of the graduation expectations of every student in our Board, and introduced an age-appropriate, board-wide recognition of Holocaust Awareness Day in all of our schools each January 27th, the anniversary of the liberation of Auschwitz. That motion applied to 33,000 students in our board, and thanks to the work of the Friends of Simon Wiesenthal Center in communicating with other boards, the motion has been broadly replicated and has been adopted in 21 school boards across Ontario, so that now, close to half a million students in Ontario's Catholic and Public School boards officially recognize the horrors of the Shoah each January, following the leadership of the Halton Catholic Board.

On June 3, 2016, the President and CEO of the Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC), Avi Benlolo invited HCDSB Board Chair, Jane Michael, Trustees Helena Karabela and Anthony Quinn and Director of Education, Paula Dawson to participate in a Holocaust educational experience designed for Canadian government and educational policy makers and law enforcement leaders.

"Every year, FSWC invites 20-30 influential Canadians on a remarkable educational journey to learn about the Holocaust, racism and intolerance. Our objective is to educate leaders about the past and to inspire and empower them to make the world a better place. Over 150 police chiefs, educators, mayors, provincial and federal parliamentarians, philanthropists and thought leaders have taken this intensive journey with us." Past guests of Compassion to Action include; Toronto Police Chief (ret'd) Bill Blair,

Deputy Chief Commissioner, Brad Blair (OPP), Michael Bator, Executive Director Catholic Curriculum Corp.; Mario Iantonna, Executive Superintendent, Windsor Essex Catholic District School Board, Hon. Maurizio Bevilacqua, Mayor of Vaughan, Jim Wilson MPP, Tarek Fatah, Author & Journalist; HDSB Trustee for Milton, Donna Danielli.

About Simon Wiesenthal -see Appendix A

Trustees Quinn and Karabela accepted the invitation and were honoured to represent the HCDSB on this important excursion and are please to present this information item.

REMARKS:

Compassion to Action presented an unparalleled opportunity for representatives of our school board to share in an on-the-ground educational experience and insight into the horrors of the Shoah. Travelling with fellow Trustees, Superintendents, Chiefs of Police and Business and Community Leaders, our group was provided an intensive introduction to the centuries-long history of anti-Semitism in Europe leading up to the Holocaust; a solemn, intimate and prayerful tour of Nazi concentration and death camps; and a first-hand look at the geopolitical landscape in the Jewish homeland in the State of Israel, following the Holocaust to present day.

Accompanying us on this journey was 87 year old Holocaust survivor, Mr. Max Eisen, whose recently published memoir, "By Chance Alone" was just short listed for the RBC Charles Taylor Literary Prize for non-fiction.

Our journey took the group from Toronto to Krakow, Poland, the war-time home of Karol Wojtyla, where we visited the remnants of a once thriving Jewish community in the Kazimierz, the old Jewish Quarter of Krakow. A visit to the Schindler's Factory museum told the story of Krakow's occupation by Nazi forces, the installation of the "General Government" by the Third Reich in Poland and Schindler's effort to save Jewish workers in his enamelware factory, earning him recognition as one of the "Righteous Among Nations" by Yad Vashem.

The central purpose of the visit to Poland was to tour the sites of Auschwitz, one of the most infamous of the Nazi concentration camps; Auschwitz-Birkenau consisted of Auschwitz I (the original camp) Auschwitz II – Birkenau (a combination of concentration/extermination camp), Auschwitz III – Monowitz (a labour camp to staff an IG Farben factory, and 45 satellite camps.

Perhaps the most tragic and haunting experience of the journey, was having Auschwitz survivor, Max Eisen stand in front of a representative cattle car on the train track in the centre of the Birkenau concentration camp on the very spot he disembarked, and described in detail how at age 15, he watched his mother, two younger brothers and baby sister selected for extermination in the gas chambers, as he survived the selection process and was inducted into the camp as a slave labourer. Max was the sole survivor of the 60 close relatives who were transported from their community in Moldava, Czechoslovakia by the Nazis.

From Poland our journey took us to Berlin, and a tour of the Wannsee Conference House, the beautiful villa where high-ranking members of the SS, the police force, the government administration and the National Socialist Workers' Party (the NSDAP or Nazi party) met to discuss the "final solution to the Jewish question." Our delegation was hosted by our Embassy in Berlin and the Canadian Ambassador to Germany, Marie Gervais-Vidricaire. At the embassy, a delegation from the Berlin Police anti-terrorism unit conducted a seminar providing insight into the ongoing issues of intolerance, racism and violence in

Germany and their ongoing measures to counteract it. A visit to the Topography of Terror exhibit on the original grounds of the former Gestapo (Nazi police) headquarters provided a closer look at the role of police in the Nazi state. Outside of Berlin, we witnessed the evolution of the concentration camp at Sachsenhausen, the master-planned camp that became a training ground for SS who were sent to other camps in the system to practice their training.

In Nuremberg, Germany we had an overview of the connection of the 1st and 3rd Reich, Hitler's connection to medieval Nuremberg and its destruction during WWII, along with the lamentable history of Nuremberg's Jewish community from the Middle Ages to the 20th century. The Nuremberg Palace of Justice was home to the Nuremberg Trials from 1945-1949; where some of the most notorious leaders of the Nazi party who were captured were put on trial and convicted for their crimes. In Nuremberg we attended a lecture by a university professor who updated us on the experience and mindset of German citizens today, generations after the invasion of Europe, WWII and the Holocaust.

In Jerusalem, we had a briefing from the Canadian Ambassador to Israel Deborah Lyons and updates on the issues of local and national security from a Canadian perspective from members from senior RCMP and Canadian Forces Officers. We had a debriefing from Superintendent Micky Rosenfeld, Israel Police Foreign Press Spokesman and visited the hauntingly beautiful Yad Vashem, Israel's official memorial to the victims of the Holocaust.

CONCLUSION:

The opportunity to participate in the FSWC Compassion to Action Journey on behalf of the HCDSB was a privilege. Our Board has been recognized for our leadership in the promotion of inclusivity, diversity and the promotion of social justice and is recognized as a leader within Ontario, and as such, a leader in public education throughout the world. Professional development opportunities such as this provide vital perspectives and context, which influences approaches to our work in the HCDSB. The opportunity to connect with leaders from across Canada and to interact with Canadian dignitaries abroad provide a unique opportunity to learn about the diversity of challenges facing different boards and the issues and trends that law enforcement are seeing developing over time. Such insight provides us the foresight to work toward continued student success in our increasingly diverse community.

The HCDSB Catholic Graduate Expectations (Appendix B) are the cornerstone of ensuring that our Board is doing our part to understand our history and work to ensure that we can say, "Never Again." These expectations juxtaposed against the rise of Nazis in Germany and the extermination of six million Jews, three million Polish Christians, along with Priests and Pastors, Jehovah's Witnesses, Homosexuals, Roma Gypsies, the Disabled, African-Germans and Resisters, must not be lost among the traditional curriculum expectations and must remain central to our work as a Board. Our Board's recognition of Holocaust Awareness as an additional expectation of our graduates will serve to further enhance the citizenship of our students and build bridges within in our own community.

**REPORT PREPARED AND
SUBMITTED BY:**

H. KARABELA AND A. QUINN
TRUSTEES (OAKVILLE)

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ABOUT SIMON WIESENTHAL – FROM SIMON WIESENTHAL CENTRE, USA

SIMON WIESENTHAL, 1908-2005

At the end of World War II, thousands of Nazis who participated in the systematic murder of some 6,000,000 Jews and millions of Gypsies, Poles and other "inferior" peoples, slipped through the Allied net and escaped to countries around the globe, where many still live in freedom.

Simon Wiesenthal, a survivor of the Nazi death camps, dedicated his life to documenting the crimes of the Holocaust and to hunting down the perpetrators still at large. "When history looks back," Wiesenthal explained, "I want people to know the Nazis weren't able to kill millions of people and get away with it." His work stands as a reminder and a warning for future generations.

As founder and head of the Jewish Documentation Center in Vienna, the freelance Nazi hunter, usually with the cooperation of the Israeli, Austrian, former West German and other governments, ferreted out nearly 1,100 Nazi war criminals, including Adolf Eichmann, the administrator of the slaughter of the Jews; Franz Murer, "The Butcher of Wilno," and Erich Rajakowitsch, in charge of the "death transports" in Holland. Accounts of his grim sleuthing are detailed in his memoirs, *The Murderers Among Us* (1967). His other books include, *Sails of Hope* (1973), *Sunflower* (1970), *Max and Helen* (1982), *Krystyna* (1987), *Every Day Remembrance Day* (1987), and *Justice Not Vengeance* (1989). In 1989, a film based on Mr. Wiesenthal's life entitled, *Murderers Among Us: The Simon Wiesenthal Story* was produced by Home Box Office and starred Academy Award-winning actor Ben Kingsley as Simon Wiesenthal.

Simon Wiesenthal was born on December 31, 1908 in Buczacz, in what is now the Lvov Oblast section of the Ukraine. When Wiesenthal's father was killed in World War I, Mrs. Wiesenthal took her family and fled to Vienna for a brief period, returning to Buczacz when she remarried. The young Wiesenthal graduated from the Gymnasium in 1928 and applied for admission to the Polytechnic Institute in Lvov. Turned away because of quota restrictions on Jewish students, he went instead to the Technical University of Prague, from which he received his degree in architectural engineering in 1932.

In 1936, Simon married Cyla Mueller and worked in an architectural office in Lvov. Their life together was happy until 1939 when Germany and Russia signed their "non-aggression" pact and agreed to partition Poland between them; the Russian army soon occupied Lvov, and shortly afterward began the Red purge of Jewish merchants, factory owners and other professionals. In the purge of "bourgeois" elements that followed the Soviet occupation of Lvov Oblast at the beginning of World War II, Wiesenthal's stepfather was arrested by the NKVD (People's Commissariat of Internal Affairs - Soviet Secret Police) and eventually died in prison, his stepbrother was shot, and Wiesenthal himself, forced to close his business, became a mechanic in a bedspring factory. Later he saved himself, his wife, and his mother from deportation to Siberia by bribing an NKVD commissar. When the Germans displaced the Russians in 1941, a former employee of his, then serving the collaborationist Ukrainian Auxiliary police, helped him to escape execution by the Nazis. But he did not escape incarceration. Following initial detention in the Janowska concentration camp just outside Lvov, he and his wife were assigned to the forced labor camp serving the Ostbahn Works, the repair shop for Lvov's Eastern Railroad.

Early in 1942, the Nazi hierarchy formally decided on the "Final Solution" to the "Jewish problem" – annihilation. Throughout occupied Europe a terrifying genocide machine was put into operation. In August 1942, Wiesenthal's mother was sent to the Belzec death camp. By September, most of his and his wife's relatives were dead; a total of eighty-nine members of both families perished.

Because his wife's blonde hair gave her a chance of passing as an "Aryan," Wiesenthal made a deal with the Polish underground. In return for detailed charts of railroad junction points made by him for use by saboteurs, his wife was provided with false papers identifying her as "Irene Kowalska," a Pole, and spirited out of the camp in the autumn of 1942. She lived in Warsaw for two years and then worked in the Rhineland as a forced laborer, without her true identity ever being discovered.

With the help of the deputy director, Wiesenthal himself escaped the Ostbahn camp in October 1943, just before the Germans began liquidating all the inmates. In June 1944, he was recaptured and sent back to Janowska where he would almost certainly have been killed had the German eastern front not collapsed under the advancing Red Army. Knowing they would be sent into combat if they had no prisoners to justify their rear-echelon assignment, the SS guards at Janowska decided to keep the few remaining inmates alive. With 34 prisoners out of an original 149,000, the 200 guards joined the general retreat westward, picking up the entire population of the village of Chelmiec along the way to adjust the prisoner-guard ratio. Very few of the prisoners survived the westward trek through Plaszow, Gross-Rosen and Buchenwald, which ended at Mauthausen in upper Austria. Weighing less than 100 pounds and lying helplessly in a barracks where the stench was so strong that even hardboiled SS guards would not enter, Wiesenthal was barely alive when Mauthausen was liberated by the 11th Armored Division of the Third U.S. Army on May 5, 1945.

As soon as his health was sufficiently restored, Wiesenthal began gathering and preparing evidence on Nazi atrocities for the War Crimes Section of the United States Army. After the war, he also worked for the Army's Office of Strategic Services and Counter-Intelligence Corps and headed the Jewish Central Committee of the United States Zone of Austria, a relief and welfare organization. Late in 1945, he and his wife, each of whom had believed the other to be dead, were reunited, and in 1946, their daughter Pauline was born.

The evidence supplied by Wiesenthal was utilized in the American zone war crime trials. When his association with the United States Army ended in 1947, Wiesenthal and thirty volunteers opened the Jewish Historical Documentation Center in Linz, Austria, for the purpose of assembling evidence for future trials. But, as the Cold War between the United States and the Soviet Union intensified, both sides lost interest in prosecuting Germans, and Wiesenthal's volunteers, succumbing to frustration, drifted away to more ordinary pursuits. In 1954, the office in Linz was closed and its files were given to the Yad Vashem Archives in Israel, except for one - the dossier on Adolf Eichmann, the inconspicuous technocrat who, as chief of the Gestapo's Jewish Department, had supervised the implementation of the "Final Solution." While continuing his salaried relief and welfare work, including the running of an occupational training school for Hungarian and other Iron Curtain refugees, Wiesenthal never relaxed in his pursuit of the elusive Eichmann who had disappeared at the time of Germany's defeat in World War II. In 1953, Wiesenthal received information that Eichmann was in Argentina from people who had spoken to him there. He passed this information on to Israel through the Israeli embassy in Vienna and in 1954 also informed Nahum Goldmann, but the FBI had received information that Eichmann was in Damascus, Syria. It was not until 1959 that Israel was informed by Germany that Eichmann was in Buenos Aires living under the alias of Ricardo Klement. He was captured there by Israeli agents and brought to Israel for trial. Eichmann was found guilty of mass murder and executed on May 31, 1961.

Encouraged by the capture of Eichmann, Wiesenthal reopened the Jewish Documentation Center, this time in Vienna, and concentrated exclusively on the hunting of war criminals. One of his high priority cases was Karl Silberbauer, the Gestapo officer who arrested Anne Frank, the fourteen year-old German-Jewish girl who was murdered by the Nazis after hiding in an Amsterdam attic for two years. Dutch neo-Nazi propagandists were fairly successful in their attempts to discredit the authenticity of Anne Frank's famous

diary until Wiesenthal located Silberbauer, then a police inspector in Austria, in 1963. "Yes," Silberbauer confessed, when confronted, "I arrested Anne Frank."

In October 1966, sixteen SS officers, nine of them found by Wiesenthal, went on trial in Stuttgart, West Germany, for participation in the extermination of Jews in Lvov. High on Wiesenthal's most-wanted list was Franz Stangl, the commandant of the Treblinka and Sobibor concentration camps in Poland. After three years of patient undercover work by Wiesenthal, Stangl was located in Brazil and remanded to West Germany for imprisonment in 1967. He was sentenced to life imprisonment and died in prison.

Wiesenthal's book of memoirs, *The Murderers Among Us*, was published in 1967. During a visit to the United States to promote the book, Wiesenthal announced that he had found Mrs. Hermine Ryan, nee Braunsteiner, a housewife living in Queens, New York. According to the dossier, Mrs. Ryan had supervised the killings of several hundred children at Majdanek. She was extradited to Germany for trial as a war criminal in 1973 and received life imprisonment.

The Jewish Documentation Center in Vienna was a nondescript, sparsely furnished three-room office with a staff of four, including Wiesenthal. Contrary to belief, Wiesenthal did not usually track down the Nazi fugitives himself. His chief task was gathering and analyzing information. In that work he was aided by a vast, informal, international network of friends, colleagues, and sympathizers, including German World War II veterans, appalled by the horrors they witnessed. He even received tips from former Nazis with grudges against other former Nazis. A special branch of his Vienna office documented the activities of right-wing groups, neo-Nazis and similar organizations.

Painstakingly, Wiesenthal culled every pertinent document and record he got and listened to the many personal accounts told him by individual survivors. With an architect's structural acumen, a Talmudist's thoroughness, and a brilliant talent for investigative thinking, he pieced together the most obscure, incomplete, and apparently irrelevant and unconnected data to build cases solid enough to stand up in a court of law. The dossiers were then presented to the appropriate authorities. When, as often happens, they failed to take action, whether from indifference, pro-Nazi sentiment, or some other consideration, Wiesenthal went to the press and other media, for experience taught him that publicity and an outraged public opinion are powerful weapons.

The work yet to be done was enormous. Germany's war criminal files contained more than 90,000 names, most of them of people who have never been tried. Thousands of former Nazis, not named in any files, are also known to be at large, often in positions of prominence, throughout Germany. Aside from the cases themselves, there is the tremendous task of persuading authorities and the public that the Nazi Holocaust was massive and pervasive. In the final paragraph of his memoirs, he quotes what an SS corporal told him in 1944: "You would tell the truth [about the death camps] to the people in America. That's right. And you know what would happen, Wiesenthal? They wouldn't believe you. They'd say you were mad. Might even put you into an asylum. How can anyone believe this terrible business - unless he has lived through it?"

Among Mr. Wiesenthal's many honors include an Honorary Knighthood of the British Empire from Queen Elizabeth II of Great Britain, the Presidential Medal of Freedom from President Clinton, decorations from the Austrian and French resistance movements, the Dutch Freedom Medal, the Luxembourg Freedom Medal, the United Nations League for the Help of Refugees Award, the U.S. Congressional Gold Medal presented to him by President Jimmy Carter in 1980, and the French Legion of Honor which he received in 1986. Wiesenthal was a consultant for the motion picture thriller, *The Odessa File* (Paramount, 1974). *The Boys from Brazil* (Twentieth Century Fox, 1978), a major motion picture based on Ira Levin's book of the same name, starring Sir Laurence Olivier as Herr Lieberman, a character styled after Wiesenthal. In November 1977, the Simon Wiesenthal Center was founded. Today, together with its world renowned Museum of Tolerance in Los Angeles and the New York Tolerancenter, it is an international center for Holocaust remembrance, the defense of human rights and the Jewish people. With offices throughout the world, the Wiesenthal Center carries on the continuing fight against bigotry and antisemitism and pursues

an active agenda of related contemporary issues. "I have received many honors in my lifetime," said Mr. Wiesenthal. "When I die, these honors will die with me. But the Simon Wiesenthal Center will live on as my legacy."

In 1981, the Wiesenthal Center produced the Academy Award™-winning documentary, *Genocide*, narrated by Elizabeth Taylor and the late Orson Welles, and introduced by Simon Wiesenthal.

Wiesenthal lived in a modest apartment in Vienna and spent his evenings answering letters, studying books and files, and working on his stamp collection. He lived there with his wife Cyla until her death on November 10, 2003.

Simon Wiesenthal received numerous anonymous threats and insulting letters. In June 1982, a bomb exploded at the front door of his house causing a great deal of damage. Fortunately, no one was hurt. After that, his house and office were guarded by an armed policeman. One German and several Austrian neo-Nazis were arrested for the bombing. The German, who was found to be the main perpetrator, was sentenced to five years in prison.

Wiesenthal was often asked to explain his motives for becoming a Nazi hunter. According to Clyde Farnsworth in the *New York Times Magazine* (February 2, 1964), Wiesenthal once spent the Sabbath at the home of a former Mauthausen inmate, now a well-to-do jewelry manufacturer. After dinner his host said, "Simon, if you had gone back to building houses, you'd be a millionaire. Why didn't you?" "You're a religious man," replied Wiesenthal. "You believe in God and life after death. I also believe. When we come to the other world and meet the millions of Jews who died in the camps and they ask us, 'What have you done?,' there will be many answers. You will say, 'I became a jeweler,' Another will say, 'I have smuggled coffee and American cigarettes,' Another will say, 'I built houses,' But I will say, 'I did not forget you'."

On September 20, 2005, Simon Wiesenthal died peacefully in his sleep at his home. After a service at Vienna's Central Cemetery attended by Austrian Prime Minister Wolfgang Schuessel, government officials, diplomats and leaders of religious communities, he was taken to Israel and laid to rest in Herzliya.

In his eulogy, Rabbi Marvin Hier, founder and dean of the Simon Wiesenthal Center said, "As you go to your eternal repose, I am sure there is a great stirring in heaven as the soul of the millions murdered during the Nazi Holocaust get ready to welcome Simon Wiesenthal, the man who stood up for their honor and never let the world forget them."

HCDSB Graduate Expectations

A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living. *In a society marked by personality cults, we are called to bear witness to Jesus Christ, our Saviour and Lord, and to reverence him in the poor, the lowly, and the marginalized.*

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values. *In a culture where communication is increasingly commercialized, we are invited to prayer and to worship.*

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good. *In an age which seems more fearful of the future, we are directed to give an account of the hope that is within us. (1 Peter 3.15)*

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential. *In a time which often seems to be without goals or ennobling aspirations, we are challenged to declare ours and to dedicate our lives to their achievement.*

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. *In a world which ignores the human thirst for God, we are called to share the living waters of our faith.*

A caring family member who attends to family, school, parish, and the wider community. *In a time when there is little reverence for the image of God in the human person, we are summoned to care for human life with an ultimate respect.*

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life. *In a world marked by poverty, oppression and war, we are commanded to work for justice and peace.*

INFORMATION REPORT**ITEM 10.5****EARLY DEVELOPMENTAL INSTRUMENT (EDI) 2015 RESULTS****PURPOSE:**

The purpose of this report is to provide information on the 2015 Early Development Instrument (EDI) results for the Halton Catholic School Board. New findings will be discussed at the board level as well as for Families of Schools.

BACKGROUND INFORMATION:

While kindergarten is a universal experience for most children in Canada, the knowledge and skills children bring to school vary widely. Current research supports the idea that ongoing success in school is affected by the developmental readiness of children as they make the transition to Grade 1.

Developmental readiness refers to the child's ability to meet the task demands of school and benefit from the educational activities provided. The current concept of developmental readiness encompasses much more than academic skills; children's physical, social, emotional, oral communication, and cognitive skills also contribute towards success in school.

EDI and the Five Developmental Domains

Communities wanting to determine how best to foster healthy child development can use the Early Developmental Instrument (EDI) to monitor children's readiness to learn upon their Grade 1 entry. The EDI is a population-based tool used to assess children's development in five key domains. Examining the EDI by these domains helps identify developmental strengths and needs within a population of children. It can also assist in determining if and where additional resources or assistance may be required. Sharing these results with schools, communities and governments will help develop policies to support healthy child development. The five domains are as follows:

1. Physical Health and Well-Being – assesses children's gross and fine motor skills, physical independence and readiness for the school day
 - *Sample EDI question: Would you say that this child is well-coordinated? (moves without running into things or tripping over things)*
2. Social Competence – assesses children's overall social competencies, capacity for respect and responsibility, approaches to learning and readiness to explore new things
 - *Sample EDI question: Would you say that this child is able to follow one-step instructions?*
3. Emotional Maturity – assesses children's prosocial and helping behaviours, as well as hyperactivity and inattention and aggressive, anxious and fearful behaviors
 - *Sample EDI question: Would you say that this child comforts a child who is crying or upset?*

4. Cognitive and Language Development – assesses children’s basic and advanced literacy skills, numeracy skills, interest in math and reading and memory.
 - *Sample EDI question: Would you say that this child is able to read simple words?*
5. Communication and General Knowledge – assesses children’s English language skills and general knowledge
 - *Sample EDI question: How would you rate this child’s ability to tell a story?*

The EDI Data Collection Process

The EDI is completed by the classroom kindergarten teachers in March of a child’s last year of kindergarten just before entering Grade 1. In all five cycles of implementation (2003 – 2015), all eligible teachers participated. All teachers participated in a half day training session prior to completing the EDI. The teachers complete an electronic version of the EDI for each child in their classroom. On average, one EDI takes about 20 minutes to complete. There is no direct assessment of children with the EDI, rather the teacher provides their observations of the child. The teacher must have at least one month of observation time before an EDI can be completed on a child.

EDI Reliability and Validity

The reliability and validity of the EDI has been heavily researched in the past 10 years. The Offord Centre has confirmed that the EDI is a valid measure of early child development. While the EDI does have strong psychometric properties, there are limitations to the use of the EDI data. The EDI relies on self-reports from teachers which can introduce some subjective bias in the assessments leading to inconsistent reporting. The Offord Centre has introduced a detailed guide to minimize the subjective interpretation but it still may exist. The EDI is also a point prevalence of child vulnerability which means it is a snapshot of a period of time. This may or may not accurately reflect the on-going conditions in the Halton region. As with most social research like this, caution should be exercised when making conclusions or interpretations regarding the data. The EDI should not be used in isolation but used with a mix of other indicators to confirm results.

Understanding EDI Results

Each of the five domains is scored from 0 to 10. Higher scores indicate stronger developmental skills. The scores are then categorized using “cut-points” to determine how well children are doing. One cut-point that is of most interest is the *Developmentally Vulnerable* cut-point which is defines the bottom 10% of EDI scores in any given domain. Children who score below this cut-point are more likely to be limited in their development on the identified EDI domain than children who score above the cut-point. Longitudinal research in British Columbia has shown that increasing numbers of vulnerabilities across the five EDI domains predicts an increasing probability of failure to achieve basic competencies by Grade 4.

Analytic Strategies

There are many ways one might chose to analyze the large body of EDI data. The current report uses summary values such as the mean (average) as well as the median (the middle value in a set of scores). The mean is altered by extreme values in a set of scores and when this is the case the median is used instead to get a more accurate summary of the data. In general, the analysis focuses on the percentage of children who are vulnerable in one or more domains. This can be further broken down into gender, age, language spoken, and geographic location. In addition, these results can be visualized for a particular Family of Schools. Percentages in this report are often accompanied with the corresponding number to assist in interpretation. For example, “3%” is a small percentage but could still correspond to a sizeable

number of students depending on the total. Therefore, percentages are rarely presented in isolation to their actual values.

Results

- The total number of children measured with EDI in 2015 was 2106. Table 1 shows the breakdown of number of students by family of school
- The mean age of students is 5.7 with equal proportion of students above and below the mean. Age ranges from 5.1 to 6.2 years

Family	Number of Students in 2015
St Ignatius	322
Holy Trinity	230
Jean Vanier	413
Christ the King	239
St Thomas	169
Notre Dame	152
Bishop <u>Reding</u>	261
Corpus Christi	211
Assumption	109
Grand total	2106

Table 1. Total number of students measured in 2015

- Roughly 1 in 4 children are vulnerable in one or more EDI domain (24% or 512 children).
- Roughly 1 out of 10 children are vulnerable in two or more domains (11% or 242 children)
- The cycle 4 Ontario result for children vulnerable on one or more domain is 6% higher than for the HCDSB (see Figure 1)

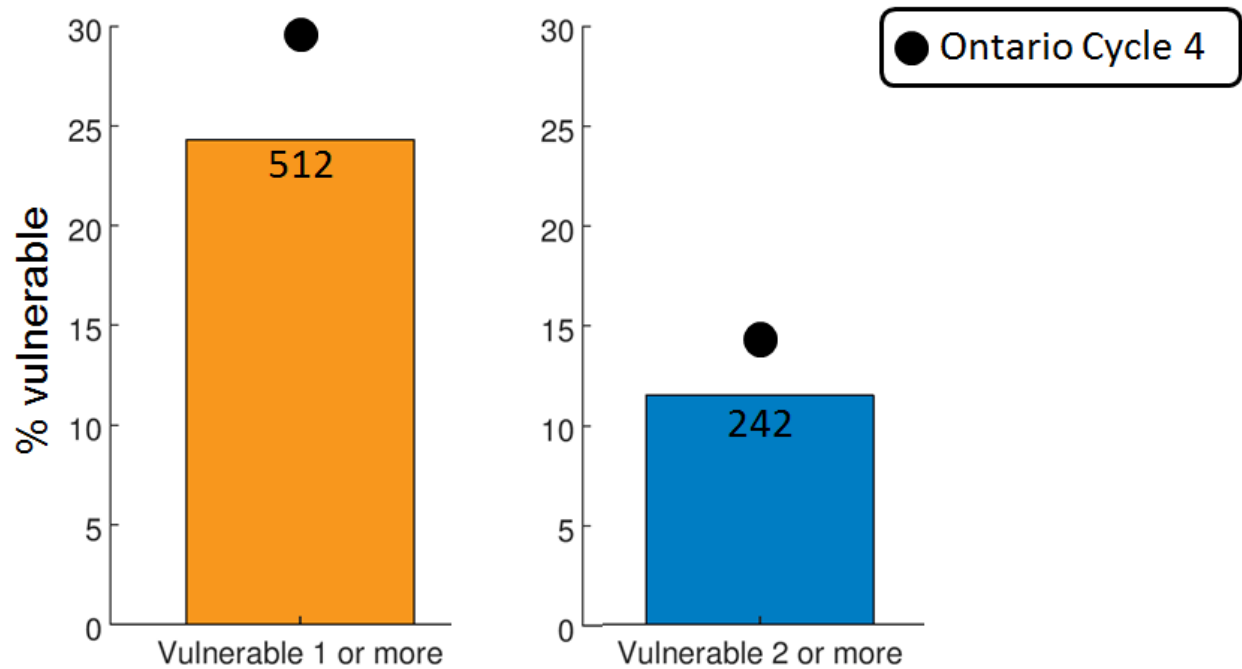


Figure 1. Percent of vulnerable children in one or more domain, and those vulnerable in two or more domains

- When considering each domain separately, the HCDSB has a smaller percentage of vulnerable children than the Ontario-wide results, for the *physical, social, and language* domains
- We are on par in the *general knowledge and communications* domain and are 1% higher in vulnerability for the *emotional* domain (see Figure 2)
- If we examine scores on each domain (ranging from 0-10), rather than percentages of vulnerable children, the lowest score is the *emotion* domain which has a median of 8.5. This is still a good score as the maximum is 10

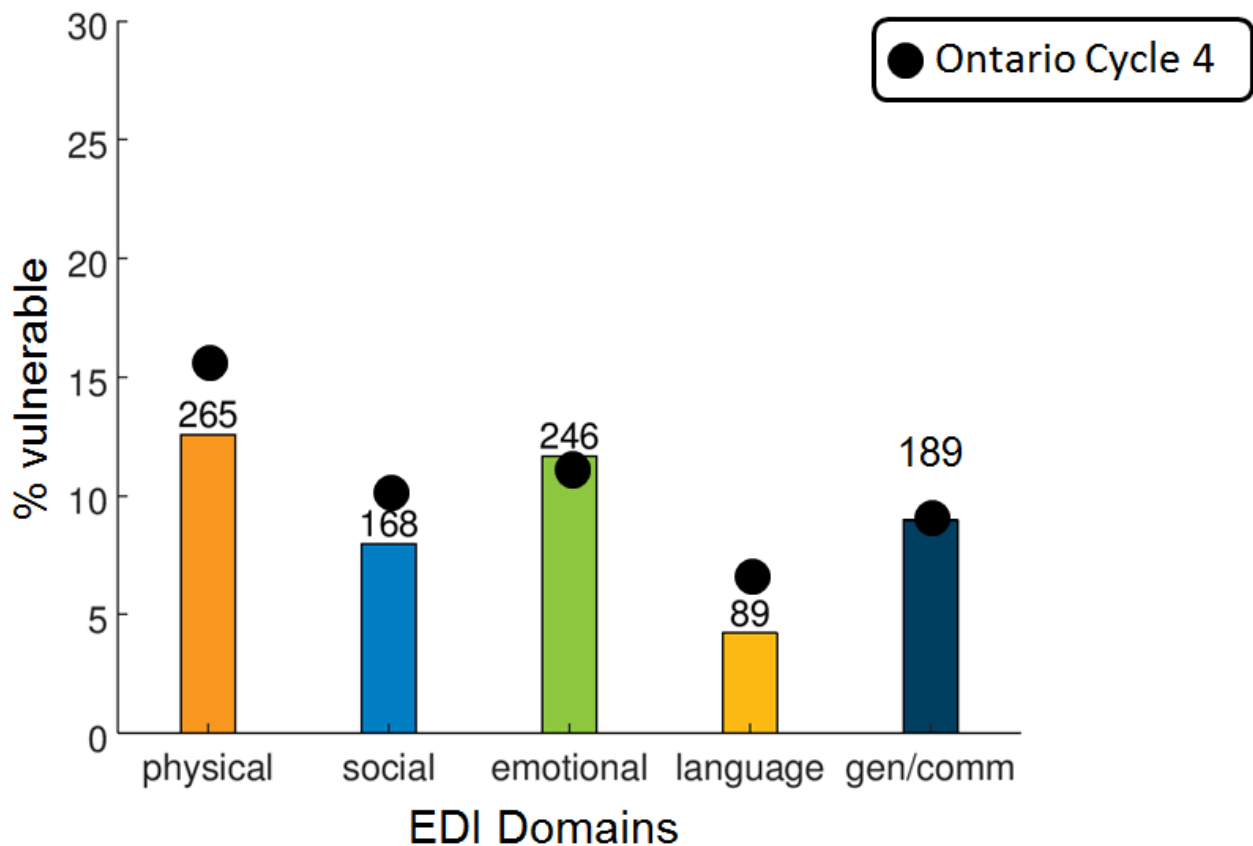


Figure 2. Percent of vulnerable children for each domain

- There are roughly equal number of males and females in the 2015 EDI results (1087 males, 1019 females)
- On a given domain, the ratio of vulnerable to not vulnerable is roughly equal for males and females with the exception of the *emotion* domain
- Emotionally vulnerable children are disproportionately male and this is congruent with results for the entire Halton region
- Males are 13% more likely to be vulnerable on the emotional domain compared to females
- ELL – Child in Anglophone school whose first language is not English and who needs additional instruction in English
- FSL – Child in Francophone school whose first language is not French and who needs additional instruction in French
- On a given domain, the ratio of vulnerable to not vulnerable is roughly equal for ELL/FSL and non-ELL/FSL students. Two exceptions are the *language* and *cognition and communications and general knowledge* domains
- Compared to non-ELL/FSL children, ELL/FSL children are 18% more likely to be vulnerable in the language/communications domain, and 49% more likely to be vulnerable in the communications/general knowledge domain

- The top five vulnerable neighbourhoods (those with greater than 30% vulnerability) are: Acton, Central East Burlington, NW Burlington, S Central Burlington, and Aldershot (see Figure 3)
- The percentage of vulnerable children in the HCDSB has increased 2.8% since the last cycle in 2012 (see Figure 4). Still well below Ontario norm of 30%
- When breaking down results by Families of Schools, all Families perform better than the Ontario Cycle 4 results in terms of percentage of vulnerable children (see Figure 5)
- When looking at the percentage of vulnerable children for each domain and for each Family it is clear that all Families are doing well compared to the Ontario average with the exception of the emotion domain which is typically higher than norms and this is consistent across Families

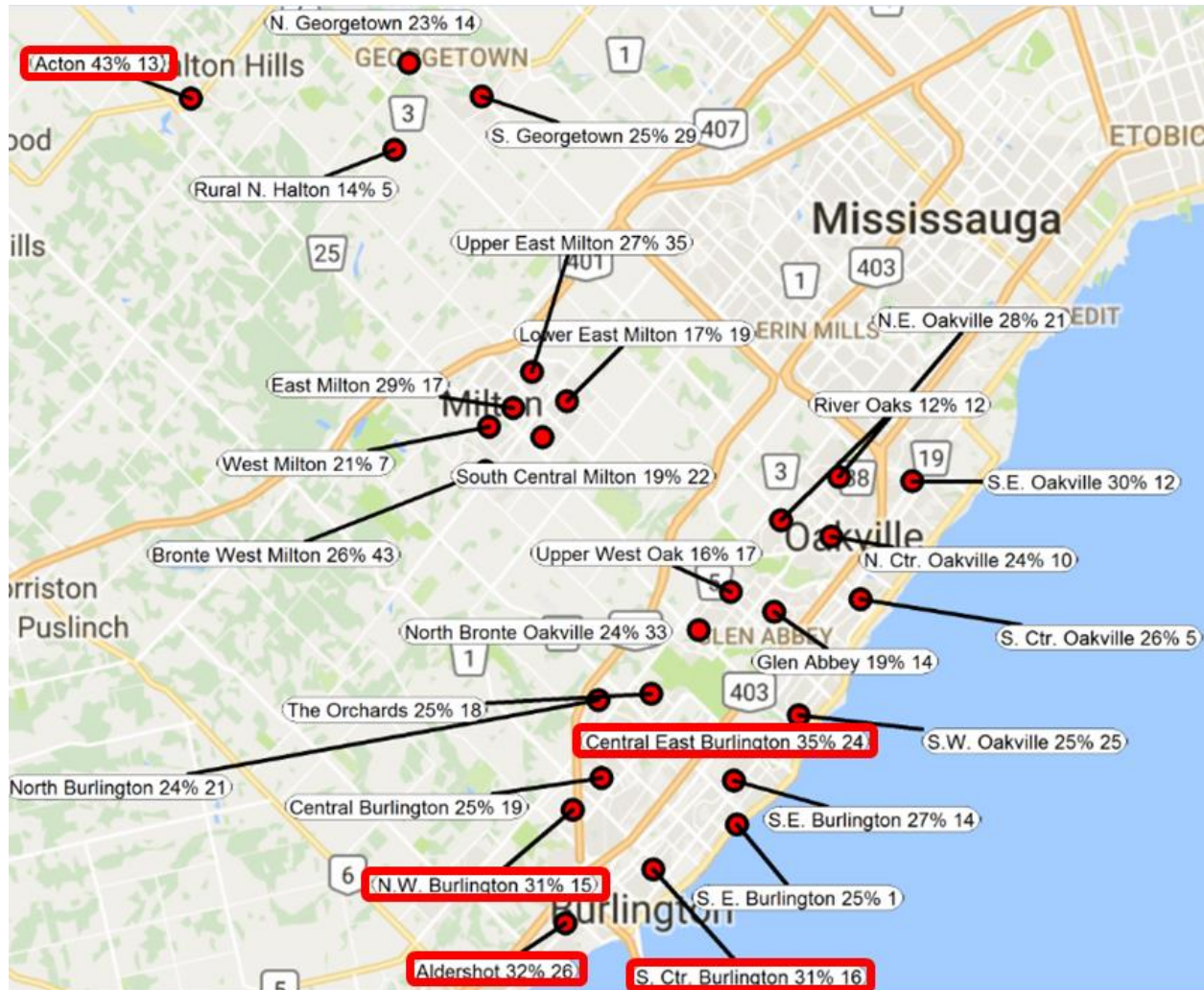


Figure 3. Percentage of vulnerability broken down by neighbourhoods

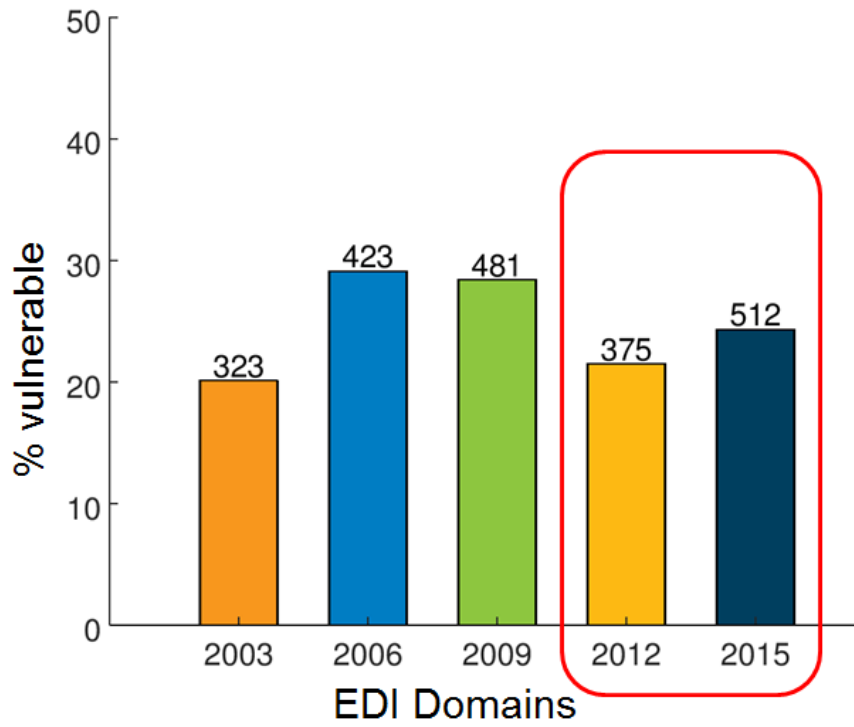


Figure 4. Percentage of children vulnerable in one or more domains for each cycle

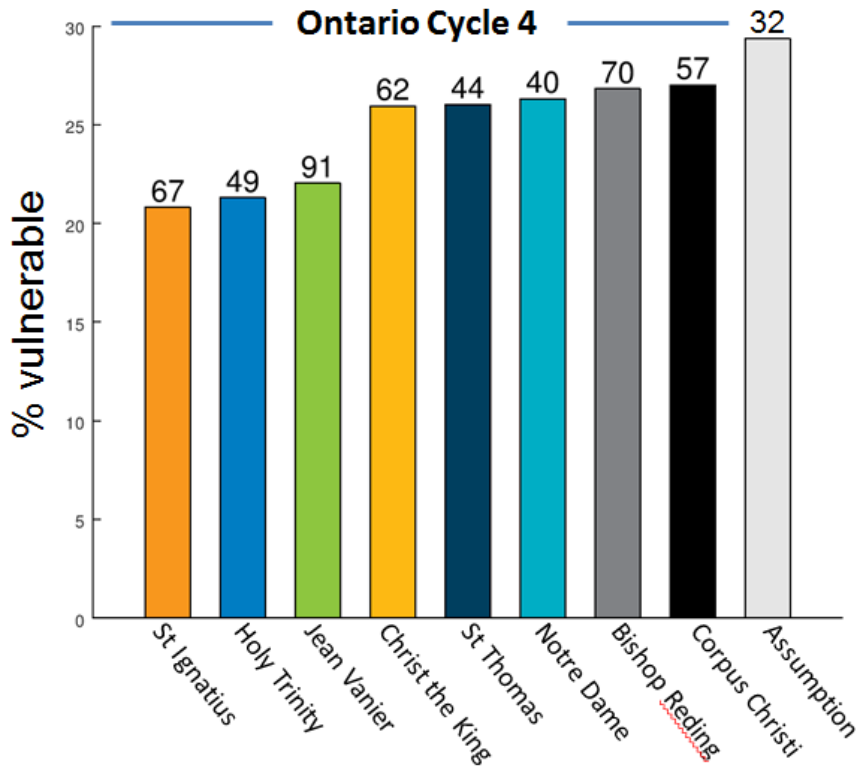


Figure 5. Percentage of children vulnerable for each Family of Schools compared to Ontario norm

CONCLUSION:

Halton Catholic performs well in terms of percentage of vulnerable children when compared to the Ontario norms. Relative to other domains, the construct defined as *emotional maturity* by EDI is potentially an area for improvement especially if it is targeted at male students.

The ELL/FSL children show high proportions of vulnerability in domains related to language (language/cognition as well as communications/general knowledge). This may not be surprising, but given that the EDI domains are correlated, the physical, social, and emotional domains for ELL/FSL students may also be affected. That is, struggling in one domain may lead to struggles in other domains because these constructs are highly correlated.

The rural neighbourhoods may be expected to have higher percentages of vulnerable children if various support structures that affect development are not in place. However, in 2015 we also see pockets within the Burlington area that have relatively high proportions of vulnerable children therefore urban neighbourhoods may also have challenges that need to be identified as they relate to developmental vulnerabilities.

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INFORMATION REPORT

ITEM 10.6

HOLOCAUST EDUCATION IN HALTON CATHOLIC DISTRICT SCHOOL BOARD

PURPOSE:

The purpose of this report is to outline the curricula areas, resources and examples of lessons where Holocaust education is taught in our elementary and secondary schools at HCDSB. Our students graduate with a deep understanding of the injustices and atrocities that the Jewish people endured in Europe during World War II. Through the teaching of the Holocaust in Europe, we teach our students to become responsible citizens who promote peace, equality, justice and the sacredness of human life.

BACKGROUND INFORMATION:

This section outlines the expectations, resources and examples of the learning opportunities that are taking place in both our elementary and secondary classrooms with the respect to Holocaust education. This is not an exhaustive list but a sample of some of the exemplary ways our teachers embed Holocaust education into the Ontario Curriculum and Religion and Family Life programs.

Ontario Catholic Graduate Expectations:

A Discerning Believer

Formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

- Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.
- Speaks the *language of life*... "Recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- Respects the *faith traditions*, world religions and the life-journeys of *all people of good will*.
- Integrates faith with life.
- Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of *redemption*. (Witnesses to Faith)

An Effective Communicator

Who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values

- Listens actively and critically to understand and learn in light of gospel values.
- Reads, understands and uses written materials effectively.
- Presents information and ideas clearly and honestly and with sensitivity to others.

A Reflective, Creative, and Holistic Thinker

Who solves problems and makes responsible decisions with an informed moral conscience for the common good.

- Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- Creates, adapts, and evaluates new ideas in light of the common good.
- Thinks reflectively and creatively to evaluate situations and solve problems.
- Makes decisions in light of gospel values with an informed moral conscience.
- Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Lifelong Learner

Who demonstrates their God-given potential.

- Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Collaborative Contributor

Who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

- Develops one's God-given potential and makes a meaningful contribution to society.
- Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- Respects the rights, responsibilities and contributions of self and others.

A Caring Family Member

Who attends to family, school, parish, and the wider community.

A Responsible Citizen

Who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

- Promotes the sacredness of life.
- Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- Contributes to the common good.

Curriculum Links in Elementary

Grade Eight Religious Education:

Moral Living Overall Expectations

ML1: Demonstrate an understanding of how living the Christian moral life in accordance to the Moral Law (i.e. Natural Moral Law, Ten Commandments, Law of the Gospel) is a witness to the Truth, the Dignity of the Human Person and the building up of the Church and Society. [CCC nos. 1700-1715; 1877-1948; 2012-2051; 2464-2513]

ML2: Demonstrate an understanding of the important roles of Scripture (i.e. Word of God, Jesus Christ), the Church (i.e. Teaching Magisterium) and the Holy Spirit in the formation of a healthy (upright) conscience. [CCC nos. 1776-1802]

Moral Living Specific Expectations

ML1.1: Identify and describe the elements of moral life outlined in the Beatitudes and explain how beatitude living gives witness to a life of morality, Christian holiness and the work of the Holy Spirit. [CCC nos. 2012-2029; 2044-2046]

ML2.1: Describe how the Holy Spirit and the Church's teaching (i.e. Magisterium) form our consciences in assisting us to address the challenging moral situations that face society today. (Bestowed on us in Baptism and strengthened in the Sacrament of Confirmation, the Gifts of the Holy Spirit assist us in the formation of our conscience). [CCC nos. 1776-1802]

Living in Solidarity Overall Expectations

LS1: Understand that the principle of human dignity, revealed in Scripture (i.e. the belief that the human person is made in the image and likeness of God) requires Christians to work for the common good of all people (i.e. respect for the social nature of the human person) and to participate in society. [CCC nos. 1877-1885]

LS2: Focus: Principle of Rights and Responsibilities

Understand that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world. [CCC nos. 1877-1948]

LS3: Demonstrate an understanding of the mission of the Church as animated by the Holy Spirit and focused on sharing the Good News of Jesus Christ with all people of the earth. [CCC nos. 830-856]

Living in Solidarity Specific Expectations

LS1.1: Connect the principle of the 'Common Good' to its biblical source (Isaiah 10:1-2; Ephesians 4:1-7, 12; Matt. 25:35-40; Acts 2:44-45; Gal. 5:22-25; 1 John 4:7-10; John 10:11-18; Deuteronomy 30:19; Nehemiah 2:17-18) and relate the message of the scripture to Catholic social teachings found in several ecclesial sources (e.g. excerpts from Papal Encyclicals, Apostolic Letters and exhortations, Bishops' pastoral letters or documents on social justice).

LS1.2: Examine the political initiatives presently being promoted at various levels of civil society (city, provincial, federal) and critique how well each promotes the dignity of the human person and the *Common Good* as it is defined in Sacred Scripture and Catholic social teaching. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.2: Summarize the key principles of Catholic social justice and link them to the primary Christian values of love, promotion of life, reconciliation, inclusion, compassion, fidelity, liberation, community and hope. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS2.3: Define the Church's social teaching with respect to personal responsibility (i.e. care of family and their education, conscientious work, etc.) and participation in public life (i.e. leadership, politics, culture, etc.) and give examples of how each promotes the good of individuals and the common good of society. [CCC nos. 356-384; 1928-1933; 1391-1401]

LS3.2: Outline the basic principles that guide the Church's participation in ecumenical and interfaith dialogue (seek unity, respect the gift of religious diversity in the search for the Truth and in the articulation of common beliefs, respect religious differences, be open and desire to seek communion).

Grade Eight Language Arts:

Reading

Overall Expectation

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Specific Expectations:

- 1.1 Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, novels, poetry, essays, memoirs, scripts), graphic texts (e.g., graphs and graphic organizers, charts and tables, maps), and informational texts (e.g., essays, Canadian and global print and online sources, electronic texts, dictionaries, websites, transcripts).
- 1.2 Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes).
- 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (e.g., activate prior knowledge on a topic through dialogue; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding).
- 1.4 Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, websites, transcripts).
- 1.5 Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.
- 1.6 Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.
- 1.7 Analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction.
- 1.9 Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.

Media Literacy

Overall Expectation

1. Demonstrate an understanding of a variety of media texts.

Specific Expectations

- 1.1 Explain how a variety of media texts address their intended purpose and audience.
- 1.2 Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.
- 1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest).
- 1.4 Explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (e.g., predict how a member of a particular age/gender/ethno cultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction).
- 1.5 Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., different media texts represent people of different age, gender, income level, or ethno cultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping).

Social Studies, History and Geography

Elementary curriculum has no mention at any grade of genocide or Holocaust in expectations, examples or teacher prompts, likely due to the age of the students and the sensitive nature of the topic. The Grade 1 to 8 elementary curriculum focuses on Canada's history and its identity as a nation until 1914 and thus does not include the time period pertaining to the Second World War and the Holocaust.

Grades 1 – 3 - no overall or specific expectations reference genocides or the Holocaust, no natural tie-in for teachers to curriculum in primary Social Studies

Grade 4 focus - civilizations 3000BCE(BC) to 1500CE(AD)

Grade 5 focus - First Nation and European settlers to 1713 – how early interactions still have impact on Canada today

Grade 6 focus – experiences/perspectives of diverse communities in historical and contemporary Canada – how they contribute to the development of Canadian identity? Global community and our role in it?

(Possible Connection) **Overall Expectation #1** - assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions

Specific Expectation: explain how various features that characterize a community can contribute to the identity and image of a country (e.g. *built features such as memorials*).

Sample question: In what ways do war memorials contribute to an understanding of Canadian identity? (usually addressed through Remembrance Day learning)

Overall Expectation #3 - demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada

Specific Expectation: identify the main reason why different peoples came to Canada
Examples and teacher prompts do not reference genocide/Holocaust in any nation

History & Geography Grades 7 - 8

Grade 7 focus - New France and BNA to **1800**

Grade 8 focus - Creation of Canada and our changing society to **1914** (WW1)

Overall Expectations #2 - Inquiry: use the historical process to investigate perspectives of different groups on some significant events, developments, and /or issues that affected Canada and/or Canadians between **1890 and 1914**

Grade 7 geography is physical geography

Grade 8 geography looks at immigration with impact on environment.

Examples of Resources used in our Elementary classes:

Books:

Diary of a Young Girl by Anne Frank

Anne Frank Beyond the Diary: A Photographic Remembrance (kit) by Ruud van der Rol and Rian Verhoeven

The Book Thief by Markus Zusak

Hana's Suitcase by Karen Levine (Every school has the teaching kit)

Number the Stars by Lois Lowry

The Cats in Krasinski by Karen Hesse

Hiding Edith by Kathy Kacer

Erika's Story by Ruth Vander Zee

Rose Blanche by Roberto Innocenti

Daniel's Story by Carol Matas

Clara's War by Kathy Kacer

Lisa by Carol Matas

Jesper by Carol Matas

The War Within by Carol Matas

Greater than Angels by Carol Matas

Night Spies by Kathy Kacer

The Devil's Arithmetic by Jane Yolen

Dear Canada: Pieces of the Past by Carol Matas

Milkweeds by Jerry Spinelli

The Whirlwind by Carol Matas

Magician of Auschwitz by Kathy Kacer

Good-Bye Marianne by Irene N. Watts

In My Enemy's House by Carol Matas

Chicken Sunday by Patricia Polacco

Luba: The Angel of Bergen-Belsen by Michelle R. McCann

The Boy on the Wooden Box: How the Impossible Became Possible: Schindler's List a Memoir by Leon Leyson

Terrible Things by Eve Bunting – (Focus on Faith Mentor Text lesson created by the Catholic Curriculum Corporation)

Guest Speakers:

Kathy Kacer
Carol Matas

Films:

Hana's Suitcase

Please note: HCDSB Resource Centre has 121 videos on the Holocaust

Websites:

<http://www.hanassuitcase.ca/>

Simon Wiesenthal Centre

<http://www.wiesenthal.com/site/pp.asp?c=IsKWLbPJLnF&b=6212365>

Museum of Tolerance

<http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.9052747/k.BEE4/Home.htm>

Youth for Human Rights

<http://www.youthforhumanrights.org/>

Curriculum Links in Secondary

Grade 12 Religious Education

HRE 4M

Overall Expectations

SCV.03 identify the role of Scripture in ethical and moral decision-making;

SCV.04 explain how Scriptures can be used in analysing and critiquing personal and social situations;

PFV.01 describe the role of the Church as an institution empowered by the Holy Spirit and charged with the responsibility of the moral and ethical formation of her people;

PFV.02 explore the origin and purpose of Catholic social teaching;

PFV.03 explore ways Church teaching can help people understand contemporary ethical and moral issues as part of the discernment process;

CMV.05 apply Church teaching to contemporary ethical and moral issues;

PSV.03 use various forms of prayer to express the spiritual implications of striving to live a moral life.

Specific Expectations

SC1.09 research and identify the social, political and ethical impact of the Gospel;

SC1.10 discuss the impact of Gospel ethics on Church teaching and Catholic moral living;

PF1.02 define key tenets in Catholic social teaching (e.g., human dignity, solidarity, the common good, social sin, and subsidiarity);

PF1.03 apply the key tenets of Catholic social teaching to a critical examination of contemporary culture issues such as the dignity of work (CCC §2427-2430), technology, poverty, role of the media, violence, racism, gender issues, ecology;

PF1.04 define and critique the relationship of the Catholic Church to the human rights and social justice tradition;
PF1.07 explain the relationship between the common good and private good in Catholic teaching;
PF1.08 critique social, political, and economic structures in light of the Church's social teachings;
PF1.10 research and describe ways in which Catholics are called to participate in professional and political life;
CM1.03 assess the impact of modernity on humanity's understanding of ethics and morality;
CM1.04 articulate the importance of the gift of freedom and human ability to discern right from wrong, to the pursuit of happiness (CCC §1730-1756);
CM1.06 describe how Scripture and the Catholic Tradition inform conscience and moral decision-making;
CM1.09 apply the basic principles of Catholic moral teaching (e.g., natural law, principle of double effect, respect for human life and human dignity, the common good) to contemporary moral issues;
CM1.12 define sin as a failure in genuine love for God and neighbour; and reconciliation as conversion involving Grace, a process of forgiveness, and restitution;
CM1.13 explore contemporary issues of social sin, forgiveness and restorative justice.
PS1.09 participate in various forms of theological reflection and prayer;
PS1.10 identify ways in which prayer sustains an ethical stance in life and promotes moral living.

HRE 40

Overall Expectations

PFV.01 understand the role of the Church as Mother and Teacher in moral and ethical formation;
PFV.02 explore ways Church teaching can help people understand the influences of contemporary culture in moral and ethical formation;
CMV.02 understand and apply Catholic social teaching to various situations;
CMV.03 explore the relationship between Church and politics;
PSV.02 use various forms of prayer and ritual to express the spiritual implications of moral and ethical understandings.

Specific Expectations

PF1.03 explain the relationship between the common good and the private good in Catholic teachings;
PF1.04 define and explain the concepts of sin, social evil, forgiveness, social reconciliation, and restorative justice;
CM1.03 describe the various forms of justice, and Gospel ethics that pertain to Catholic social justice teachings;
CM1.04 identify various examples of people who are models of justice;
CM1.05 analyse, apply and present the concepts of Social Justice (e.g., common good, preference option for the poor, human dignity, solidarity) to a particular issue (e.g., poverty, oppression, war);
CM1.07 describe the Christian responsibility to act in the social/political aspect of life;
PS1.05 express how forgiveness and reconciliation restores one to wholeness in context of a real situation.

HSE 4M

Includes the Religion expectations above from HRE 40 plus:

Overall Expectations

A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;
A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills;

B1. Approaches and Perspectives: demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice;

B2. Power Relations: analyse, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;

B3. Media and Popular Culture: assess the impact of media and popular culture on equity and social justice issues;

C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;

C2. Leadership: evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice;

D1. Promoting Equity and Social Justice: demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns.

Specific Expectations

A1.1 explore a variety of topics related to equity and social justice (e.g., media representations of women in politics, effects of social networking on activism) to identify topics for research and inquiry;

A1.3 formulate effective questions to guide their research and inquiry;

A2.2 locate and select information relevant to their investigations from a variety of primary sources;

A3.1 assess various aspects of information gathered from primary and secondary sources;

A3.3 analyse and interpret research information;

A4.1 use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience;

A4.2 use terms relating to equity and social justice correctly;

B1.3 explain how individual and systemic factors can cause or perpetuate inequity and social injustice;

B1.4 analyse ways in which social and cultural belief systems can affect perspectives on and decisions relating to equity and social justice;

B1.5 analyse how legislation, the courts, and public policy approach equity and social justice issues, and how they can affect people's perceptions of these issues;

B2.1 analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary;

B2.2 analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups;

B2.4 demonstrate an understanding of how the use of language can empower or marginalize individuals and groups;

B3.1 analyse stereotypes found in the media and popular culture, and assess their impact;

B3.2 analyse the viewpoints in news reports on equity and social justice issues;

B3.3 demonstrate an understanding of various ways in which media and popular culture can be used to raise awareness of equity and social justice issues;

C1.2 analyse a broad range of current equity and social justice issues in Canada;

C2.3 analyse equity and social justice issues that have been confronted by various religious leaders and movements, and assess the contributions that specific religious leaders and movements have made to the advancement of equity and social justice;

D1.1 describe how fundamental values, attitudes, and day-to-day behaviour can contribute to equity and social justice;

D1.2 describe how education can help promote equity and social justice;

D1.3 analyse ways in which personal actions can empower individuals and reduce the impact of inequity or social injustice in local, national, and international contexts.

English

Overall Expectation

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.

Specific Expectations

- 1.1 Read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., compare their own perspective on a topic with the perspective of the main character in a narrative from an earlier historical period).
- 1.2 Select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts.
- 1.3 Identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts.
- 1.4 Make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts.
- 1.5 Extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power.

Overall Expectation

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts.

Specific Expectations

- 1.3 Evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose.
- 1.4 Explain why the same media text might prompt different responses from different audiences.
- 1.5 Identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power.

Grade 10 Academic History (CHC 2D/CHC 2P)

Overall Expectation

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.

Specific Expectations

C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the

inadequacy of the League of Nations to address international crises), and analyse Canada's contribution to the war effort

Overall Expectation

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945

Specific Expectations

C3.2 analyse responses of Canada and Canadians to some major international events and/or developments that occurred during this period (e.g., the Red Scare; the Holodomor; the Spanish Civil War; the Nanking Massacre; aggression by fascist Italy, Nazi Germany, and/or imperial Japan; the Holocaust; the Manhattan Project), and assess the significance of these responses, including their significance for Canadian identity and heritage

C3.3 analyse the impact of the Holocaust on Canadian society and on Canadians' attitudes towards human rights (e.g., with reference to changes in Canadians' responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada's signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

Overall Expectation

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

Specific Expectations

D3.6 describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for Canadian heritage and identity (e.g., with reference to the points system; origins and numbers of immigrants and refugees, including displaced persons after World War II; the domestic workers scheme; the growth of ethnic neighbourhoods in Canada's largest cities; the development of various cultural festivals)

World History since 1900: Global and Regional Interactions, Grade 11 Open (CHT 30)

Overall Expectation

C2. Communities, Conflict, and Cooperation: analyse key causes and consequences of various global and regional conflicts as well as the effectiveness of efforts to maintain peace between 1919 and 1945

Specific Expectations

C2.2 explain the main causes and consequences of World War II (e.g., causes: the impact of the Treaty of Versailles; militarism; expansionism of Nazi Germany, fascist Italy, and imperial Japan; consequences: civilian and military casualties, the Holocaust, displaced persons, the creation of the United Nations [UN], the partition of Germany)

C2.3 explain the main causes and consequences of some local/regional conflicts in two or more regions of the world during this period (e.g., the Amritsar Massacre, conflict between Nationalists and Communists in China, the Nazi persecution of the Jews, the Great Terror and/or Holodomor in the Soviet Union, the Spanish Civil War, the Japanese invasion of Manchuria, the Italian invasion of Ethiopia, or the 1926 General Strike in Great Britain)

Overall Expectation

C3. Identity, Citizenship, and Heritage: analyse some significant developments related to human/citizenship rights and cultural identities in societies in two or more regions of the world between 1919 and 1945

Specific Expectations

C3.1 explain how various groups, practices, and/or attitudes limited citizenship and/or human rights in two or more regions of the world during this period (e.g., with reference to the Ku Klux Klan, the Gestapo, the People's Commissariat for Internal Affairs, censorship, incarceration and internment, eugenics programs, racism, antisemitism, segregation, disenfranchisement)

World History since the Fifteenth Century (CHY 4U)

Overall Expectations

E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (FOCUS ON: Historical Significance; Cause and Consequence).

E2. Communities, Conflict, and Cooperation: analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective).

Specific Expectations

E1.4 Describe forms of government in various countries during this period (e.g., democracy, theocracy, monarchy, autocracy, dictatorship, military junta), and explain the political beliefs and/or ideologies that underpinned them (e.g., anarchism, conservatism, fascism, Nazism, Marxist-Leninism, Maoism, nationalism, neoliberalism, secularism).

E2.1 Explain the main causes and consequences of some major global and regional conflicts during this period (e.g., World War II).

E2.2 Describe significant developments relating to warfare during this period (e.g., genocide; war crimes; the role of UN and other international peacekeeping forces), and assess their consequences.

E2.4 Analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation (e.g., the Holocaust, the Holodomor, and/or the Armenian, Rwandan, or Srebrenican genocides; Nazi concentration camps, or Chinese "re-education camps"; cooperation through international courts of justice, the United Nations, foreign aid).

Adventures in World History (CHYM 4E)

Overall Expectations

D2. Politics and Conflict: analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different times since the nineteenth century (FOCUS ON: Change and Continuity; Historical Perspective).

Specific Expectations

D2.2 Describe various conflicts, both within and between countries, during this period, and assess their significance.

D2.3 Identify ways in which warfare changed during this period, and between this period and earlier ones (e.g., casualty and mortality rates; refugees; ethnic cleansing).

D2.4 Explain how the actions of some individuals or groups during this period helped promote peace and/or contributed to conflict (e.g., Adolf Hitler).

D2.6 Analyse some key developments related to human rights during this period (e.g., the Holocaust).

Examples of Resources used in our Secondary classes:

Books:

Maus by Art Spiegelman
The Book Thief by Markus Zusak
The Boy in the Striped Pajamas by John Boyne
Night by Elie Wiesel
Between Shades of Gray by Ruta Sepetys
Sophie's Choice by William Styron

Poetry:

The Baker by Heather Cadsby
The Burning of the Books by Bertolt Brecht
First They Came for The Jews by Martin Niemöller

Films:

Life is Beautiful
The Book Thief
Schindler's List
The Boy in the Striped Pajamas
Anne Frank
Anne Frank Remembered
Hand of Peace: A Pope Pius XII and the Holocaust
Memory of the Camps
Elie Wiesel

Please note: HCDSB Resource Centre has 121 videos on the Holocaust

Websites:

Simon Wiesenthal Centre
<http://www.wiesenthal.com/site/pp.asp?c=lsKWLbPJLnF&b=6212365>

Azrieli Foundation
<http://memoirs.azrielifoundation.org/>

Museum of Tolerance
<http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.9052747/k.BEE4/Home.htm>

Samples of lessons/assignments in English

ENG1P

Unit: Perspective & Empathy
Lesson: Photo Essay Analysis from Images of the Holocaust
Perspective taking and empathy are skills that will help you understand and identify with situations and feelings of others. Being able to see another's point of view and weigh other perspectives will enable you to deal more effectively with complex social and emotional concepts and dilemmas.

ENG2P

Unit: Global Conflicts

Lesson: What do I Remember of the Evacuation

Discuss the way in which war affects not only soldiers, but also ordinary people

Samples of lessons/assignments in Religion

Example #1:

“We cover it in the World Religions course when we teach the Judaism unit.

We discuss the Holocaust and modern forms of anti-Semitism. I also discuss “Holocaust denial” and how to recognize it and confront it.

We also discuss the Church’s efforts at inter-religious dialogue with the Jewish people and modern efforts to build bridges between the Jewish and the Church using examples of St. John Paul II and Pope Francis.”

Example #2:

“The holocaust is taught in Religion. Where it definitely comes up is in World Religions. We speak of it while in the “Judaism” unit. Also, it comes up as an example when speaking of Social Justice, how the world has not changed. This year, in looking at the Cardinal Virtues in the grade 12 course, it has come up (making connections) in relation to Prudence and Fortitude and how that was not really seen during the American election. A comparison was made time and time again between Trump and Hitler, the hatred that both have/had, the bullying tactics that lead to events like the Holocaust.

In speaking of fortitude, we have shown the documentary on Wiesenthal, how after being a prisoner in the Concentration Camps, he dedicated his whole life (literally) to bringing Nazi war criminals to justice.”

Example #3:

The Holocaust: A War Within a War

OVERVIEW

- 1) What is Anti-Semitism?
- 2) Where did it come from?
 - 1) Before Christ
 - 2) Impact of Christ's Death
 - 3) Since Christ's Death
- 3) Who was Anti-Semitic?
- 4) The Beginnings of Anti-Semitism in Nazi Germany
- 5) Ghetto System
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- 7) Concentration Camps (Implementing the Final Solution)
- 8) Case Study: Anne Frank
- 9) Why Wasn't This Stopped?
- 10) Anti-Semitism Today



Implementing the Final Solution

1. Ghetto System (already accomplished)
2. Taking Jews from ghettos to death camps

Recollection of a Holocaust survivor...

"The Nazi regime had begun to implement the "Final Solution" to the Jewish problem...Within days, the ghetto authorities ordered all of us to pack up whatever meager belongings we still had, and to await transportation to "The East"

...The last mental picture that I have of my parents, was their tearful eyes as we said our good-byes. I firmly believe that they had a premonition of the horrors that awaited them, and that this would be our final farewell. At this point, nothing was known about the death camps

...The absence of my parents was uppermost in my mind, and not a day went by that I did not cry myself to sleep"

Implementing the Final Solution

1. Ghetto System (already accomplished)
2. Taking Jews from ghettos to death camps
3. Dividing Jews into two groups at death camps:
 - I. those who could work --- used for slave labour --- called "productive annihilation"
 - II. those who were unable to work --- mostly elderly, mothers, children --- sent immediately to gas chambers

Recollection of a Holocaust survivor...

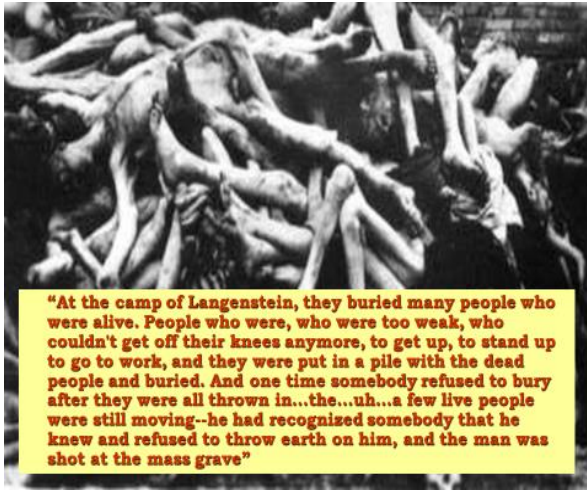
"Then you see these mothers coming down with little kids, and they're...and they're trying to pull these kids out of their mother's hands. And you know, when you try to separate a family, it's very difficult. It's very difficult. People put up fights. It...it, there was so much screams. So, there was a truck. I remember that truck. So the parents, the...the mothers that wouldn't give up these children and they, they were beaten up, and the kids got hurt, so they grabbed these kids and they threw them on the truck, and they really didn't look how they were throwing them on the truck. So at that time we saw that something horrible is happening—the way these people were behaving to little children, to little babies. And of course on that truck there were people, you know, very sick people going, you know, they were throwing sick people there and...and...and these children that gave them a tough time. They were just thrown on the trucks. And there were so many mothers that were running after the trucks, and of course they beat them and they pushed them back."

PRODUCTIVE ANNIHILATION



"... at one concentration camp, prisoners were forced to run up the 186 steps out of the stone quarry carrying heavy boulders"

"Shortly thereafter I was so weak that I asked for sick leave. Now you could ask not to go to work for one day but it was very dangerous"



"At the camp of Langenstein, they buried many people who were alive. People who were, who were too weak, who couldn't get off their knees anymore, to get up, to stand up to go to work, and they were put in a pile with the dead people and buried. And one time somebody refused to bury after they were all thrown in...the...uh...a few live people were still moving--he had recognized somebody that he knew and refused to throw earth on him, and the man was shot at the mass grave"



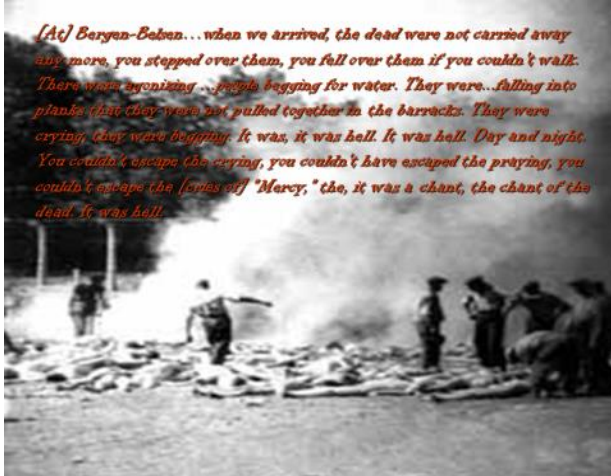
"A Jew is for me an object of disgust. I feel like vomiting when I see one. Christ could not possibly have been a Jew. It is not necessary to prove that scientifically - it is a fact."
Nazi Minister of Propaganda
Joseph Goebbels



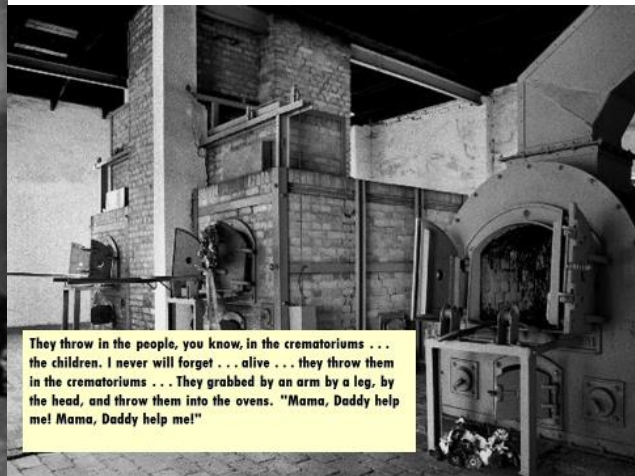
"The man in charge of our block was a professional killer. He enjoyed so much killing people"



"There were wagons...open wagons like, like carts, like the back of a horse and cart, open wagons, that were dragged along without horses. There were people pulling them. And they had corpses in them. And the corpses were lying in all directions and heaped on top of each other and there were many people who died every night and...there was a squadron of people that pulled this wagon around and came into the barracks and took the corpses, and then they would, two of them would take the corpse, one at the feet and one at the hands and they would toss them up to the top of the heap and that happened every day"



(At) Bergen-Belsen...when we arrived, the dead were not carried away any more, you stepped over them, you fall over them if you couldn't walk. There were agonizing...people begging for water. They were...falling into planks that they were not pulled together in the barracks. They were crying, they were begging. It was, it was hell. It was hell. Day and night. You couldn't escape the crying, you couldn't have escaped the praying, you couldn't escape the (sobs of) "Mercy," the, it was a chant, the chant of the dead. It was hell.



They throw in the people, you know, in the crematoriums . . . the children. I never will forget . . . alive . . . they throw them in the crematoriums . . . They grabbed by an arm by a leg, by the head, and throw them into the ovens. "Mama, Daddy help me! Mama, Daddy help me!"

IMPLEMENTING THE FINAL SOLUTION

1. **Ghetto System**
2. **Taking Jews from ghettos to death camps**
 - those who were unable to work --- mostly elderly, mothers, children --- sent immediately to gas chambers
3. **Dividing Jews into two groups at death camps:**
 - those who could work --- used for slave labour --- called "productive annihilation"
4. **The Nazis also began to construct special death camps with huge gas chambers (e.g., Auschwitz, Treblinka)**

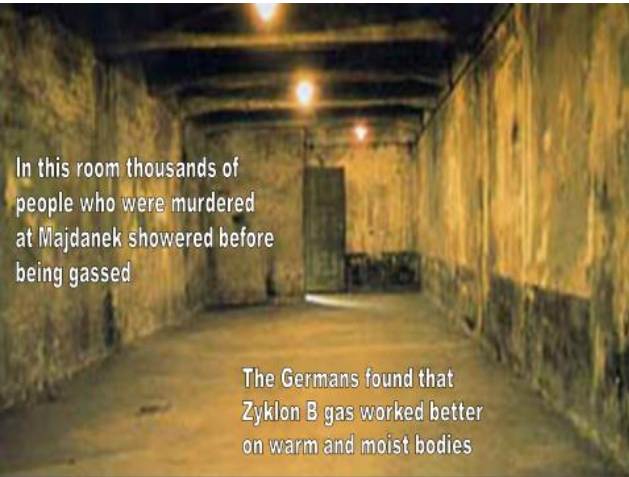


GAS CHAMBERS

- ▶ Used to increase killing efficiency
- ▶ Used to ease the "burden" of the Nazi
 - Make the process more impersonal
 - At Auschwitz, up to 8,000 Jews were gassed each day

"You are called upon to fulfill a repulsive duty. But you are soldiers who have to carry out every order unconditionally. You have a responsibility before God and Hitler for everything that is happening. I myself hate this bloody business and I have been moved to the depths of my soul. But I am obeying the highest law by doing my duty. Man must defend himself against bedbugs and rats-- against vermin."

Heinrich Himmler
Speech to SS guards



Medical Experiments

A number of German physicians conducted painful and often deadly experiments on thousands of concentration camp prisoners without their consent

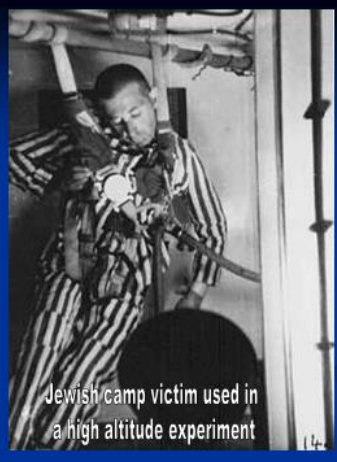
- So-called freezing experiments using prisoners to find an effective treatment for hypothermia
- In one series of experiments, subjects were forced to remain in a tank of ice water for periods up to 3 hours
 - Extreme rigor developed in a short time
 - Numerous victims died in the course of these experiments
 - After the survivors were severely chilled, rewarming was attempted by various means
- In another series of experiments, the subjects were kept naked outdoors for many hours at temperatures below freezing
- The victims screamed with pain as their bodies froze



Tested immunization compounds and sera for the prevention and treatment of contagious diseases

Jews were infected with diseases such as:

- Malaria
- Typhus
- Tuberculosis
- Typhoid fever
- Yellow fever
- Infectious hepatitis



Jewish camp victim used in a high altitude experiment



Prisoners were subjected to phosgene and mustard gas in order to test possible antidotes

Sterilization Experiments

- Primarily at Auschwitz and Ravensbrueck
- Scientists tested a number of methods to develop an efficient and inexpensive procedure for the mass sterilization of Jews, Roma, and other groups Nazi leaders considered to be racially or genetically undesirable



Photo of wounds left by a medical experiment. The victim had been burned with phosphorous so that medicaments could be tested.



"I was present when they castrated men, and when they crushed prisoners' fingers in a press to 'study' broken bones. Many died during the procedures. One woman's eyelids were sewn open to force her to watch in a mirror as both her breasts were removed"

"...we went, I remember, to the shower, in that camp. It was the end of February, the beginning of March. It was still cold. When we came out from the shower, we stood outside I don't know how long. Without clothes, without wiping ourselves off. I would never believe that a person can survive standing in the outside in the wintertime without clothes for so long."

"...an SS doctor ordered her breasts to be tied off with string as part of a medical experiment to see how long her baby daughter could live without food"



Clauberg (far left)

Mengele

Dr. Josef Mengele and Carl Clauberg ignored professional ethics and universal moral codes as they performed medical experiments in Block 10 at the Auschwitz camp, including the forced sterilization of many women.

The Last Days

- As the Russians advanced from the East, the Nazi leaders issued two final orders regarding the concentration camps:
 1. Burn and destroy evidence of war crimes (e.g., documents, gas chambers)
 2. Kill remaining Jews on "death marches"



All gas chambers at Birkenau were destroyed by the Nazis. The picture above shows the ruins of one of the five crematoria.



With the gas chambers destroyed and so many Jews remaining, Himmler felt the most efficient way to mass murder them was to "herd" them along in the bitter cold, forcing them to march until death.

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Why Wasn't This Stopped?

- Many of these answers have been covered...

Racism... Fear...

You'd be persecuted as one of them...

Why Wasn't This Stopped?

How did the Germans let this happen?

1. Why did soldiers carry out these orders?
2. Why didn't individual Germans protest? Why did they become "bystanders" to the horrors?



Why Wasn't This Stopped?

Why did the soldiers carry out the orders?

- Some were Nazis, racist or not strongly opposed to Nazi ideals
- Personal oath to Hitler ("Good Little German")
- Disobeying an order had severe consequences = FEAR
- Once you have carried out one order, you are implicated in the crime – a well-understood technique of persuasion
 - Like gangs insisting that a new member commit a serious crime (spreading guilt around to ensure that no member can turn on them)

“Bystanders” in Germany

Who were the “bystanders”? Why didn’t they intervene?

- ordinary people who played it safe
- complied with laws / tried to avoid terrors of the Nazis
- wanted to get on with daily lives
- fearful of the consequences
- chose not to take risk to help Nazi victims

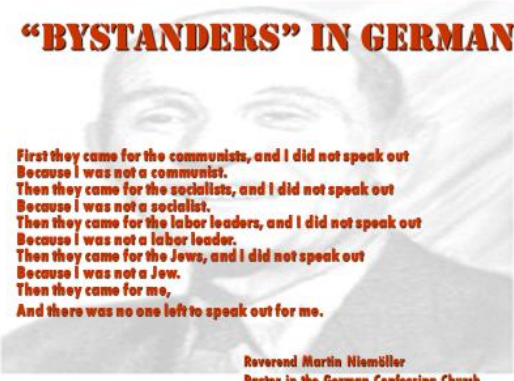
“It was strictly forbidden for Germans to protect Jews, and anyone found to be harboring Jews, was immediately sent to a concentration camp, and ultimately their death”

“Bystanders” in Germany

“The German people were in the hands of the police, the police were in the hands of the Nazi Party, and the Party was in the hands of a ring of evil men....”

Prosecutor Jackson
Nuremberg Trials

“BYSTANDERS” IN GERMANY



First they came for the communists, and I did not speak out
Because I was not a communist.
Then they came for the socialists, and I did not speak out
Because I was not a socialist.
Then they came for the labor leaders, and I did not speak out
Because I was not a labor leader.
Then they came for the Jews, and I did not speak out
Because I was not a Jew.
Then they came for me,
And there was no one left to speak out for me.

Reverend Martin Niemöller
Pastor in the German Confessing Church
He spent 7 years in a concentration camp

Martin Niemöller

Why Wasn't This Stopped?

- Why didn't other countries, who had heard the rumours for so long, get involved in stopping it?
 - Memories of WWI
 - Great Depression
 - Why stick out your neck for a distant peoples?
 - Were the concentration camps a rumour?
 - As war started, you had other priorities

Why Didn't Jews Fight back?

Ghetto resistance was minimal

1. Persuasion technique
 - Hope should outweigh consequences = LIES
2. Jews forced to organize themselves
 - Jobs for Jews to keep themselves and family alive, fed etc.
 - Jewish Councils to organize deportations etc.
 - Usually another Jew was telling you not to strike back – fear of reprisals

Why Didn't Jews Fight back?

Concentration camp resistance was minimal

- Unarmed
- Hope (LIES)

"In spite of all the hardships we had to endure, our spirits were kept high by the continuous rumors being spread throughout the camp that peace was imminent, and that we were soon to be released. How wrong those rumors proved to be"

Those who resisted were dealt with in brutal fashion

- Individuals, their families, innocents as payback
- E.G., Warsaw Ghetto

Minimal Ghetto Resistance

- Many ghetto fighters knew that armed resistance by a few could not save the Jewish masses from destruction
- They fought for the sake of Jewish honor and to avenge the Nazi slaughter of so many Jews

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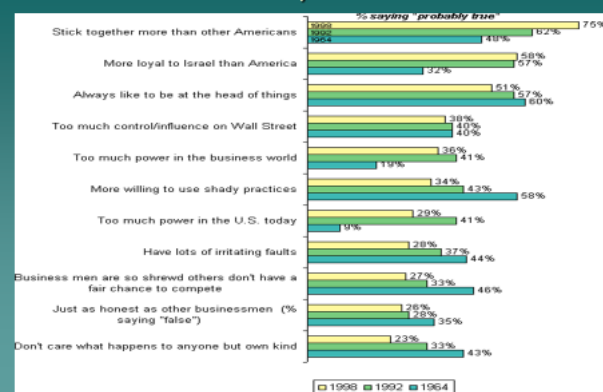
Victims of WWII

"The war Hitler unleashed and the organized mass murder that was a central part of his design cost the lives of 40 million human beings in Europe alone. Among them 6,000,000 Jews - two-thirds of the Jews in Europe. More than 6,000,000 of his own people also died and others were left hungry."

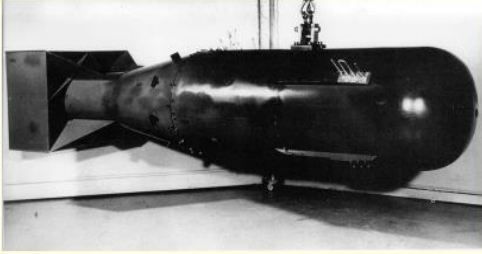
Anti-Semitism, Then and Now

- **1948 A.D.**
BIRTH OF THE STATE OF ISRAEL
- **1952 A.D.**
Jews murdered by Communists, and others disappear. Prague trials. Murder of Yiddish intellectuals in Russia and many sent to work camps
- **1956 A.D.**
Jews expelled out of EGYPT

Anti-Semitism, Then and Now



- The first three atomic bombs were built by Jewish scientists
- Two of them - Teller and Einstein - were people that Hitler threw out



“PROTOCOLS OF THE ELDERS OF ZION”

1903: Appearance of a new issue of this document

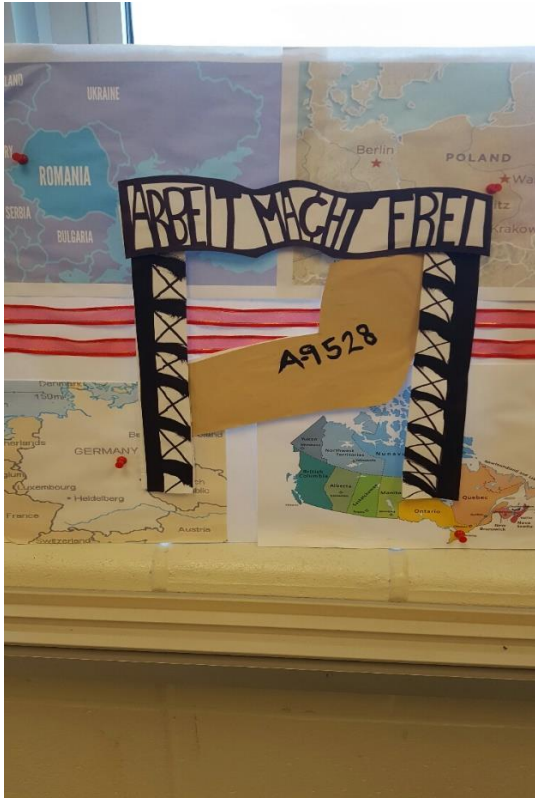
- A fabricated document outlining a worldwide Jewish conspiracy which would reduce Gentiles to slavery or extermination
- Based on legends about well poisonings and plague spreading
- Written in Paris by an unknown author working for the Russian secret police
- Translated into all the world languages
- During World War II, Nazi propaganda relied on this document as an implicit justification for the Holocaust
- Distributed as late as 1983 in California
- In most Arab countries to this day, it is required reading in schools



Those who cannot remember the past are condemned to repeat it...

Samples of Student Work in History





Guest Speaker Ely Goetz (Holocaust Survivor)



Holocaust Education



Pictures of our Notre Dame Students visiting Anne Frank's House in Amsterdam



REMARKS:

In response to the annual and board wide recognition of the United Nations International Holocaust Awareness Day (January 27, on the anniversary of the liberation of the Auschwitz-Birkenau concentration camp), resource packages and materials have been developed for both elementary and secondary schools to implement on this day. These lessons allow students to make connections to other Holocausts recognized by the Canadian government, as well as to the residential school system which is considered to be Canada's cultural genocide from the 1880s to 1996.

All elementary and secondary schools are expected to:

1. Conduct the prayer service on January 27, 2017 for the entire student body.
2. Display the bulletin board materials for the week of January 23 – 27, 2017.
3. **For elementary schools:** Request that every Grade Eight teacher deliver a lesson on the Holocaust as part of their Religion and/or Language Arts program on January 27th. Options for lessons are included in the package. **For secondary schools:** Due to the exam schedule, Grade 12 teachers of Religion, English and/or History are requested to deliver a lesson on the Holocaust in February. Administrators will determine the optimal method for the delivery of the lessons to all Grade 12 students in the school on this date. Options for lessons are included in the package.

Teachers are encouraged to select one option. The focus of each lesson is to critically explore the voice and perspectives of Holocaust survivors and connect their experience to that of 'the other' in the world around us today.
4. Resources for the lessons are from the Azrieli foundation through their education outreach program. The resources are free. Lessons focus on the memoirs of Holocaust victims and make connections between the Holocaust, Focus on Faith, and other historical and current world situations.

Furthermore, several learning opportunities are being planned for the Catholic Education Centre staff for the week of January 23 - 27, 2017. These include a presentation from Elly Gotz, a Holocaust survivor, a presentation from a residential school survivor and an experience on the Holodomor interactive mobile classroom.

CONCLUSION:

Focusing attention on the Holocaust, in solidarity with the United Nations Holocaust Memorial Day, shines a light on the learning our students have engaged in an ongoing basis around this critical event in human history through the curricula. It provides a forum to consolidate and share their knowledge and make connections to the world in which they live today. These learning opportunities will encourage our students to make a commitment to living their Catholic values in word and deed, working collaboratively to right injustices of the past, fight injustice in the present and prevent injustice in the future.

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REPORT SUBMITTED BY: ANNA PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

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

INFORMATION REPORT

ITEM 10.7

PROMOTING PHYSICAL ACTIVITY IN OUR SCHOOLS

PURPOSE:

The purpose of this Physical Activity Report is to highlight the opportunities our students have in our schools, which encourage an increase in physical activity and a reduction in sedentary behaviour throughout the school day.

BACKGROUND INFORMATION:

“Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in psychological well-being, physical capacity, self-concept, and the ability to cope with stress.”

The Ontario Curriculum, Health and Physical Education, 2015

Physical Literacy

“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.”

Physical and Health Education Canada

For health benefits, children and youth aged 5-17 years should accumulate at least 60 minutes of moderate - to vigorous - intensity physical activity daily.

Canadian Physical Activity Guidelines

REMARKS:

The photo documentation in this presentation emphasizes HCDSB's priority to provide opportunities, which are differentiated to support all learners. Experiences provided for students within both our Elementary and Secondary panels encourage student engagement, social inclusion and cultivate physical and emotional well-being. As well, these opportunities emphasize building relationships within our communities.

PRESENTATION LINK: [HTTPS://SWAY.COM/XGC9JWLQRYUKOFAA](https://sway.com/xGc9JwLQRYukOFAA)

CONCLUSION:

Through physical activity, we provide opportunities to foster all Catholic Graduate Expectations and develop students who are:

- Reflective and Creative Thinkers who adopt a holistic approach to life by integrating learning from various subject areas and experiences.
- Self-Directed, Responsible, Life Long Learners who demonstrate a confident and positive sense of self and respect for the dignity and welfare of others; take initiative and demonstrate Christian leadership; set appropriate goals and priorities in school, work and personal life; and participate in leisure and fitness activities for a balanced and healthy lifestyle.
- Collaborative Contributors who work effectively as interdependent team members; respect the rights, responsibilities and contributions of self and others; and exercises Christian leadership in the achievement of individual and group goals

It is important to note that, although the current statistics regarding the crisis of childhood obesity and sedentary behaviour are alarming, students in both Elementary and Secondary schools in the Halton Catholic District School Board continue to benefit from educators' holistic approach to Physical Education programming. Educators continue to seek out and offer rich community-connected initiatives, which promote healthy active living and respond to students' cognitive, emotional, social, and physical development needs.

REPORT PREPARED BY:

TERESA FOSTER
CURRICULUM CONSULTANT (HEALTH AND PHYSICAL EDUCATION), CURRICULUM SERVICES

SHARI TYPER
CURRICULUM CONSULTANT (SCIENCE), CURRICULUM SERVICES

REPORT SUBMITTED BY:

ANNA PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT**ITEM 10.8****INTERNATIONAL STUDENT PROGRAM
ICEF NORTH AMERICA WORKSHOP – MIAMI, FLORIDA****PURPOSE:**

The Halton Catholic District School Board continues to actively recruit International students. Countless studies have shown that International students provide a complementary and enriching experience to our school students, staff and system. As part of our strategy to increase this diverse student population, Halton Catholic District School Board has made a commitment to attend International Student Fairs and Recruitment Workshops. Without a doubt, diversification and targeting different markets (countries) will sustain our long-term goal of increasing the enrolment of international students in our schools.

Furthermore, this strategy provides our own students with the global competencies, knowledge and experiences they need to participate and succeed in a connected worldwide economy. With an expanded awareness of the world and a sense of global citizenship, our students will be able to appreciate and understand other countries.

BACKGROUND:

Student recruitment has increasingly become an important element in the marketing strategies of North American educational institutions. ICEF (International Conference for Educational Fairs) enables educators to connect with relevant quality student recruitment agents, as well as with other educators and service providers. ICEF also shares information regarding market research, strategic student recruitment, best practices and student success. This worldwide networking supports the growth and development of international education and relevant in our global economy.

Canada continues to be a top study destination with a broad international appeal across all educational sectors, K-12 education and post-secondary. The ICEF North America Workshop is solely for North American educational institutions (School Districts, Independent/Private Schools, Colleges and Universities). The North America Workshop – Miami continues to be one of ICEF's fastest growing events and is the largest of its kind.

COMMENTS:

From December 5 - 7, 2016 a total of 1253 participants, representing 717 organizations from 72 countries and 6 continents attended. Over the three days 442 U.S. and Canadian educational institutions and 426 international recruiting agents representing 72 countries came together to conduct a staggering 11,313 business meetings. Halton Catholic District School Board was one of seven publicly funded school boards from Ontario. During the three days, the Halton Catholic District School Board conducted 36 meetings with agencies from France, Saudi Arabia, Russia, Ukraine, Afghanistan, Kazakhstan, South Korea, Spain, Vietnam, Czech Republic, China, Pakistan and Romania.

Furthermore, contacts and initial discussions occurred regarding possible Pathways Partnerships with the following; University of Guelph and Western, Mohawk College, Sheridan College, and Seneca College.

ICEF Miami also provided an excellent opportunity to meet a range of educators and participate in Global Marketing seminars on trends. These seminars allowed ICEF participants to spend time learning tools and techniques for assessing the recruiting environment, evaluating our district and setting implementation priorities.

CONCLUSION:

Halton Catholic District School Board's International Education Strategy continues to focus on recruiting students from different regions of the world with an emphasis on avoiding one single region. The ICEF North American Conference allowed for the opportunity to discuss HCDSB with many diverse agents and educators.

It was a pleasure and privilege to represent HCDSB in sharing our many outstanding achievements and Catholic learning environment.

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

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

INFORMATION REPORT

ITEM 10.9

**PROPOSED 2017 AMENDMENT TO THE
2013 EDUCATION DEVELOPMENT CHARGES (EDC) BY-LAW**

PURPOSE:

The purpose of this report is to present the Board with a proposed amendment to the 2013 Education Development Charges (EDC) By-Law. This amendment is in light of continued increases in land values over the past two (2) years in the Halton Region since the 2015 amendment passed in June 2, 2015, and later amended on March 1, 2016, following an appeal made by BILD to the OMB.

BACKGROUND INFORMATION:

1. Action Report Item 8.1, “2015 Joint Review of the 2013 Education Development Charges By-Law” from the June 2, 2015 Regular Board Meeting.
2. Action Report Item 8.1, “2014 Joint Review of the 2013 Education Development Charges By-Law” from the June 3, 2014 Regular Board Meeting.
3. Action Report Item 9.2, “2013-2018 Education Development Charges By-Law” from the June 18, 2013 Regular Board Meeting.

HISTORY:

An Education Development Charge (EDC) is a levy that is imposed under a Board enacted By-Law respecting growth related net education land costs incurred or proposed to be incurred by a School Board. EDCs are the primary source of funding for the acquisition and preparation of school sites and related costs to accommodate growth-related pupil needs within a Board’s jurisdiction.

To collect the necessary funds, levies are applied and collected to all new residential and non-residential development, with certain exceptions. The existing By-Law recovers 85% of education land costs from residential development and 15% from non-residential development.

On June 18, 2013, the Board adopted a region-wide 2013 EDC By-Law under the Education Act, a joint undertaking with the Halton District School Board (HDSB). The 2013 EDC By-Law had an effective implementation date of June 24, 2013 and is to be in effect for no more than five (5) years.

In 2014, Board staff undertook a review of the 2013 EDC By-Law in response to recent land purchases made in Oakville by the HCDSB, and in Milton by the HDSB. These transactions demonstrated that the price per acre in both municipalities had increased significantly over the course of the year. Accordingly, on June 4, 2014 the Board passed Education Development Charges Amending By-Law (2014) that amended the levies listed within the 2013 Education Development Charges By-Law of the Board. Refer to Appendix A for further information on the rationale for undertaking a 2015 amendment to the 2013 EDC By-Law.

As a result of the site valuation review, the EDC's at the time needed to be increased so that the Board collects the appropriate amount of funds that are required to finance the cost of site acquisitions. Watson & Associates Economists Ltd. updated the calculation model. As a result the Board of Trustees approved an amendment to the EDC By-law on June 2, 2015.

<i>Development Type</i>	<i>June 18, 2013 EDC By-Law</i>	<i>June 3, 2014 EDC By-Law</i>	<i>June 2, 2015 EDC By-Law</i>
\$ per residential unit (as defined in the EDC By-Law)	\$1,484 per residential unit	\$1,839 per residential unit	\$2,176.00 per residential unit
\$ per sq. ft. of gross floor area or \$ per sq. m. of gross floor area (as defined in the EDC By-Law)	\$0.38 per sq. ft. or \$4.09 per sq. m.	\$0.47 per sq. ft. or \$5.06 per sq. m.	\$0.56 per sq. ft. or \$6.03 per sq. m.

However, both the HCDSB and HDSB 2015 EDC By-law amendments were appealed by the Building Industry and Land Development Association (BILD) to the Ontario Municipal Board (OMB), citing concerns with the methodology used by the boards' consultant in developing the rates.

A mediation was held by the OMB in February 2016 in an attempt to resolve the issues before going to a full OMB hearing. Respective staff from both Boards, legal counsel, and Watson & Associates met with BILD representatives.

The results of the mediation past as follows:

1. The methodology used in the respective Boards' EDC By-law amendments was modified, resulting in a new residential rate of \$2,035 per unit and a non-residential rate of \$0.51 per square foot;
2. BILD agreed to the new methodology when the Boards calculate future EDC B-law amendments;
3. The EDC By-law amended by the OMB as of March 1, 2016 would reflect the new rates;
4. The HCDSB and HDSB would not be required to refund any portion of the EDCs collected; and,
5. The next EDC By-law amendments for the respective school boards would not take effect prior to December 1, 2016.

The current Halton Catholic District School Board (HCDSB) EDC charges (as amended in March 1, 2016) were as follows:

<i>Development Type</i>	<i>June 2, 2015 EDC By-Law</i>	<i>March 1, 2016 EDC By-Law</i>
\$ per residential unit (as defined in the EDC By-Law)	\$2,176.00 per residential unit	\$2,035.00 per residential unit
\$ per sq. ft. of gross floor area or \$ per sq. m. of gross floor area (as defined in the EDC By-Law)	\$0.56 per sq. ft. or \$6.03 per sq. m.	\$0.51 per sq. ft. or \$5.49 per sq. m.

COMMENTARY:

As part of the Education Development Charges Background Study completed for the 2013 EDC By-Law, the Board identified a total of 12 sites anticipated for purchase over the next 15 years. This includes 3 elementary and 1 secondary school site in Oakville; 5 elementary and 1 secondary school site in Milton; and 2 new elementary school sites in Halton Hills.

Of the aforementioned sites, the Board has: purchased one (1) elementary school site in Oakville for the St. Gregory Catholic Elementary School; placed on option to purchase on a second site in North Oakville also referred to as North Oakville CE#4; exercised an option to purchase an elementary school site in Milton for April 2017, referred to as Milton #8 CES. For additional information on future land purchases, please refer to Appendix B.

The Education Act provides the Board an opportunity to amend its EDC By-Law annually, based on increasing site acquisition and site preparation costs. For this purpose, staff from HCDSB and HDSB met with Jack Ammendolia from Watson & Associates Economists Ltd. and Brad Teichman of Overland LLP in January 2017 for the purpose of completing an annual review of the 2013 EDC By-Law to monitor ongoing increases in site acquisition costs in Halton.

At the meeting, both boards confirmed that they will be proceeding with an amendment to their respective EDC By-Laws. Cushman & Wakefield has been retained to provide appraisals on the remaining designated sites by utilizing recent school site purchases and other land transactions information across the Halton Region to assess the required levy increases for each Board. Once the appraisals are complete, they will be circulated to the Building Industry and Land Development Association (BILD) for review and comment. Once vetted by BILD, the final appraised values will be used to calculate the residential and non-residential EDC levies.

The purpose of annually monitoring escalating land costs and adjusting residential and commercial levies is to ensure that the existing EDC reserve account shortfall is balanced over a 15 year horizon, and aligns with long-term development trends in the Region.

As of January 31, 2017, the HCDSB EDC reserve shortfall is approximately \$40.25 million, which has caused increased cash flow pressures to the Board.

As a result, both Boards will undertake an amendment to their respective EDC By-Laws. The process the HCDSB will undertake to amend the EDC By-Law is detailed in Appendix C, and is summarized below:

1. Review site costs and prepare addendum to the 2013 EDC By-Law Background Study.
2. HCDSB will provide the public with a 'Notice of Public Meeting' for the proposed EDC By-Law amendment.
3. HCDSB will make the '2013 EDC By-Law Background Study' and subsequent 'Addendum' available for public for review.
4. HCDSB will hold a 'Public Meeting' on the EDC By-Law amendment at least 20 calendar days after the date of 'Notice of Public Meeting'.
5. On the same night, immediately following the Public meeting, HCDSB Board of Trustees will consider and decide on the approval of the proposed 2013 EDC By-Law Amendment.
6. If approved, HCDSB will provide the public with a 'Notice of Passing'.

It is anticipated that information on the proposed amendments will be presented to the Board at the Regular Board Meeting scheduled for April 4, 2017. This will be followed by a public meeting and Board decision to occur at a Regular Board Meeting scheduled for April 18, 2017.

CONCLUSION:

HCDSB staff, in conjunction with HDSB staff, is moving forward with the annual EDC By-Law review. As a result of this review, it is likely that rates in the 2013 EDC By-Law will be amended to reflect increasing site costs. A public meeting on the EDC By-Law amendment and a Board resolution will occur at the Board's April 18, 2017 Regular Board Meeting.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

REPORT SUBMITTED BY: R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

February 6, 2015

Ms. Paula J. Tenuta
VP, Policy & Government Relations
Building Industry and Land Development
Association
20 Upjohn Road
North York, ON M3B 2V9

Ms. Denise Baker
WeirFoulds LLP
Suite 10, 1525 Cornwall Road,
Oakville, ON L6J 0B2

Dear Ms. Tenuta and Ms. Baker:

Re: Halton District School Boards – 2015 EDC By-law Amendments

The Halton District School Board and the Halton Catholic District School Board each passed education development charge (“EDC”) by-laws in June of 2013. Subsequently, each Board also passed amending EDC by-laws in June of 2014; the amending by-laws increased the quantum of the charges. The Boards amended their respective 2013 by-laws in order to account for the escalating price of land in the Region of Halton. In the time between the enactment of the 2013 by-laws and the 2014 amending by-laws, land values increased by approximately 40% in North Oakville and more than 30% in Milton as compared to the values reflected in the 2013 EDC background study.

The Boards have found that the price of land in Halton continues to increase rapidly and has outpaced the assumptions that underlie not only the 2013 EDC background study but also recent Board purchases and school site appraisals undertaken in 2014. As a result, the Boards believe that a further amendment to the 2013 EDC by-laws may be warranted to reflect the greater land values. Adjusting the land values, and the resulting charges, would help to ensure that (i) the EDC rates are more in line with actual market experience and (ii) the Boards have sufficient funds available to purchase needed school sites and mitigate EDC deficits.

The *Education Act* permits a school board to pass a by-law amending an EDC by-law so as to increase the amount of the charge. A board may effect such an amendment only once in the one year period immediately following the coming into force of the by-law or in any succeeding one year period.

For the purposes of the 2014 amendment, the Boards relied on land values from recent land purchases as well as a recent site appraisal that was completed for a North Oakville school site. For the 2015 EDC amendment, a qualified appraiser will review the land values and assumptions from the 2013 EDC by-laws and the 2014 EDC amendments with a view to providing updated land values that will form the basis of potential amendments to the 2013 by-laws. We will keep BILD apprised of the process and provide relevant information as it becomes available.

The Boards anticipate passing their respective amending by-laws in June, 2015.

Please feel free to call Jack Ammendolia, Director at Watson & Associates, or me if you have any questions.

Yours truly,

Overland LLP

A handwritten signature in black ink that reads "Brad Teichman". The signature is written in a cursive, flowing style with a large initial "B".

Brad Teichman

ABT/rlb

Halton Catholic District School Board
 Education Development Charges Submission 2013
 Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Site Location/ Facility Type	Net Growth-Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth-Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites) *	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
CEB3	-	-	Accommodated in existing facilities	13						\$ -	\$ -	\$ -		
CEB6	-	-	Accommodated in existing facilities	13						\$ -	\$ -	\$ -		
CEB7	-	-	Accommodated in existing facilities	3						\$ -	\$ -	\$ -		
CEO2	-	-	Accommodated in existing facilities	119						\$ -	\$ -	\$ -		
CEO5	-	-	Accommodated in existing facilities	11						\$ -	\$ -	\$ -		
CEO6	TBD	2014	New North Oakville Elementary School	612	612	100.00%	7.00	7.00	\$ 900,000	\$ 6,300,000	\$ 1,215,050	\$ 157,500	\$ 1,601,685	\$ 9,274,235
CEO6	TBD	2017	New North Oakville Elementary School	612	612	100.00%	7.00	7.00	\$ 900,000	\$ 6,300,000	\$ 1,297,020	\$ 654,021	\$ 1,722,448	\$ 9,973,489
CEO6	TBD	2025	New North Oakville Elementary School	318	612	51.96%	7.00	3.64	\$ 900,000	\$ 3,273,529	\$ 802,102	\$ 430,169	\$ 940,609	\$ 5,446,409
CEM1	-	-	Accommodated in existing facilities	194						\$ -	\$ -	\$ -		
CEM2A	TBD	2014	New Milton Elementary School	671	671	100.00%	7.00	7.00	\$ 725,000	\$ 5,075,000	\$ 1,215,050	\$ 126,875	\$ 1,339,567	\$ 7,756,492
CEM2A	TBD	2021	New Milton Elementary School	467	671	69.60%	7.00	4.87	\$ 725,000	\$ 3,532,079	\$ 984,792	\$ 464,144	\$ 1,039,813	\$ 6,020,828
CEM2B	TBD		Accommodated in existing facilities	3						\$ -	\$ -	\$ -		
CEM3A	TBD	2019	New Milton Elementary School	671	671	100.00%	7.00	7.00	\$ 725,000	\$ 5,075,000	\$ 1,354,717	\$ 666,897	\$ 1,481,455	\$ 8,578,069
CEM3A	TBD	2023	New Milton Elementary School	671	671	100.00%	7.00	7.00	\$ 725,000	\$ 5,075,000	\$ 1,477,924	\$ 666,897	\$ 1,507,175	\$ 8,726,996
CEM3A	TBD		Accommodated in existing facilities	49						\$ -	\$ -	\$ -		
CEM3B	TBD	2027	New Milton Elementary School	160	671	23.77%	7.00	1.66	\$ 725,000	\$ 1,206,352	\$ 383,260	\$ 158,525	\$ 364,933	\$ 2,113,070
CEH1	TBD	2020	New Halton Hills Elementary School	612	612	100.00%	7.00	7.00	\$ 725,000	\$ 5,075,000	\$ 1,384,521	\$ 666,897	\$ 1,487,677	\$ 8,614,095
CEH1	TBD	2023	New Halton Hills Elementary School	287	612	46.90%	7.00	3.28	\$ 625,000	\$ 2,051,675	\$ 595,150	\$ 269,607	\$ 608,820	\$ 3,525,252
Total:				5,485	6,415		70.00	55.46		\$ 42,963,636	\$ 10,709,586	\$ 4,261,531	\$ 12,094,183	\$ 70,028,936

Halton Catholic District School Board
 Education Development Charges Submission 2013
 Form G - Growth-Related Net Education Land Costs

SECONDARY PANEL

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Facility Type	Net Growth-Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth-Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites)	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
CS02	TBD	2023	New North Oakville Secondary School	458	1350	33.93%	16.00	5.43	\$ 900,000	\$ 4,885,333	\$ 1,146,056	\$ 641,973	\$ 1,393,099	\$ 8,066,461
CS04	TBD	2017	New Milton Secondary School	1303	1350	96.55%	16.00	15.45	\$ 725,000	\$ 11,199,585	\$ 2,862,283	\$ 1,162,661	\$ 3,178,200	\$ 18,402,729
CS05	-	-	Accommodated in existing facilities	180						\$ -		\$ -		
Total:				1,942	2,700		32.00	20.88		\$ 16,084,919	\$ 4,008,339	\$ 1,804,633	\$ 4,571,299	\$ 26,469,190



Overland LLP
 Brad Teichman
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January 13, 2017

Mr. Dom Renzella
 Manager of Planning
 Halton District School Board
 J.W. Singleton Centre
 2050 Guelph Line
 Burlington, ON L7R 3Z2

Mr. Fred Thibeault
 Administrator of Planning Services
 Halton Catholic District School Board
 802 Drury Lane
 Burlington, ON L7R 2Y2

Dear Sirs:

Re: 2017 Amendments to 2013 EDC By-laws

I am writing to outline the process that the Boards must follow to amend their respective 2013 education development charges ("EDC") by-laws.

Subsection 257.70(2), paragraph 1, of the *Education Act* permits a school board to amend an EDC by-law so as to increase the amount of the charge. A board may effect such an amendment only once in the one-year period immediately following the coming into force of the by-law or any succeeding one-year period. The 2013 EDC by-law of each Board came into force on June 24, 2013. It was therefore open to the Boards to amend their respective by-laws during the one-year period between June 24, 2013 and June 23, 2014, which they did. The Boards also amended their respective by-laws in June of 2015 (the Catholic Board on June 2nd and the Public Board on June 3rd). There were no amendments in 2016 as a consequence of the Ontario Municipal Board appeals of the 2015 amending by-laws and the terms of the subsequent settlement. As we are now into the fourth one-year period after the by-laws came into force (June 24, 2016 to June 23, 2017), the Boards may again amend the by-laws.

A by-law amending an EDC by-law comes into force on the fifth day after it is passed in accordance with Section 25.71 of the *Education Act*. A board does not have the discretion to vary or change the in force date of an amending by-law.

Public Process and Information to be made Available

Before passing a by-law amending an EDC By-law, a board is required to,

- (a) give notice of the proposed amendment in accordance with Ontario Regulation 20/98 (the requirements for notice are detailed later in this memorandum);
- (b) ensure that the following are made available to the public,
 - (i) the education development charge background study for the 2013 by-law which is being amended, and

- (ii) sufficient information to allow the public to understand the proposed amendment.

The legislation does not require that a board prepare a background study for an amending by-law. Instead, a board must make available to the public the background study for the by-law being amended, i.e. the Boards' 2013 EDC by-laws, together with sufficient information to allow the public to understand the proposed amendment. Such information would include the rationale for the amendment (the increased land values experienced in the Region of Halton and possibly increased site servicing costs), as well as the calculations underlying the new charge. Mr. Ammendolia of Watson & Associates has prepared a number of information packages for EDC by-law amendments that satisfy these requirements of the *Education Act*.

A board seeking to amend its EDC by-law is not required to secure Ministry approval nor hold a public meeting, although paragraph 6.2 of the EDC Guidelines issued by the Business Services Branch of the Ministry encourages a board to hold at least one public meeting prior to passing an amending by-law. We recommend that the Board satisfy this step by ensuring that any interested party is given the opportunity to make a deputation during the meeting at which each Board will pass its amending by-law.

Notice

The EDC Regulation requires that a board seeking to amend its EDC by-law give notice of the proposed amendment to the following:

- (a) every person and organization that has given the secretary of the board a written request for notice of any amendments to the EDC by-law and has provided a return address – this would include BILD and any developers that participated in the public process associated with the 2013 by-laws;
- (b) the clerk of every municipality having jurisdiction within the area to which the EDC by-law applies (including the Region of Halton); and
- (c) the secretary of every school board having jurisdiction within the area to which the EDC by-law, as amended, applies (for HDSB, this means the HCDSB and the two French Boards; for HCDSB, this means the HDSB and the two French Boards).

The notice to a person or organization described in clause (a) above must be given by mail, fax or personal service. The notice to a person described in clauses (b) and (c) above must be given by mail, fax or personal service or by publication in a newspaper that has general circulation in the area to which the EDC by-law applies, i.e. the Region of Halton. We recommend that the Boards publish notice of the proposed amendments in local newspapers in any event.

Notice of a proposed amendment to an EDC by-law must set out the following:

- (a) a statement that the Board proposes to amend its EDC by-law;
- (b) an explanation of the EDCs imposed by the by-law on residential and non-residential development;

- (c) an explanation of the proposed amending by-law, i.e. the proposed increased EDC rates;
- (d) a description of the lands to which the EDC by-law applies – the Region of Halton; and
- (e) an explanation of where and when persons may examine a copy of the proposed amending by-law.

I will provide you with a draft of the Notice of Proposed Amendment once Mr. Ammendolia has developed the proposed, increased EDC rates.

There are no time requirements in the *Education Act* nor the EDC Regulation for giving notice of a proposed amending by-law. We recommend, however, that the Boards give at least 20 days notice of the meetings at which the amendments will be considered, consistent with the notice that is given for a new EDC by-law.

We recommend that the Boards consult directly with the other stakeholders in the EDC process as soon as they have obtained the information on estimated land values and the calculation of the revised EDC charges. I think it would be appropriate to alert the stakeholders early in the process of the Boards' intent to pass amending by-laws. To that end, Mr. Ammendolia and I will be sending a letter to BILD et al. advising of the proposed EDC amendments.

The EDC Regulation also requires that a board give notice of the passing of a by-law which amends an EDC by-law. We will provide the details of such notice in a separate memorandum later in the process.

Please feel free to call me should you have any questions or require additional information.

Yours truly,

Overland LLP



Brad Teichman

c: Jack Ammendolia, Watson & Associates

ABT/as

MINUTES OF THE POLICY COMMITTEE MEETING

Date: December 13, 2016
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present P. Dawson, Director of Education
 G. Corbacio, Superintendent of Education
 L. Frees, Senior Administrator, Human Resources
 J. O'Hara, Executive Officer, Human Resources
 T. Overholt, Superintendent of Education
 T. Pinelli, Superintendent of Education
 A. Swinden, Administrator, Strategic Communications

Recording Secretary: J. Neuman

1. CALL TO ORDER

1.1 Opening Prayer (H. Karabela)

The meeting began at 7:05 p.m. with a prayer led by H. Karabela.

2. APPROVALS

2.1 Approval of Agenda

Acting Chair, P. Dawson, asked for a motion to approve the agenda

A. Quinn requested an addition to the agenda under Discussion: **Item 4.3** Opening Exercises Policy II-09

P#01/17

Moved by: J. Michael

Seconded by: P. Marai

That, the agenda be approved as amended.

CARRIED

2.2 Approval of Minutes

Acting Chair, P. Dawson, asked for a motion to approve the minutes from the November 8, 2016 Policy Committee meeting.

#P02/17

Moved by: J. Michael

Seconded by: S. Trites

That, the minutes of the Policy Committee Meeting held on November 8, 2016 be approved, as submitted.

CARRIED

3. ACTION ITEMS

3.1 Election of the Chair of the Policy Committee (December 13, 2016 - December 2017) (P. Dawson)

Acting Chair, P. Dawson, reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 13, 2016 until the first Policy Committee meeting in December 2017.

A. Danko was nominated by P. Marai, seconded by S. Trites for the position of Chair of the Policy Committee. A. Danko accepted the nomination. There were no other nominations.

P#04/17

Moved by: A. Iantomasi

Seconded by: J. Michael

That, the nominations be closed.

CARRIED

A. Danko was acclaimed as the Chair of the Policy Committee.

P#03/17

Moved by: P. Marai

Seconded by: S. Trites

That, A. Danko be appointed to the position of Chair of the Policy Committee for the period of December 13, 2016 until the first Policy Committee Meeting in December 2017.

CARRIED

A. Danko thanked the committee for their nomination and support.

P. Dawson declared A. Danko as Chair of the Policy Committee.

A. Danko assumed the responsibility as Chair of the Policy Committee.

3.2 Policy I-12 Emergency Plans - Fire & Evacuation Procedures (T. Pinelli)

T. Pinelli shared the revisions to Policy I-12 and referred to the Halton Regional Police protocol and the ministry mandate to revise current policy and procedure. It was noted that the documents now reflect all aspects of emergency preparedness. It was also noted that the title needs to change to reflect ministry regulation.

#P05-17

Moved by: P. Marai

Seconded by: A. Iantomasi

That, the Policy Committee recommends that Policy I-12 Emergency Plans - Fire & Evacuation Procedures name be changed to Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response and along with amendments, be forwarded to the December 20, 2016 Regular Board Meeting for approval.

Discussion followed regarding the title of the policy. T. Pinelli responded that in order to reduce confusion in communication between emergency responders, schools, parents, students and the community, the name reflects the language of the text as mandated by the Ministry of Education.

T. Pinelli indicated that the schools must hold two Bomb Threat and Lockdown Practice Drills each school year and the data will be collected and forwarded to the Ministry.

#P05-17 (amendment)

Moved by: A. Quinn

Seconded by: P. Marai

That, the policy be named Policy I-12 Emergency Response Plans and remove Fire & Evacuation, Lockdown and Bomb Threat.

Discussion ensued. T. Overholt recommended that the policy name remain as recommended. By keeping it specific to the cause of the emergency response it will help reduce confusion as the Board has other policies in place for other types of emergency responses (e.g. medical conditions, etc.). T. Pinelli commented that other emergency plan policies will be coming to the Board and by being specific in the title it will alleviate confusion.

P. Marai requested that Policy I-12 be delayed to the next meeting so follow-up could be taken regarding the requirement of the information included in the title. T. Pinelli responded that the Policy should have been in place in September 2016, and that in-servicing with staff has already begun.

D. Rabenda encouraged the committee to keep the title as recommended as it is specific and will assist staff in understanding its use.

The amended motion was withdrawn.

The Chair called for a vote. Recommendation **#P05-17 UNANIMOUSLY CARRIED**

3.3 Policy II-17 Pastoral Reference (J. O'Hara)

#P06/17

Moved by: J. Michael

Seconded by: S. Trites

That, the Policy Committee recommends that Board Policy II-17- Pastoral Reference be forwarded, with amendments, to the December 20, 2016 Regular Board Meeting for approval

Discussion followed. J. O'Hara responded with clarification regarding wording and content of the policy. It was noted that Educational Assistants (EA) do not deliver curriculum to students, and are therefore not required to be practicing Catholics.

#P06/17 (amendment)

Moved by: A. Quinn

Seconded by: H. Karabela

That, the policy committee accept the recommendation with language to be provided by the Director, to include the phrase, "must be practicing Catholics" and be brought to the upcoming Board meeting, for approval.

The Chair called for vote. Recommendation **#P06/17 (amendment)** was **UNANIMOUSLY CARRIED**

3.4 Policy IV-3 Playground Equipment (T. Overholt)

#P07/17

Moved by: A. Quinn

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy IV-03 Playground Equipment name be changed to Policy IV-03 Playground Installation and along with amendments, be forwarded to the December 20, 2016 Regular Board Meeting for approval.

P. Marai began the discussion by suggesting that the policy is no longer required and be established as an Administrative Procedure.

T. Overholt responded with the historical purpose of the Policy.

Concerns were raised regarding insurance and liability.

T. Overholt summarized the changes to the policy under review.

Moved by P. Marai

Seconded by J. Michael

That, the language be moved out of this policy and put it into a procedure.

Discussion followed. P. Dawson responded regarding schools' responsibilities regarding playground equipment and installations. T. Overholt will investigate with the finance department regarding OSBIE regulations.

P. Marai withdrew his motion of amendment and further moved to refer this item to the first policy meeting in January

#P07/17 (Amendment)

Moved by P. Marai

Seconded by J. Michael

That, this item be referred to the first policy meeting in January.

The Chair call for a vote. Recommendation **#P07/17 (Amendment) CARRIED** with one opposed.

3.5 Policy IV-01 Fencing at School Sites - First Reading (G. Corbacio)

P#08/17

Moved by: A. Quinn

Seconded by: J. M. Rowe

That, the Policy Committee recommend that Policy IV-01 Fencing at School Sites be forwarded, to the December 20, 2016 Regular Board Meeting for approval, at first reading.

G. Corbacio introduced Policy IV-01 Fencing at School Sites, noted the reasoning for the creation of the policy, and responded to questions.

P#08/17 (amendment)

Moved by: P. Marai

Seconded by: J. Michael

That, this policy be moved into a procedure.

Discussion regarding property neighbours and student and staff safety followed. G. Corbacio indicated that having this policy adds weight when fencing concerns need to be addressed with neighbouring property owners. T. Overholt indicated that the statements in the policy are overarching and the procedure will be more specific regarding building specifications.

The Chair called for a vote on the amended motion. Recommendation **P#08/17 (amendment) was DEFEATED.**

The Chair returned to the original motion. At this time, it was noted that the policy will be sent out to stakeholders. Further discussion regarding cost of fencing, gating and properties backing on to parks followed.

The Chair call for a vote. Recommendation **P#08/17 CARRIED** with one opposed.

It was noted that the policy will be discussed at a future Policy Committee meeting.

4. DISCUSSION ITEMS

4.1 Policy III-04 Employee Assistance Program (J. O'Hara)

A. Danko indicated that he has been the Chair of the HCDSB Employee Assistance Program (EAP) committee.

J. O'Hara provided a history of the EAP in HCDSB and informed the committee that the Policy is being brought forward as discussion in response to staff request for changes and for the opportunity to add wording to the policy to include Request for Proposal (RFP) options to EAP service providers.

A chart of expenses to the board was explained. It was noted that the current Wellness program will be ending with the upcoming changes to benefits, and the service providers being considered can include a wellness program as an add-on not an extra cost.

Questions regarding current collective agreements, and bargaining; cost savings; current employee use of the program; spiritual advisors; concerns regarding current local providers no longer being available; and timeline for revision and implementation were asked and answered.

P#09/17

Moved by: A. Quinn

Seconded by: H. Karabela

That, Trustees allow staff to conduct an RFP without changing the policy.

Discussion followed regarding the RFP process. T. Overholt and J. O'Hara will review the process with the Purchasing Department for advice on how to proceed. It was suggested that the Board pursues a Request for Quote (RFQ) to begin the process.

The Chair asked A. Quinn to reconsider motion.

A. Quinn revoked the motion and proposed a second motion.

P#10/17

Moved by: A. Quinn

Seconded by: H. Karabela

That, Trustees allow Senior Staff to survey the market for equivalent Employee Assistance programs to determine what services are available at what cost.

Concerns were raised about delaying the policy revision process. It was noted that this motion allows Senior Staff the opportunity to begin the process in preparation for the next Policy committee meeting.

The Chair called for a vote. Recommendation **P#10/17 CARRIED** with one opposed.

4.2 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (T. Overholt)

T. Overholt brought Policy I-23 forward for discussion. The revisions required were noted. Ministry Regulations regarding school councils and parent involvement committees were reviewed.

It was noted that the document referred to in the policy should be considered a resource and that a procedure will be developed.

Discussion followed regarding Catholic School Council (CSC) by-laws; consistent communication to parents from CSC and the Catholic Parent Involvement Committee (CPIC). As well CPIC members were encouraged

to communicate with Trustees, if so inclined. T. Overholt noted that parents are encouraged to attend Board meetings at any time, and cautioned that topics go through the proper channels before being brought to the Board.

A request was made to send the policy out for Stakeholder input.

4.3 Policy II-09 - Opening and closing Exercises (A. Quinn)

A. Quinn asked the Director of Education for clarification on how policies of the Board are upheld. He referred to Policy II-09 Opening and Closing Exercises that was approved and implemented in February 2016, and indicated that following a personal survey of some Elementary schools he noted that several schools are not including the Oath of Citizenship in their opening exercises.

P. Dawson responded that Principals have been notified on numerous occasions that they are to ensure that the Oath of Citizenship is included in their opening exercises and will remind the Family of Schools Superintendents to ensure this practice is being followed.

At this time A. Quinn also noted that Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities which indicated that the student activity fee is voluntary is not being correctly communicated by some schools.

P. Dawson responded that a letter would be forwarded sent to principals to forward to parents as a point of clarification.

5. INFORMATION ITEMS

5.1 Upcoming Agenda Items (January 10, 2017) (T. Overholt)

T. Overholt indicated that the list of policies as upcoming agenda items has been revised. In response to questions it was noted that Policy I-23 would have to be deferred to the February Policy Committee Meeting as it was recommended to go to stakeholders.

- 5.1.1 Policy I-06 Delegation to Board**
- 5.1.2 Policy I-18 Accessibility Standards for Customer Service**
- 5.1.3 Policy I-20 Integrated Accessibility Standards**
- 5.1.4 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee**
- 5.1.5 Policy II-03 Principal Designate in Schools Without Vice-Principals**
- 5.1.6 Policy II-40 Bullying Prevention and Intervention**

6. MISCELLANEOUS INFORMATION

There was no miscellaneous information.

7. CORRESPONDENCE

There was no correspondence.

8. IN CAMERA

There was no in-camera session.

9. NEW BUSINESS

There was no new business.

10. MOTION TO EXCUSE COMMITTEE MEMBERS

There were no trustees absent.

11. Motion to Adjourn/ Closing Prayer

P#11/17 - Motion to adjourn

Moved by: J. Michael

Seconded by: A. Iantomasi

CARRIED

The meeting closed at 9:30 pm with a prayer led by J. M. Rowe.



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

January 9, 2017

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

FROM: Patrick J. Daly, President

SUBJECT: **Significant Events in the History of Catholic Education and the Ontario Catholic School Trustees' Association**

As you know it is very important that all involved in the tremendous gift of publicly funded Catholic Education have a good understanding of our rich history and the vision and sacrifice of those who built such a strong foundation. Particularly for those in governance and administrative leadership positions it is crucial we are able to articulate, celebrate and share "Our Story".

In this regard you will find attached a document prepared by OCSTA entitled "*Significant Events in the History of Catholic Education and the Ontario Catholic School Trustees Association*" (Appendix 1). It was updated in 2004 to commemorate the 75th Anniversary of our Association. It outlines significant milestones, legal decisions and legislative changes that incrementally have positively impacted Catholic Education in Ontario. Among the most consequential of these events was the passing of Bill 30 which led to the extension of funding to Grades 11, 12 and 13 (OAC) in Catholic schools. You will find attached a copy of the text of Premier Bill Davis' June 12, 1984 speech which ushered in this historic change (Appendix 2).

There have of course been a number of events since 2004 which have impacted Catholic Education. Among these would be the passing of Bill 177, "The Student Achievement and School Board Governance Act" in 2009 and Bill 122, "The School Boards Collective Bargaining Act" in 2014. As you know both of these pieces of legislation have more clearly defined and changed the role/responsibilities of trustees, school boards and the Ontario Catholic School Trustees' Association.

It is our plan to update the 2004 document over the next few months and forward it to you along with other historic information. We ask that you share this with the trustees of your board as well as others who you believe it would benefit.

If you would like additional information or have questions regarding any of the specific events, please let us know.



Ontario Catholic School
Trustees' Association

Significant Events in the History of Catholic Education & the Ontario Catholic School Trustees' Association

1930-2004

Significant Events in the History of Catholic Education & the Ontario Catholic School Trustees' Association

1841 First School Act for the Province of Upper Canada

- There was a need to obtain some financial support from the Crown to pay teachers' salaries
- Government responds – permitting the establishment of denominational schools and more permanent funding growth

Taché Act

- Extends right of Upper Canada's Catholic minority to create and manage their own schools

1863 Scott Act

- Sectarian bitterness was very strong and threatened minority rights in Upper Canada
- Archbishop Charbonel provides leadership
- Government responds
- Gave Catholic trustees all the rights and powers of their public school counterparts; Catholic schools were also allowed a share of **Common School Fund** by Canadian government

1867 British North America Act

- Need to constitutionally secure minority rights of Catholics re: education
- Government responds by including Section 93 and the educational rights of the Catholic minority were secured **constitutionally**

1925 Tiny Township Case

- Need for financial support for high schools
- Lay Catholic leadership emerges
- Government responds – Catholics have just claim to funds for Grades 9 and 10 – no constitutional rights beyond that **but** opens the door by stating that the provincial government **could** grant funds beyond grade 10

- 1930** **Ontario Separate School Trustees' Association is Founded**
- 1930's** **Catholic Taxpayers' Association**
- Efforts made to secure equitable distribution of corporate and business tax to Catholic boards
- 1950/60** **Hope Commission**
- Recommends that elementary level be cut back to K-6
- 1961** **OSSTA Publishes First *Catholic Trustee Magazine***
- Publication continues until 1997 with revised format introduced in 1986
 - Replaced by *Catholic Trustee Newsnotes* in 1997
- 1963** **Ontario Foundation Tax Plan**
- Many Catholic school boards benefit
- 1969** ***Equal Opportunity for Continuous Education in Separate Schools of Ontario – Brief to Premier and Minister of Education***
- This was a major step towards obtaining full funding for Catholic schools. The Brief enjoyed the support of all Catholic partners including the Bishops
 - One of the highlights of the Extension campaign was the Student Rally at Maple Leaf Gardens organized by the Ontario Catholic Students' Federation
 - In 1971, the Brief was rejected by the then Prime Minister, William Davis
- 1969** **County and District School Boards Created (known as Larger Units of Administration)**

- 1969** ***OECTA/OSSTA Religious Education Courses Launched***
- Courses in the teaching of catechetics offered in winter and summer
 - Certificates issued by joint associations to teachers who successfully complete the course
 - Courses would eventually expand to Course 1, 2 & 3 and be recognized by the Ministry for qualification purposes
- 1972** ***Focus on Faith for the Future Program Established by OSSTA***
- Major thrust of the program was to develop a total Catholic school community which would embrace all its component parts – trustees, teachers, administrators, priests and parents
- 1976** ***Blair Commission Tours Province to Assess Reaction to Taxing Catholic High School Property***
- Through the combined efforts of clergy, trustees, teachers, parents and students the Tax Plan was scrapped
- 1978** ***Government Approves Religious Education Credits for Grades 9 & 10***
- 1980** ***Bill 82 Grants Catholic Schools the Right to Provide “Special Education”***
- 1984** ***Grade 9 & 10 Students in Catholic Schools are Recognized as “Secondary” School Students***
- 1984** ***Premier Bill Davis Announces Intention to Extend Funding to Grades 11, 12 & 13 (OAC) in Catholic Schools***

- 1985** **Passage of Bill 30 (including s. 136 1.a.) – Extends Full Funding to Grades 11, 12 & 13 (OAC) in Catholic Schools**
- Would be challenged in the Court of Appeal of Ontario and in the Supreme Court of Canada
 - Section 136 1.a., a clause which restricted to a ten year period, the rights of Catholic school boards to prefer to hire Catholic teachers was inserted. It would later be challenged in court
- 1985** **Completion Office of the Separate Schools Founded**
- Provides a forum for Catholic partners, including OSSTA, to address political issues arising from “extension” – *Bill 30*
- 1986** **Bill 30 Declared Constitutional by the Ontario Court of Appeal**
- 1987** **Bill 30 Declared Constitutional by the Supreme Court of Canada**
- 1991** **ICE Publishes “*Blishen Report*”**
- Provides a vision of the goals for Catholic students as they were articulated by parents, clergy, teachers and trustees
- 1992** **Ontario Fair Tax Commission**
- OSSTA participates in Work of Property Tax Working Group including presentation of Minority Report
- 1993** **Royal Commission on Learning Appointed**
- OSSTA attends hearings and presents submission, *The Hope That Lives Within Us*
- 1995** **Royal Commission on Learning Issues Report: *For the Love of Learning***
- OSSTA responds

- 1995** **School Councils Established**
- Purpose is to bring parents and teachers together for the local management of their schools
 - OSSTA published two major documents, *Evolution of Catholic School Councils* and *Involving Other Parents*
- 1995/96** **Senate Committee on Legal and Constitutional Affairs re: Amendment to Term 17 of the Terms of Union Between Canada and Newfoundland**
- OSSTA supports Newfoundland Catholics in their fight to protect Catholic education in their province
- 1997** **Justice Sharpe Rules that Section 136 of the Education Act is Unconstitutional and of No Force or Effect**
- This ruling would be appealed in the Appeal Court of Ontario
 - The Appeal Court supports Justice Sharpe's ruling
 - Application to appeal the Appeal Court's decision is dismissed
 - Section 136 was struck out by the Court as it was unconstitutional. Catholic boards have the constitutional authority to take matters of faith into account in hiring, advancing, promoting and dismissing employees. Employees are entitled to challenge such preferential practices, however, where the qualification is not reasonable and bona fide
- 1997** **OSSTA Adopts New Name – Ontario Catholic School Trustees' Association**
- This name more accurately reflects our mission as the provincial representative of English Catholic school trustees
- 1997** **Bill 104 – Fewer School Boards Act (1997)**
- Roman Catholic Separate School Boards reduced from 53 to 29 *Catholic District School Boards* and 6 *School Authorities*. Catholic trustees reduced from 710 to 250

1997 ***Education Improvement Commission***

- Commission mandated to oversee and direct the amalgamation and operation of schools and to oversee the transition of the new system of education governance in Ontario

1997 ***Bill 160 – Education Quality Improvement Act, 1997***

- Introduces a fair and equitable funding formula for public and Catholic schools
- OCSTA supports direction taken by the government in the area of curriculum standards, accountability, reporting and funding
- OCSTA expresses reservation about some of the initiatives in the area of governance, in the matter of labour relations and negotiations and about the pace of the comprehensive educational reforms in certain areas

1997 ***Ontario Regulation 461/97 Establishes Policy Guidelines for Representation of the Interests of Pupils on School Boards***

- OCSTA publishes *Embracing the Future Catholic Pupil Representatives on Catholic School Boards* to help school boards develop local policies
- OCSTA launches website for student representatives
- OCSTA assists in coordinating in-service opportunities for student representatives

1997 ***Religious Education as Teaching Subject Introduced in Faculties of Education***

1998 ***Bill 160 – Constitutional Challenges***

- Justice Peter Cumming (General Division Court of Ontario) finds that it is unconstitutional for the provincial government through Bill 160 to suspend the right of Catholic school boards to set a local mill rate
- All other aspects of the challenge are unsuccessful
- OCSTA reaffirms that it is unlikely that Catholic boards would see any benefit in exercising their right to tax, as raising money beyond equitable levels would be inconsistent with our long-standing goal of fair funding for all students

- The government appeals the lower court's decision re: taxation and OPSBA, OECTA, other teacher unions and individuals appeal other parts of the lower court's decision. OCSTA is an intervenor
- A panel of five Ontario Court of Appeal judges hear the appeals and eventually reverses the ruling of the lower court. OCSTA is an intervenor
- The decision of the Court of Appeal would be challenged in the Supreme Court of Canada

1998 Government Financial Support for Creation of Catholic Curriculum for Catholic Schools

- Coordinated through the Institute for Catholic Education

1999 OCSTA Adopts New Logo

- Considerations which guided the design included the need to symbolize in a contemporary style the traditional goals and mission of the Association

2000 OCSTA Launches Province-Wide Discussion on *Our Catholic Schools*

- Approximately 3000 participants engaged in conversation across the province
- Report on discussion issued November 2000

2000 Charter of Education Rights and Responsibilities

- Heralds an era of accountability
- OCSTA publishes document *Visioning the Future: A Reflection on the Charter of Rights and Responsibilities from the Perspective of Catholic Schools*

2000 Bill 74 – *Education Accountability Act, 2000*

2001 Bill 160 Declared Constitutional by the Supreme Court of Canada

2001 Bill 80 – *Stability & Excellence in Education Act*

2001 ***Task Force on Effective Schools Established***

- OCSTA responds with document entitled, *A Catholic Response to the Task Force on Effective Schools*

2003 ***Report of the Education Equality Task Force is Released***

- Final recommendations reflect funding principles advocated by OCSTA boards

2004 ***Report of the Provincial Legislative Review Committee***

- After considerable analysis, the Legislative Review Committee concluded that the legislation and regulations governing education funding appear to operate in a fair and non-discriminatory manner. OCSTA was part of the committee and generally concurred with the conclusion but reserved judgement on some special purpose grants

2004 ***OCSTA Publishes *Catholic Trustees: Advocates, Guardians and Stewards of Catholic Education****

- This Association publication articulates the distinctive role of the Catholic trustee in Ontario's education system

Appendix 2

Statement by Premier William G. Davis Regarding Roman Catholic Secondary Schools, June 12, 1984

Honourable Mr. Davis: Mr. Speaker, I wish to inform members of the Legislature that the government has undertaken a careful and fresh review of the outstanding issues surrounding public support for the Roman Catholic school system, and this afternoon I wish to outline a new course we have decided to pursue.

As colleagues on both sides of the Legislature will appreciate, this has been a subject of long and heartfelt controversy in the development of our province, ever since we assumed the burdens and choices that go with responsible government in 1842.

In an open and dynamic society such as ours, basic issues are not resolved or sincere differences settled in silence. However, we have managed to grow together because we have respected each other and from time to time we have reconciled long-standing differences and then moved forward. Progress is made not by opening old wounds but by healing old grievances. In that spirit, I believe we have an opportunity now to put one of these difficult issues behind us as we seek to continue the progressive and harmonious development of our province.

The architects of Confederation, John A. Macdonald and George Brown, were Protestants who preferred the development of a nonsectarian educational system. However, in order to secure their national vision, they accepted and advocated the protection of denominational "common" schools in the British North America Act.

All Ontario provincial governments since that time have interpreted the "common" schools of that day as the elementary Roman Catholic and public education systems have been maintained and equitably funded across this province.

Historically, it has been possible for elementary schools to continue through to the 10th grade and, in recent years, many Roman Catholic school boards have organized their programs with public support to enrol pupils at the Grades 9 and 10 level. In keeping with the understood interpretation of the Canadian Constitution, secondary Roman Catholic schools have not been provided public funds beyond Grade 10. Roman Catholic families have seen and continue to see such a limitation on public funds beyond this level as arbitrary and inequitable.

In considering at this time whether the government of Ontario should extend financial support to secondary Roman Catholic schools, as has been requested by the Roman Catholic community for over half a century, we have been guided in our deliberations by three fundamental principles, all of which must be respected in the resolution of this matter.

First, we must not only respond to the claims of the moment, but we must also work to honour those contracts and obligations that were struck to create a united Canada in 1867. Second, we must not undertake a course of action that by its nature or in its execution would cripple or limit the viability of our non-denominational public secondary school system, which is accessible to all and universally supported and which will always remain the cornerstone of our education system. Third, we are not mere hostages to old arrangements, so we have a contemporary responsibility to be sure our answer on this question strengthens rather than fragments the social fabric of this province.

While men and women of courage and conviction have been divided on this issue, up to now no Ontario government has felt it was able to discharge its duty according to these fundamental principles while at the same time granting public funds to a complete Roman Catholic secondary school system. I now believe this can be responsibly undertaken and therefore, it is our obligation to resolve the issue.

The new direction is not compelled by or founded upon a reinterpretation of old statutes or jurisprudence. The letter of the old law cannot substitute for common sense. Further, we must all appreciate that historic benefits must keep pace with changing conditions. Roman Catholic families do not object to paying their share of the cost of an extensive universal nondenominational educational system, however, they cannot at the same time accept a logic that argues their taxes should be up to date but their historic benefits should be locked in.

Since the beginning of our parliamentary democracy, freedom and therefore diversity and pluralism have been fundamental values. Our public school system has always been fundamentally important and our commitment in this regard must not be diminished. The strength of Ontario's educational heritage rests in the general merit and the value of a universally accessible, publicly supported

school system. Experience has now taught us, however, that a limitation on public funding which confines it to the public secondary school system is no longer required to sustain the viability of public education in our province.

Implementing a dual secondary system will necessitate wise administration, which I will address in a moment. Yet I am confident our secondary system, in which we can all take considerable pride, will not be jeopardized. For some time, a third of the students in our dual elementary school system have been enrolled in our Roman Catholic schools. Through the administration of core curriculum and proper funding, our public elementary school system certainly has remained viable and, indeed, second to none.

With more stable enrolments at this time, along with appropriate funding, core curriculum changes and soon province-wide testing, there is no reason to believe our public secondary school system will perform any less effectively in the future.

Members should be aware of the fact that to protect our public education system, while assuming some costs which are now carried privately by Roman Catholic families, will require additional public funding. While some of this can be accomplished through appropriate redistribution, our ultimate objective will remain one of providing high-quality education at the lowest possible cost to the taxpayers.

In practical terms I do not believe we could or should create a separate public system or a small segment of our community that wishes to isolate itself, but we are addressing today the aspirations of a good third of our families, who have demonstrated their competence and determination to provide contemporary education for their children.

Above all, I wish to address a concern I have always held and which has been honourably put forward by many others. In all our endeavours we must seek to build fellowship and common values, not segregation and mutual suspicion, but dualism today surely does not mean upholding advancing or legitimizing the ancient idea of a separate Protestant Ontario and a separate Roman Catholic Ontario.

Clearly, our Roman Catholic citizens want to maintain their own school system for their children, but our community is not, as tragically some other parts of the world still are, divided on religious grounds. Roman Catholics, regardless of their educational backgrounds, work equally within our society and are every bit as ambitious to share fully in the life and progress of Ontario.

If we are to serve the spirit and the realities of 1867, we should acknowledge that basic education was what was recognized then and that today basic education requires a secondary, as well as an elementary, education. As the nondenominational system has evolved to meet society's needs, so too has the Roman Catholic school system.

The extension of financing to separate school Grades 9 and 10 demonstrates that financial and operational arrangements can evolve over time and honour the intentions of the original constitution. If we work co-operatively and prudently, we can complete this task without compromising the quality of our public schools, while demonstrating the essential justice and good faith of our society.

It is, therefore, the government's intention to permit the Roman Catholic school boards to establish a full range of elementary and secondary education and, as a part of the public system, to be funded accordingly. This new program will be introduced at the rate of one year of secondary education for each school year, beginning September 1, 1985. This process will be accomplished in much the same way we are implementing the new special education provisions and will parallel the revised secondary school structure. Some flexibility will be included to allow for a phase-in period that is in keeping with the capacity of the individual board in question.

Our first step will be to set up a planning and implementation commission to guide and advise all parties on the implementation of this change. It will receive and adjudicate the plans submitted by the Roman Catholic school boards. It will advise the government on required changes in the Education Act and, most important, it will conduct arbitrations that may well be required in some instances arising out of the sharing or the transfer of schools and school locations, as well as other matters related to the transition.

This commission will be vital to the effective execution of this program and will be made up of representatives of the Ministry of Education, the educational community at large and the Roman Catholic community.

It is not the expectation of the government, and I trust the separate school systems across Ontario will recognize this clearly, to expend large sums on new capital grants to accommodate demands for new secondary school facilities. Rather, the commission will ensure that our abundant existing capital stock is effectively employed to provide a full range of programs. I underline this point because I think it is very important. As my predecessor, John Robarts, indicated, a duplication of facilities caused by such a policy would be impractical and indefensible. The first planning task is to make maximum use of existing school plants.

Equally, we must consider the interests of our secondary school teachers. It has been a long-established practice for elementary Roman Catholic school boards to have Roman Catholics constitute the large majority of the teachers they employ. In the light of declining enrolments in our secondary system, it would be unacceptable and unfair to extend this practice to the new Roman Catholic secondary school system. Consequently, for a period of 10 years, Roman Catholic

school boards will employ non-Catholic teachers in their secondary schools who, once hired, will be permitted to earn tenure — the proper words would be “seniority” — religion notwithstanding.

The planning and implementation commission will work with the Ontario Teachers' Federation, the Education Relations Commission and others to assure that all teacher personnel matters are addressed in an equitable fashion. Further, while the essence of this new policy is to enrich the education resources available to Roman Catholic families in Ontario, it is my hope the new Roman Catholic school boards will consider granting to all students and their families in the most positive way universal access to publicly supported Roman Catholic schools, should such access be desired, limited only by the availability of space and the designation of assessment support.

I should also like to take this opportunity to state that it is still the wish of the government, pending the response to questions now before the courts, to create within certain boards of education panels of trustees elected by Franco-Ontarian electors who will have defined powers governing classes in schools where French is the language of instruction.

While my hope today is to resolve a historic issue in our traditional public education structure, what we have decided to do legitimately raises questions about the place of independent schools in our province. While rights are not at issue, the diversity and quality of our society are affected and served by these schools. The government believes it is timely and useful to review the role of these schools in educating our children. Thus, a commission of inquiry will be established by the Ministry of Education, first, to document and comment on the role of independent schools; second, to assess whether public funding and its attendant obligations would be desirable and could be compatible with the nature of their independence; and, third, to identify possible alternative forms of governance for these schools and make recommendations for changes deemed to be appropriate.

Finally, I would like to take this opportunity to address briefly our responsibility in funding education generally. The current formula for calculating general legislative grants has been in place since 1969. There is also the public concern about the costs of education and the ability of our school boards to contain such costs.

Given these considerations, along with the statement of policy I referred to at the beginning of my statement, the government intends to set up a commission to inquire into the financing of elementary and secondary education in Ontario. This examination is appropriate in order to ensure efficiency, economy, effectiveness and equity. It is also timely as the province moves to extend support for the Roman Catholic school system.

Both the commission on independent schools and the commission on the financing of elementary and secondary education will report in May 1985, and responses to their recommendations will be concluded by January 1986.

Before I close, may I return for a moment to the basic decision upon which we seek the understanding and acceptance of the community at large — the extension of public funding for our Roman Catholic secondary school system. Of course, there will be difficulties and, clearly, as with all changes in the order of things, some advantages that may be found in the status quo will be given up in securing new benefits. I am convinced, however, that our secure and vibrant school system is not threatened and the majority of our citizens who support our nonsectarian school system will not be hurt.

As Sir John A. Macdonald explained the accommodations of his time to the majority over a century ago: "We do not want to stand on the extreme limits of our rights. We are ready to give and take. We can afford to be just, we can afford to be generous, because we are strong."

It is neither my hope nor my expectation to settle all differences today. No one enjoys the last word in any democracy. However, as has been the case in nation building and constitutional reform, it is my strong conviction that the path we have chosen is worthy of broad agreement and will serve our common interests.

It is time to put behind us any lingering doubts about our regard for one another and to rededicate ourselves to the bright hopes of our future.

[Mr. Bob Rae, leader of the New Democratic Party, stands on a point of order.]

Mr. Rae: Mr. Speaker, on a point of order: In the light of the historic statement the Premier has just made, I wonder if it would be appropriate for the leaders of other parties to be allowed to respond to a statement I think is one that does a great deal to unite this province. It is certainly one I would like to respond to on behalf of my party.

Mr. Speaker: I ask the direction of the House.

Honourable Mr. Davis: Mr. Speaker, can I suggest because I go back in history a little, that there have been three occasions in my time as a member of the House when statements were made by the then Premier, at which time the leaders of the opposition parties made some observations. I appreciate the suggestion from the member for York South [Bob Rae].

I recall it at the time Mr. [Leslie] Frost made certain observations and I recall it at the introduction of the foundation tax plan when [Liberal leader]

Mr. [John] Wintermeyer — I think I am correct in this and the member for Brant-Oxford-Norfolk [Mr. Robert Nixon] can correct me — and the then leader of the New Democratic Party, made certain observations. On an issue of this nature, I would have no objection to accepting that as precedent.

[Mr. David Peterson, leader of the official opposition, responds for the Liberal Party of Ontario.]

Mr. Peterson: Mr. Speaker, this is indeed a historic day and I think all members of this Legislature recognize it as such.

When the Premier's assistant phoned my office at roughly one minute to two this afternoon to say there would be a major announcement, knowing the Premier as we do I must confess we thought it would be about the dome and not about so significant an issue in the history of this province.

We unreservedly support this statement. I am sure the Premier is aware of that. With the Premier's strong sense of history, which he revealed today in his statement, and his acute memory for what has transpired in this province, I am sure he would be the first to stand with me in applauding the member for Brant-Oxford-Norfolk for the strong stand he took on this issue when he was leader of the Liberal Party.

It is no secret that in the history of this province many people have given blood — some real and some symbolic — over this issue. On behalf of my party, I am proud today to identify myself and my colleagues with the statement of the Premier on this major advance in position. I am not one of those who is going to ask why. I am only going to say "hurrah." It is long overdue. It has been too divisive an issue for too many years in the past.

I take this occasion to celebrate the Road-to-Damascus conversion of the government on this issue. We are committed to trying to work with the government in any way we can to bring forward a successful, speedy and easy facilitation of these policies. We will work through a select committee, if that is one of the ways chosen. We will use our good offices to make sure these historical injustices are rectified as quickly and expeditiously as possible.

[Mr. Bob Rae, leader of the New Democratic Party, responds for the NDP.]

Mr. Rae: Mr. Speaker, few issues in our public life are as difficult or as divisive as issues surrounding religion and language. It is a curiosity to me that this is true. Ever since I went into politics, I have been surprised by it struck by it, and sometimes appalled by it. Anything any government can do to bring the people of this

province together on an issue that has proved to be as difficult and as divisive as this particular one is a tremendous contribution to decency and to our sense of civility as a province.

I would be wrong not to be generous today to the Premier, as he has, I think been generous to the people of this province in making this policy clear today. It would also be wrong if I did not pay tribute to the courage of many members of my own party who made this case and, indeed, made several parts of the Premier's speech before it became popular or before it became easier to do so. I pay tribute to some members of my own party who, at considerable personal cost, have participated in various election campaigns on this particular issue.

I say this not in a spirit of partisanship but simply in the sense that sometimes those who are prepared to say things 10 or 20 years in advance do pay a certain price. I think it would be wrong for us not to pay tribute to members in all parties who have taken the position that it was time — I believe some time ago, but certainly today — to recognize that we have fundamentally two public systems at work in the province, that they have to be funded fairly and equally and that we have to recognize the claim of a very substantial minority to genuine equality in educational funding.

It is going to take a great deal of goodwill, it is going to take a great deal of give and take and it is going to take a great deal of understanding to make this policy work.

When I raised this matter with the Premier in his estimates six months ago, I was hoping for an answer. I am very pleased with the answer we have received. I did not receive one at the time I asked for it. I am delighted to have received it today.

We will be coming back with some questions about implementation, some questions about how the policy can be made to work and some questions about overcrowding still in the elementary system; there are a number of problems that are still outstanding. But I want to say the Premier has made a very important contribution to a sense of fairness in this province by making this statement today. We congratulate him for it. We look forward to working with his government in seeing that it can work on a nonpartisan basis. All of us in this House have an obligation to make it work. The Premier has my personal commitment and the commitment of our party that we will make it work.

The time was right. We are delighted the move has been made. Equality has made an important advance in Ontario today.



Ontario Catholic School
Trustees' Association

NEWS RELEASE

Ontario Students Create 2-Minute Videos About Catholic Schools

FOR IMMEDIATE RELEASE

Toronto—January 13, 2017—What's in a name...of a school? Students at Ontario's Catholic schools answered that question in 2-minute videos as part of a contest sponsored by the Ontario Catholic School Trustees' Association (OCSTA). The winning videos were announced today.

"A lot of thought goes into naming Catholic schools and for good reason as names have a role to play in inspiring students and the community as a whole. The saints and leaders, for whom many of our publicly funded Catholic schools are named, lived faith filled and courageous lives which is ideal material for students entering our contest. It is very important that our students have a good understanding and appreciation for the Charism of the person/symbol their school is named to honour. We were very impressed by the depth of research and creativity demonstrated by the elementary and secondary school students participating this year," said Patrick Daly, OCSTA President.

Ontario's Catholic school students in grades 4-12 were invited to create 2-minute videos that tell the story of the person or saint for whom their school was named. OCSTA received over 170 submissions.

Following are the six elementary and secondary school winners for the OCSTA "The Story Behind the Name of Our Catholic School" Short-Video Contest for Students:

Elementary Panel Winners:

- 1st place: St. Andrew CES, CDSB of Eastern Ontario
- 2nd place: St. Michael the Archangel CES, York Catholic District School Board
- 3rd place: Mary Ward CES, Niagara Catholic District School Board

Secondary Panel Winners:

- 1st place: St. Roch CSS, Dufferin-Peel Catholic District School Board
- 2nd place: St. Jean de Brebeuf CSS, York Catholic District School Board
- 3rd place: Monsignor Doyle CSS, Waterloo Catholic District School Board

To view ALL videos visit:

<https://www.youtube.com/playlist?list=PLto1VDXqXYIPYIsg2CJL73Fdy3xbOwAgl>

The Ontario Catholic School Trustees' Association is the provincial voice for Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educate almost 545,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:

Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

From: Maria Lourenco [mailto:lourencoowen@hotmail.com]

Sent: January 12, 2017 1:25 PM

To: Dawson, Paula <DawsonP@hcdsb.org>

Cc: Danko, Anthony <DankoA@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: RE: Response to December 20 2016 Delegation

Hi Paula,

Thank you for forwarding the response to my delegation.

I am following up for further clarification as to next steps given that the description in your correspondence does not reflect my understanding of what Trustees requested at the December 20th meeting. I have watched the video to confirm my recollection and invite you to do the same.

While Trustee Quinn initially requested that staff review Regulation 612 with respect to the uniform policy, he did not specify "the CPIC section". Trustee Danko then broadened the motion when he suggested "looking at parent engagement in totality as a policy or procedure of our Board overall" and not limiting the review to "one aspect". My guess is that the confusion may be a result of how the motion was ultimately worded. When asked for wording for the amendment, Trustee Danko did mention the "CPIC section" but he also mentioned "sections cited in the Education Act". His earlier comments would also indicate that the intention was to make the motion fairly broad.

I can most certainly appreciate the challenge of wording a motion on the fly, not to mention capturing it accurately during a fast paced meeting, particularly as motions are made and then amended.

Nonetheless, it is clear to me that Trustees were looking for a review of all aspects of Regulation 612 as they relate to parent consultation, and this is consistent with what was requested in my delegation.

The response also references an information report and again this is not what was requested. An information report is not one of the four possible responses to a delegation; staff report is the only reporting option provided in the bylaws. You made a clear distinction between an information report and a staff report in response to a Trustee question at the [June 21st](#) meeting. You indicated an information report was a one time report, "for Trustees' information" whereas a staff report was (future) action oriented. These are two different things.

Based on the foregoing, my expectation was and remains for a staff report which reviews HCDSB's compliance with the various sections of Regulation 612 regarding parental engagement as referenced in my delegation.

Please include this correspondence in the [January 17th](#) Board meeting materials.

Thank you

Sent from [Mail](#) for Windows 10

From: [DiPietro, Rosie](#)

Sent: January 11, 2017 4:24 PM

To: '[Maria Lourenco SEAC](#)'

Cc: [Danko, Anthony](#); [Iantomasi, Arlene](#); [Rabenda, Diane](#); [Michael, Jane](#); [Karabela, Helena](#); [Marai, Paul](#); [Quinn, Anthony](#); [Rowe, Mark](#); [Trites, Susan](#)

Subject: Response to December 20 2016 Delegation

Good afternoon,

Attached, is the Director's response to your December 20, 2016 delegation.

Kind regards,

Rosie

Rosie Di Pietro

Executive Assistant | Director of Education
Halton Catholic District School Board

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