ITEM | Who | Agenda Section | Method & Outcome
--- | --- | --- | ---
1. Call to Order | Board Chair | -- | Approval
1.1 Opening Prayer & Memorials | Board Pastoral Team | | |
1.2 Approval of Agenda | Board of Trustees | | |
1.3 Declaration of Pecuniary Interest | Individual Trustees | | |
1.3.1 From the current meeting | | | |
1.3.2 From a previous public or in-camera meeting | | | |
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | | |
3. Consent Agenda: Board (Minutes of meetings) | Trustees | pp. 1-3 | Approval
3.1 Approval of Minutes of Regular and Special Meetings | Trustees | pp. 4-12 | Information
3.1.1 Minutes of Meeting of March 9, 2015 | | | |
3.1.2 Solar Panel Update | | | |
4. Delegations | | | |
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<td>David DeSantis</td>
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<td>Maria Ivankovic</td>
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| 6. Ownership Linkage | | | |
| (Communication with the External Environment related to Board's Annual Agenda; ownership communication) | | | |
| 6.1 Linkages Activity | Trustees | -- | Discussion |
| 6.2 Pastoral Care Activity | Trustees | -- | Discussion |

| 7. Reports from Board Committees/Task Forces | | | |

| 8. Board Education | | | |
| (at the request of the Board) | | | |
| 8.1 OCSTA AGM Resolutions | Trustees | pp. 17-66 | Discussion |

| 9. Policy Discussion | | | |
| (Based on Annual Plan of Board Work) | | | |
| 9.1 Student Trustee Term of Office | Michael Schmitt | p. 67 | Information |

| 10. Assurance of Successful Board Performance (monitoring) | | | |
| 10.1 Need for Governance Training Session/Core Modules 1-10 | Trustees | p. 68 | Discussion |

| 11. Assurance of Successful Director of Education Performance (monitoring) | | | |
| 11.1 Monitoring Reports & Vote on Compliance | | | |

| 12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries | | | |

| 13. Announcements | | | |
| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): | | | |

| 14. Items for the Next Meeting Agenda | Trustees | | |

| 15. Adjournment | Director of Education | | |
| Confirm decisions made tonight | | | |

| 16. Closing Prayer | | | |

| 17. Motion to Adjourn | Board of Trustees | Motion | Approval |
CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God’s world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, March 9, 2015 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:
Bill Conway; Manuel da Silva (Chair); Amy Fee; Frank Johnson; Wendy Price; Greg Reitzel; Brian Schmalz; Melanie Van Alphen
*attended electronically

Student Trustees Present:
Karen Hakim; Maria Paz Rodriguez

Administrative Officials Present:
Michael Schmitt; Gerry Clifford; Shesh Maharaj; John Shewchuk

Special Resources For The Meeting:

Regrets:
Joyce Anderson; David DeSantis; Derek Haime; Maria Ivankovic; Laura Shoemaker

Absent:

Recorder:
Barb Pilsner, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee “shall vote on all questions on which the Trustee is entitled to vote” and abstentions are not permitted.

1. Call to Order:
The Chair called the meeting to order at 6:01 p.m.

1.1 Opening Prayer & Memorials
The opening prayer was led by B. Schmalz. Intentions were offered for the family of M. Ivankovic for the sudden loss of her father-in-law and for Paul Tratnyek’s (former superintendent) family on the passing of his mother.

1.2 Approval of Agenda
2015-33 -- It was moved by M. Van Alphen and seconded by B. Conway:
THAT the agenda for March 9, 2015 be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3. Consent Agenda: Board of Trustees (Minutes of meetings)
3.1 Approval of Minutes of Regular and Special Meetings
3.1.1 Minutes of meeting of February 9, 2015
2015-34 -- It was moved by G. Reitzel and seconded by B. Schmalz:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus

4 Delegations

5. Advice From the CEO
   5.1 Gr. 1 – 12 PE & Health Curriculum Letter to Parents
   M. Schmitt stated that following the release of the new Physical Education and Health curriculum parents were sent a letter advising them the Catholic education community of Ontario will work together to produce resources that will support our teachers to deliver the curriculum consistent with our Catholic teachings.

   5.2 Catholic Education Centre Security
   M. Schmitt advised that as a result of a number of security breaches at the Catholic Education Centre an audit was completed to improve safety for the staff. The report outlines the security measures that will be implemented in the next few months.

6. Ownership Linkage (Communication with the External Environment)
   Trustees met as separate groups for Linkages and Pastoral Care. W. Price left the meeting at 6:25 p.m.

   6.1 Linkages Activity
   A. Fee advised their focus was preparation for the Community Leader breakfast on May 8th. Our student trustees will take part in the event. Appreciation letters to staff, SEAC, CPIC were also discussed and several will be sent this month.

   6.2 Pastoral Care Team
   B. Schmalz advised the members discussed hosting an event June 3rd inviting Fr. Scinto, Fr. Collins, Fr. O’Mahony and Fr. Freitas as well as student spiritual leaders from the secondary schools. Topic for discussion to be determined.

   F. Jonson advised Fr. Freitas has confirmed 9:30 a.m. mass at St. Mary’s parish in Hespeler for May 3rd for trustees and senior staff and their families to attend. Refreshments will be available in the parish centre following mass.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
   8.1 Good Governance
   Trustees discussed chapter 9 and 10 in small groups. The whole board then identified what was new and if there were any areas to investigate.

   Trustees will read and discuss Chapters 11 and 12 at the March 23rd Board meeting.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements
14. Items for the Next Meeting Agenda/Pending Items

14.1 Items for the Next Meeting Agenda

14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2015-35-- It was moved by F. Johnson and seconded by A. Fee:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 7:30 p.m.

__________________________________________  ________________________________
Chair of the Board                                Secretary
Date: April 13, 2015
To: Committee of the Whole
From: Director of Education
Subject: Solar Panel Installation Questions

Type of Report:  □ Decision-Making
□ Monitoring
☒ Incidental Information

Type of Information:  □ Information for Decision Making
□ Monitoring Information
☒ Information Only

Origin:
This report provides the answers to questions posed by Trustees on solar panels at the March 23, 2015 Board Meeting.

Policy Statement:

Background:
Questions about solar panels were posted to Management at the March 23, 2015 Board Meeting. The responses to these questions are below:

1. Contractor liability doing work – will information be relayed to contractors who work on our roofs to ensure their safety and to ensure equipment does not get damaged? A particular concern was the proximity of the equipment to roof edges and the dangers related to working around them.

   We have a standard protocol to ensure proper safe distances are maintained at roof edges and around items on the roof such as roof top units and skylights. The installing contractors are responsible to have a proper safety policy in place and to follow it explicitly. Signage and information will be posted at the roof hatch, and the custodian will have working knowledge of the equipment on the roof.

2. St. David – the roof was leaking previously and it is scheduled for panels. Has the roof been repaired?

   Permanent roof repairs are scheduled for next summer (2016). The panels could not be installed and connected to the grid in time as required by the contract if we waited for the roof to be repaired. The contractor is aware of the upcoming repair and will assist in removing and reinstalling the equipment when required.

3. What is the schedule of maintenance for the panels?

   The maintenance processes carried out by the licensee are not spelled out in the contract, but the contract does specify how the impact of such processes may or may not affect the school board. The relevant clause is attached to this report. Note that the licensee is renting space on a school’s roof. The efficiency and operation of the solar panels does not affect their contractual obligations to pay for the space.
4. Who reports / monitors vandalism on the panels, and who is responsible for repairs?

If school board staff observe vandalism it will be reported to the vendor as a matter of course. There is no obligation to inspect or monitor their solar panel system on a regular basis. All repairs will be carried out by the licensee at their cost.

5. Have fire departments been notified about the systems and did they have any concerns? The panels will continue to generate electricity when disconnected from the grid and could present a danger to firefighters in case of emergency.

A disconnect switch will be installed to turn off the power from the roof top panels in the case of an emergency. The location will be noted on the Fire Safety Plan at the respective schools for Fire Department reference.

6. Concern was voiced around the toxicity of the panels after their end of life. Also, if there was a fire at one of these schools, what kind of toxins are released into the atmosphere, and are they of particular concern?

A response from the licensee is attached.

Recommendations:

This report is being provided to Trustees as information only.

Prepared/Reviewed By:  
Michael Schmitt  
Director of Education  
Shesh Maharaj  
Superintendent of Corporate Services  
John Bigelow  
Senior Manager of Facility Services

"Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board - the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."
11. INSTALLATIONS, REPAIRS, MAINTENANCE AND REMOVAL

(a) The Licensor consents, acknowledges and agrees that the Licensee may develop, construct, install, operate and maintain the Project upon the Premises in accordance with the terms hereof. The Licensee shall have the right to add or remove equipment, or to relocate portions of the Roof Equipment or the Connecting Equipment, with the Licensor’s prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed, to achieve optimal solar power generation. The Licensee shall have access to and use of the Building’s electrical and telecommunications systems (which shall not include access to the telecommunication systems of the Licensor) as reasonably necessary to allow the Licensee to monitor the Roof Equipment and the Connecting Equipment and the electricity produced and/or transmitted thereby, and may install and maintain such equipment as is necessary for remote monitoring of the Project, including, without limitation, the establishment of a high speed Internet connection. All reasonable costs, claims, drawings, incurred by the Licensor resulting from the Licensee’s modification of the Building’s electrical and telecommunication systems shall be paid for by the Licensee. The Licensor shall have access to all such electricity generation data in connection with the Project, but shall treat same as the Confidential Information of the Licensee in accordance with Section 28. The Licensee shall, prior to constructing and installing the Equipment, provide the Licensor with the Roof Technical Report.

(b) Prior to the commencement of any construction, installation, major alteration or connection of the Licensee’s equipment to any of the Building’s electrical, structural, communication or mechanical equipment or systems, including any
transformer serving the Building, the Licensee shall obtain the written approval of
the Licensor to the Plans for the same, which approval shall not be unreasonably
withheld, conditioned or delayed, unless such Plans are materially different than
those proposed by the Licensee’s deliveries. For greater certainty, the Licensee
will not install or connect any Roof Equipment or Connecting Equipment which
will overload or exceed the electrical capacity of the Building, unless the
Building’s electrical capacity is expanded at the sole cost and expense of the
Licensee. The Licensor’s review of any Plans will be completed within ten (10)
Business Days after receipt of same from the Licensee. The Licensor may require
reasonable changes and revisions in and to any Plans and the Licensee shall, at its
cost and expense, promptly and with due diligence give effect to any such
reasonable changes or revisions which are not expected to create any material
negative impact on the operation or electrical output of the Project. The Licensee
shall be responsible for and shall reimburse the Licensor for all reasonable and
actual out-of-pocket expenses associated with or arising from the Licensor’s
review of the Plans as provided herein, to a maximum of $8,500.00 in respect of
this Agreement and all the Other Agreements. When the Licensor has given its
written approval of any Plans, the Licensee shall, at its sole risk, cost and expense,
commence and diligently proceed with and complete the installation, construction
and interconnection of the Project in accordance with the Plans as approved.

(c) All construction, alteration, maintenance, repair, replacement, installation and
removal of the Roof Equipment and the Connecting Equipment shall be carried
out in a good workmanlike manner, shall comply with all applicable laws,
regulations, by-laws, orders, rules and ordinances of any competent authority,
shall not void any roof warranties, shall be subject to supervision by the Licensor
and shall be performed only by qualified persons employed by the Licensee or its
contractors. Without limiting the generality of the foregoing, the Licensee
represents and warrants that the installation and operation of the Roof Equipment
and Connecting Equipment will not result in the introduction of the Hazardous
Substances to the Property that are not within the acceptable limits set out by the
Environmental Protection Act (Ontario). The Licensee further covenants and
agrees to comply with all applicable statutory requirements and obligations
including without limitation, the provisions of the Occupational Health and
Safety Act (Ontario) and all Regulations thereto and all amending and successor
legislation including, without limitation Bill 208 (the “Act”), in connection with
all work performed by the Licensee, or any permitted subcontractor in connection
with the Project. Without limiting the foregoing, for the purposes of this
Agreement, the Licensee agrees that it shall be the “Constructor” of the Project
within the meaning of the Act, and as such shall assume all the obligations and
responsibilities, and observe all construction safety requirements and procedures,
and duties of inspection imposed by the Act on the “Constructor”, as therein
defined, for all work and services performed by the Licensee or its permitted
subcontractors on or in connection with the Project. The Licensee further
 covenants and agrees that the Licensor and its existing and former officers,
trustees, employees and agents, and their respective heirs, executors,
administrators, successors and assigns shall be released from any obligations or
liabilities otherwise imposed on any of them, pursuant to the Act in connection
with the Project, and that the Licensee shall assume all liability and responsibility in connection with same.

(d) The Licensee shall be responsible for obtaining all Permits necessary for the construction, installation and operation of the Project. The Licensor hereby gives its consent to any such action taken by the Licensee in applying for any and all Permits that the Licensee finds necessary or desirable for the construction and operation of the Project, and the Licensor hereby appoints the Licensee as its agent for applying for any such Permits which are required to be applied for by the Licensor as owner of the Property.

(e) The Licensee shall promptly pay all charges incurred by or on behalf of the Licensee for any work, materials or services furnished or supplied to the Licensee, its agents, employees and contractors in respect of the purchase, installation, construction, repair, maintenance, operation, interconnection, alteration, replacement and removal of the Roof Equipment and/or Connecting Equipment. If any lien is filed or registered against the Property or any part thereof as a result of any work done or materials furnished or supplied for the account of the Licensee, its employees, agents and contractors, the Licensee shall promptly cause any such lien to be discharged forthwith or shall commence legal proceedings to have the said lien vacated or cancelled within ten (10) days of receiving Notice from the Licensor of such lien, and, if the Licensee fails to do so, then, in addition to any other right or remedy the Licensor may have, the Licensor may but shall not be obligated to discharge the lien, and shall then charge the Licensee with the cost of discharging the lien plus an administration fee equal to fifteen percent (15%) of the cost of discharging the lien.

(f) Upon expiry or earlier termination of the Agreement, the Licensee shall, within sixty (60) days of such expiry or earlier termination, remove the Roof Equipment and Connecting Equipment and all other improvements made to the Property by the Licensee from the Premises and the Connecting Rights-of-Way and shall restore the Premises and the Connecting Rights-of-Way to the condition in which they existed prior to the installation of such Equipment, and the Licensee shall be responsible for repairing any damage caused to the Premises, the Building or the Property by such removal. During such period, no Licence Fee shall be payable by the Licensee to the Licensor. Upon such removal and repair, the Licensee shall provide the Licensor with a report, which shall include detailed photographs, as to the condition of the Roof after the removal of the Equipment. Subject to the consent and agreement of the Licensor, the Licensee may leave the Roof Equipment and Connecting Equipment and all other improvements made to the Property by the Licensee and transfer title to same to the Licensor free and clear of any liens, encumbrances or security interests at no cost to the Licensor.

(g) Notwithstanding any attachment of the Roof Equipment and Connecting Equipment to the Roof, the Building or the Property, the Licensor acknowledges and agrees that the Roof Equipment and Connecting Equipment shall, so long as the Licensee is not in default hereunder, remain the property of the Licensee and the Licensor agrees to execute such further documentation as is reasonably
necessary to ensure that no part of the Roof Equipment or Connecting Equipment constitutes, or is deemed to be, a fixture attached to the Building or the Property. The Licensor further agrees that the Licensee is and shall be the exclusive owner of the electricity generated and distributed by the Project, and of all Environmental Attributes associated with the Project or the output of the Project and all credits, rebates and incentives generally available to owners of solar projects (collectively, the “Economic Benefits”). The Licensor shall be entitled to all credits, rebates and incentives generally available to owners of buildings with roof mounted solar projects (where they are not the owners of the solar projects) provided that: (i) such entitlement does not include the Economic Benefits; and (ii) the Licensee’s rights to the Economic Benefits are not adversely impacted in any way.

(h) The Licensee covenants and agrees that it shall, at its own expense, keep the Equipment and the Connecting Rights-of-Way in a safe and properly maintained condition and in good repair. In this regard, the Licensee shall also be responsible for any additional utility expenses incurred by the Licensor in the Licensee’s maintenance of the Equipment, such as water consumption on account of cleaning the said Equipment (provided that the Licensee may use water sufficient for two cleanings of the Equipment per year without additional charge, such water not to exceed an average of forty (40) litres per 100 Kw array per cleaning). The Licensor, acting reasonably, shall estimate same and invoice the Licensee, and such accounts shall be due and payable within thirty (30) days of receipt. The Licensee shall, at its sole cost and expense, have all damage caused to the Building or the Roof by the Equipment, the Licensee, its contractors, agents, employees or invitees repaired forthwith, restoring the Building or the Roof to its condition prior to the occurrence of the damage. The Licensee acknowledges and agrees that the Licensor has no obligation to engage in any maintenance of the Equipment or the Connecting Rights-of-Way including, without limitation, the removal of accumulated snow or water from the Equipment, the Access Right-of-Way or the Connecting Rights-of-Way.

(i) The Licensor is responsible for all maintenance, repairs and replacements of the Building, including the Roof and the Roof membrane, at its sole cost subject to the following. The cost of any damage to the Roof, Roof membrane or the Building caused by the Licensee or as a result of the Roof Equipment or the Connecting Equipment being located on the Roof is the responsibility of the Licensee, same to be paid by the Licensee to the Licensor plus an additional ten per cent (10%) administration fee within thirty (30) days following receipt of an invoice from the Licensor. In order for the Licensor to carry out normal and emergency maintenance repairs and replacements to the Licensor’s electrical equipment or to the Roof or the Roof membrane (collectively, “Roof Repairs”), the Licensee shall, subject to compliance by the Licensor with Section 11(j), at its sole expense and at the request of the Licensor, shut off the Roof Equipment and Connecting Equipment and if necessary, remove such parts of the Roof Equipment and Connecting Equipment (or the whole of same if reasonably required by the Licensor) as the Licensor reasonably requires in order to carry out the Roof Repairs. Upon the relevant Roof Repairs being completed, the Licensee
shall, at its sole expense, reinstall the portion of the Roof Equipment and Connecting Equipment previously removed. The Licence Fee will abate, pro-rata to the percentage of the Roof Equipment and Connecting Equipment removed, from the date of such removal until the earlier of the date that same (or part thereof) should have been re-installed. If the Licensee fails to respond to a request from the Licensor to remove the Roof Equipment and Connecting Equipment (or such part of it as may be reasonably required by the Licensor):

(i) within four (4) hours in the case of an emergency (being one involving major leakage and property damage);

(ii) within forty-eight (48) hours in the case of an urgent situation (being one involving minor leakage); or

(iii) within sixty (60) days for planned or scheduled maintenance, repairs or replacements,

then the Licensee is responsible for any increased damage (as determined by the Licensor acting reasonably) to the Building caused by the delay in making the necessary repairs or replacements and the Licensor has the right to shut down the operation of and remove, at the Licensee’s expense (same to be paid to the Licensor within thirty (30) days following Licensee’s receipt of an invoice) such part of the Roof Equipment and Connecting Equipment as may be reasonably required in order to carry out the necessary Roof Repairs, provided that the Licensor shall employ properly trained and licensed personnel in any relocation or removal of the Roof Equipment and Connecting Equipment. The Licensor is not responsible for any damages, costs or expenses suffered or incurred by the Licensee as a result of the Licensor exercising any of its rights in this section.

(j) If the Licensor requires the temporary relocation or removal of the Roof Equipment or Connecting Equipment in order to undertake the Roof Repairs or replace the Roof (“Roof Work”), the Licensor has the right during the Term, to require such relocation or removal of all or a part of the Roof Equipment or Connecting Equipment (a “Lift”) in order to facilitate the Roof Work in accordance with the following:

(i) the Licensor shall use commercially reasonable efforts to complete any Roof Work as quickly as possible, and in any event within one hundred twenty (120) days;

(ii) the License Fee shall abate during the duration of Roof Work if the Roof Equipment or Connecting Equipment is not operational during such time period;

(iii) to exercise this right, the Licensor shall give the Licensee at least 90 days’ prior notice, except that, if an emergency requires the Lift to occur in a shorter period of time, the Licensor shall provide notice advising that the Lift right is being exercised in an emergency situation (“Emergency
Notice”), then the Lift will take place in accordance with the provisions of Subsection 11(i)(i), 11(i)(ii) or 11(i)(iii) as the case may be;

(iv) if the Roof area is sufficient to relocate all or some of the Roof Equipment or Connecting Equipment, as may be required, to a different part of the Roof, the Licensee shall be entitled to relocate all or some of the Roof Equipment or Connecting Equipment to that other location otherwise the Licensee shall remove the Roof Equipment or Connecting Equipment from the Roof to the extent necessary to facilitate the Roof Work and such removal will be a location provided by the Licensor as close as possible to the Premises;

(v) the Roof Work will not result in a reduction of the area or aspect of the Premises and, following completion, will not adversely affect the generation capability of the Project; and

(vi) to the extent reasonably possible the Licensor will attempt to co-ordinate the Roof Work with the Licensee so as to avoid periods of peak generation, provided that the Licensee acknowledges that it is standard school board procedure that scheduled Roof Repairs and Roof Work be carried out in summer months.
Hi Shesh,

Formal response from the our Solar providers regarding panel toxicity. Like I mentioned, if we ever have a fire the burning of the asphaltic roof system is far more damaging than anything from the panels themselves. Let me know if you require anything further.

-----Original Message-----
From: Andrew van Doorn [mailto:avandoorn@potentiasolar.com]
Sent: Thursday, April 02, 2015 7:15 PM
To: Adrian Frigula
Cc: Sheldon Gravelle; Michael Hryschenko; Kevin Locke; John Bigelow
Subject: RE: Question regarding toxicity.

Adrian,

As far as the modules are concerned they are constructed using glass/silicon, aluminum, copper and some plastics. We have inquired with the manufacturer and have been advised these materials do not contain any known toxins or carcinogens. The panels we use are all certified by the CSA and in addition we only utilize panels from tier one Ontario manufactures.

I would also point out that all other components utilized in the solar system are standard electrical components commonly used in all large building projects, and here again all have been CSA certified.

In summary, should something occur in the building the solar system components will not react any differently than other components contained in the building.

Regards,

Andrew van Doorn, P. Eng.
Vice President, Engineering & Construction

D ● 416-815-1933 | M ● 647-532-1044

Potentia Solar Inc.
161 Bay Street, Suite 2220, PO Box 609
TD Canada Trust Tower, Brookfield Place
Toronto, Ontario M5J 2S1

T ● 416.703.1911 | www.potentiasolar.com
Date: April 13, 2015
To: Board of Trustees
From: Director of Education
Subject: Graduation Rates

Type of Report: □ Decision-Making
□ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making
□ Monitoring Information of Board Policy XX XXX
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy I - Aims/Ends
APC 017 - Assessment, Evaluation & Reporting in Secondary Schools

Policy Statement and/or Education Act/other Legislation citation:

Background/Comments:
For the first time, the government is publishing school board level graduation rates from across the province. Ensuring parents, students, teachers and boards have access to consistent data will help inform efforts to improve students' success.

As cited in our Board Policy I Aims/Ends, our mission is to create the conditions for success for our students by knowing our students, knowing our staff and doing what matters. Our students achieve academic success:

I. When given the necessary supports to work to their highest level of ability,
II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
IV. When they meet the Ontario Catholic Schools Graduate Expectations.

To this end, we will strive to improve our graduation rates over time.

Below is our 2014 Graduation rates relative to the provincial averages as posted by the Ministry of Education.

<table>
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<th>Particular</th>
<th>4 Year Graduation Rate</th>
<th>5 Year Graduation Rate</th>
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</thead>
<tbody>
<tr>
<td>WCDSB</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Province</td>
<td>76%</td>
<td>84%</td>
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N.B. (This is the first time the graduation data will not include deceased students and those that have moved out of province. The graduation rate for a board includes all Grade 9 students that started with the cohort in 20092010
irrespective of where they ended up graduating. For example, Student A starts Grade 9 in our board and graduates in another board. Student A counts in our board’s graduation data.

The Ministry of Education will be posting provincial and school board graduation rates annually moving forward. With this in mind, a “Graduation Rates Report” will be presented at the next board meeting following the Ministry of Education publication.

In the interests of continuous improvement and a commitment to excellence, graduation rates will weave into our data analysis to inform our future Student Success, 21st Century Teaching and Learning, Special Education and Professional Learning strategies. These strategies will facilitate more engaging Catholic learning environments for all of our students with the hope of improving overall academic success.

**Recommendation:**

For Information

**Prepared/Reviewed By:**

Michael Schmitt  
Director of Education

David DeSantis  
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: April 13, 2015
To: Board of Trustees
From: Director of Education
Subject: Sounds of Joy

Type of Report: ☒ Decision-Making  ☐ Monitoring  ☐ Incidental Information
Type of Information: ☒ Information for Decision Making  ☐ Monitoring Information  ☐ Information Only

Origin:
Celebrating the Talents of Our Catholic Schools, the concert with feature musical ensembles from the seven catholic school boards within the Hamilton Diocese. Bishop Crosby is supporting this event to highlight the music programs at our catholic elementary and secondary schools. He hopes this will be an annual event with a different board taking on the hosting duties yearly.

Policy Statement: I001 Ends

Background/Comments:
* Venue is Hamilton Convention Centre Tuesday May 26 starting at 6:30pm.
* Students and teachers involved will spend the day in Hamilton for dress rehearsal and perform in the evening.
* Each board receives 20 minutes of performance time.
* We are represented by a St. Benedict's/Monsignor Doyle Concert Band and the Resurrection Funk Band.
* Brantford is hosting next year.
* Tickets for the May concert can be purchased through the school board, church parishes and the Hamilton Diocesan office at a cost of $5. Proceeds will be going to charity.
* The WCDSB is booking a “fan bus” so parents could attend the concert without driving and paying for parking.
* 50 tickets are reserved for our board.
* Posters will be coming soon.

Recommendation:
For information.

Prepared/Reviewed By: Michael Schmitt
Director of Education

Derek Haime
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board - the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: April 13, 2015
To: Board of Trustees
From: Director of Education
Subject: April 17th Professional Activity Day

Type of Report:
- [ ] Decision-Making
- [X] Incidental Information

Type of Information:
- [ ] Information for Decision Making
- [ ] Monitoring Information
- [X] Information Only

Origin:
April 17th is a Ministry Priority Professional Activity Day for Elementary and Secondary teachers. The focus of the day is Numeracy. The morning will include activities and reflections on: Growth mind-set, what it means to be mathematically proficient, a deeper understanding of mathematical proficiencies (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition), and classroom structures that promote each mathematical proficiency.

The afternoon will be spent moderating Individual Education Plans facilitated by the principal and special education teacher at each school site.

Policy Statement:
Policy I – Aims/Ends

Background/Comments:
Numeracy continues to be a focus across the province and as such the Ministry has designated a day for all school boards to address different areas of the Mathematics curriculum document. The materials were developed by the Numeracy Consultants and the special education team with input from a professional development committee.

Recommendation:
Information item only

Prepared/Reviewed By: Maria Ivankovic, Superintendent of Learning: Programming/School Effectiveness
Laura Shoemaker, Superintendent of Learning: Special Education
Michael Schmitt, Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board - the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."
Ontario Catholic School Trustees’ Association

2015 AGM & CONFERENCE

RESOLUTIONS
Explanation of Committee Recommendations

& Resolution Session Procedures

Resolution sessions will be conducted using “Robert’s Rules of Order” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The Conference Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. **Approve**
   The direction given in the “therefore be it resolved” section of the resolution will be carried out.

ii. **Approve and refer to the ..... committee for appropriate implementation.**
   The resolution will be forwarded to the designated committee for implementation.

iii. **Receive and refer to the ..... committee for study.**
    The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. **Not approve**
   No action will be taken.

v. **No recommendation**
   The committee is not making any recommendation with respect to the resolution.

vi. **No action required**
   The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates present **at the session** when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

**Note Re Quorum:** *A quorum for the transaction of business at any general meeting of Members shall consist of not fewer than forty (40) individuals entitled to vote, present in person.*
**Grouped Resolutions**

a. the chair of the session will ask for a mover and seconder to approve the grouping of various related resolutions.

b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.

c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

**Resolutions Handled Individually**

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. **Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
   - the chair will call for the sponsoring board to move and second the committee recommendation;
   - delegates will speak to the committee recommendation;
   - delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:
   - the chair will call for the sponsoring board to move their original resolution;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. **Resolutions without committee recommendations**

1. These resolutions will be handled as follows:
   - the chair will call for the sponsoring board to move their original resolution;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.
C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and must be written out and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will read the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Resolutions Presented from the Floor

After resolutions presented by the committee have been dealt with, other resolutions may be presented from the floor. The following rules apply:

- 2/3 of the voting delegates present at the session must consent to consider the resolution;
- sufficient copies of the resolution (and background material) must be provided for all those present at the resolution session;
- these resolutions will be handled as outlined above.

The provincial office will distribute, in the delegate kits, resolutions to be presented from the floor provided a minimum of 225 copies of each resolution (and background material, if applicable) are received in the Provincial Office by April 10, 2015.
**APPROVE**

**RESOLUTIONS # 1-6**

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<th>MOTION TO DEAL WITH RESOLUTIONS IN GROUPS</th>
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| MOVED BY:                               |
|                                           |
| SECONDED BY:                            |
|                                           |
| THAT:                                   |
| the committee recommendation for Resolutions 1-6 be approved. |
Moved by: Sharon Hobin Dufferin-Peel Catholic District School Board

Seconded by: Esther O’Toole

Topic: Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – Mental Well-Being and Mental Health challenges)

Whereas: the changing framework for Special Education and Support Services is internationally and provincially aligned with the Ministry’s mandate to promote success for all students with differing abilities including students with diverse learning needs; and

Whereas: the principles of the draft Ministry resources *Learning for All: K-12*, the aligned Inter-Ministerial Provincial Transition Framework and commitments to supporting successful transitions for all students (PPM 156) are founded on beliefs that all students can succeed and that student well-being, achievement, student voice and engagement need to be supported in an inclusive learning environment; and

Whereas: boards continue to be challenged in their design effective school and system improvement plans when funding and other pressures may arise in delivering a Ministry mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning approach which honours success for all through personalized instruction; and

Whereas: building capacity of staff through professional learning in support of all diverse learners is critical to student well-being and student achievement; recognizing the need to have adequate time for consolidation and practice of new learning as relates to mental well-being and mental health; and

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health mental well-being strategy will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways.

Therefore Be It Resolved That:

OCSTA petition the Ministry of Education to review on-going equitable and sustainable funding for all including for students facing mental health challenges. In addition, to request a review of other commitments including aligned supports for student well-being, voice, achievement, and engagement for all learners with differing abilities.

OCSTA petition the Ministry of Education to continue to address the changing nature of student needs including needs identified through a variety of student transitions as evidenced in the need for on-going enhanced prevention/intervention supports for students with mental health challenges.

Committee Recommendation
Approve.
Moved by: Leslie Cassidy-Amadio Huron-Superior Catholic District School Board

Seconded by: Lindsay Liske

Topic: Funding Gap Between Ministry Construction Benchmarks and Actual Cost of Construction

Whereas: the Ministry of Education funds school capital construction costs; and
Whereas: the Ministry has established construction benchmarks with geographical adjustments; and
Whereas: construction costs significantly exceed the Ministry of Education construction benchmarks; and
Whereas: an inequity exists in Northern Ontario in terms of being able to construct schools with equivalent sizes, populations or amenities, as similar projects in Southern Ontario due to the benchmark construction cost gap.

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to review the construction benchmarks in Northern Ontario to adequately reflect the higher construction costs.

Committee Recommendation
Approve.
Moved by: Paul Landry
Kenora Catholic District School Board

Seconded by: Vaughn Blab

Topic: Cost of Travel for Trustees from Northern Ontario

Whereas: school boards are allocated funding through the Grants for Student Needs to accommodate all trustee expenditures; and

Whereas: school boards are required to top up the trustee allocation to accommodate trustee travel to meetings and conferences in different areas of the Province; and

Whereas: the cost to travel to meetings and conferences which are normally held in Toronto is significantly higher for Northern Ontario than travel from other areas of Ontario. The estimated cost for one trustee to travel to Toronto is $1,400 from Kenora via Winnipeg, Manitoba.

Therefore be it Resolved That:

The Ontario Catholic School Trustees Association petition the Ministry of Education to review the Grants for Student Needs allocation for trustees and revise it to reflect the cost of travel for trustees from Northern Ontario.

Committee Recommendation
Approve.
Moved by: Connie Positano
Simcoe Muskoka Catholic District School Board

Seconded by: Catherine MacDonald

Topic: Mental Health

Whereas: research continues to state the need for services and supports for children and adolescents affected with mental health and/or addictions; and

Whereas: trustees have a responsibility to ensure student success and well-being; and

Whereas: one in five students has been identified as having mental health issues; and

Whereas: the Ministry has developed a ten year mental health strategy to support children and adolescents; and

Whereas: some Boards are faced with large geographic jurisdictions to provide this support.

Therefore be it Resolved That:

OSCTA encourages the Ministry of Education to increase funds to provide an increased level of supports and services to students.

Committee Recommendation
Approve.
Moved by: Catherine MacDonald  Simcoe Muskoka Catholic District School Board
(on behalf of Student Trustee Quinn Scarlett)

Seconded by: Connie Positano

Topic: Student Mental Health – Transition to Secondary

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health mental well-being strategy will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways [Excerpt from WCDSB Resolution 2014]; and

Whereas: the transition between elementary school and secondary school causes a high level of stress and anxiety amongst students, and can further lead to mental health problems.

Therefore be it Resolved That:

OCSTA petition the Ministry to put more focus towards transitional counseling and mental health aid for elementary students.

Committee Recommendation

Approve.
Moved by: Marline Ilijow Superior North Catholic District School Board

Seconded by: Judy Wawia

Topic: Charter FNMI Education

Whereas: the Charter is consistent with the goals of our Catholic Graduate Expectations and the doctrine of the Catholic Church and;

Whereas: the Charter helps to deepen our understanding and commitment to Aboriginal education and;

Whereas: the Charter is fully supported by OCSTA’s First Nations Trustees Advisory Council;

Therefore be it Resolved That:

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

Committee Recommendation

Approve.

(copy of Charter of Commitment attached)
Charter of Commitment

First Nation, Métis and Inuit Education

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

The development of this Charter is guided by:

- The Canadian Constitution Act, 1982
- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007
- Ontario’s First Nation, Métis and Inuit Education Policy Framework (2007)
- It’s our Vision, It’s Our Time – First Nations Control of First Nations Education, Assembly of First Nations, July 2010
  (Key provisions of these documents are set out in the Appendix)

Intent

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

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

Vision

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

Principles

This Charter of Commitment:

- Supports a socially just society for First Nation, Métis and Inuit peoples
- Reflects a respectful, collaborative, and consultative process among First Nation, Métis and Inuit knowledge holders and knowledge holders in the general education community
- Promotes partnerships among schools, school boards and First Nation, Métis and Inuit communities
• Values the diversity of First Nation, Métis and Inuit knowledges and ways of knowing and learning.

Goals
The Ontario Public School Boards’ Association on behalf of member school boards will collaborate with education partners in Ontario to support, endorse and foster the following goals:

Respectful and Welcoming Learning Environments

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

Respectful and Inclusive Curriculum and Classroom Programs

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

Culturally Responsive Pedagogy

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

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

**Valuing First Nation, Métis and Inuit expertise**

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

**Culturally responsive assessment**

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

**Affirming, revitalizing the languages of Canada’s First Peoples**

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

**First Nation, Métis and Inuit representation in staff and leadership**

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

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

Research

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

August, 2013
APPENDIX A

Charter of Commitment
First Nation, Métis and Inuit Education

REFERENCES

The *Canadian Constitution Act*, 1982

**RIGHTS OF THE ABORIGINAL PEOPLES OF CANADA**

35. (1) The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.
(2) In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit, and Metis peoples of Canada.
(3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.
(4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

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

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

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

**Vision**
First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.
It's Our Vision, It's Our Time – First Nations Control of First Nations Education, Assembly of First Nations, July 2010

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

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

* STATEMENT OF VALUES (ICIE 1972 Policy)

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

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

These early lessons emphasize attitudes of:
- self-reliance,
- respect for personal freedom,
- generosity,
- respect for nature, and
- wisdom.

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that
Indian children have a chance to develop a value system which is compatible with Indian culture.

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

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


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

The processes of colonization have either outlawed or suppressed Indigenous knowledge systems, especially language and culture, and have contributed significantly to the low levels of educational attainment and high rates of social issues such as suicide, incarceration, unemployment, and family or community separation. In secondary schooling, for instance, 2006 graduation rates are still below 50 percent nationally for Aboriginal students and only 8 percent for university degree attainment, in contrast to the 14 percent Canadian average for persons over 15 years of age. In response, Indigenous people and their organizations and communities have become more involved in decision-making and policy development in order to improve all levels of education. Major national studies and government commissions have called for this type of political and educational involvement, and have recommended that Indigenous knowledge systems have a central position in educational policy, curriculum, and pedagogy, in order to make significant improvements to Indigenous education.2 Individual and collective efforts to make such improvements are being enacted in local, regional, provincial, and national contexts. ACDE joins these efforts through its member faculties, schools, colleges, and departments of education across Canada. As a national organization, ACDE supports and encourages increased national dialogue and cooperative action for improving Indigenous education.
Ontario Catholic School Graduate Expectations, 2nd Edition (2011), Institute for Catholic Education

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

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

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

RESOLUTIONS # 7-10
Moved by: Ann Andrachuk  
Seconded by: Nancy Crawford  

Topic: Amendment/Revision to Federal Short Form Census Form  

Whereas: the Federal Government Order in Council of June 2010 eliminated the use of the Long Form Census form which removed detailed enumeration information; and

Whereas: elimination of detailed information, specifically religious identification, challenges Ontario’s four government-funded education systems to determine their base of support; and

Whereas: religious affiliation is required to inform elected representation.

Therefore be it Resolved That:

OCSTA through the appropriate avenues, Provincial and Federal, request an amendment to the Federal Short Form Census Form to include a required category for religious identification.

Committee Recommendation
Approve and refer to Legislation & Finance Committee.
Moved by: Sharon Hobin  Dufferin-Peel Catholic District School Board

Seconded by: Anna da Silva

Topic: Funding Formula Reform – School Board Administration and Governance Grant Reduction

Whereas: the Ministry has implemented a new funding model for the School Board Administration and Governance Grant based on the advice of the School Board Administration and Governance Advisory Group (BAAG); and

Whereas: the new funding model has a redistributive funding effect on school boards which has impacted the Greater Toronto Area (GTA) boards disproportionately; and

Whereas: the new funding model based on ten core functions is not reflective of the administrative requirements of large, urban boards and benefits much small boards overall; and

Whereas: the four year phase-in implementation has already started with the 2014-15 year; and

Whereas: the significant funding reduction to the School Board Administration and Governance Grant has a direct impact on the administrative capabilities of the board as well as a direct impact on the classroom;

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to review the recommendations from BAAG and the redistributive impacts of the funding on boards, with a view to recognizing the administrative and governance requirements of large boards and maintaining funding at current levels in this area.

Committee Recommendation
Approve and refer to Legislation & Finance Committee.
Moved by: Connie Positano Simcoe Muskoka Catholic District School Board

Seconded by: Catherine MacDonald

Topic: Catholic Support

Whereas: the method of indicating your intention to support the Catholic Separate School System is ambiguous; and

Whereas: the method that allows you to vote for a Catholic Separate School Trustee during a Municipal election is confusing; and

Whereas: in some municipalities, Catholic Trustees are not geographically represented on the ballot.

Therefore be it Resolved That:

Approach the Government of Ontario and the Canada Law Society to change the existing default of educational support to the public system to be an intentional choice when property purchase agreements are being signed; and

Therefore be it Resolved That:

OCSTA, along with local school Boards, develop a plan to amplify and clarify the extreme importance of identifying Catholic Separate School supporters.

Committee Recommendation
Approve and refer to Legislation & Finance Committee.
Moved by: Lisa Souliere          Windsor-Essex Catholic District School Board

Seconded by: Barbara Holland

Topic: Supervision of a School Board

Whereas: the Education Act provides for the Minister to supervise a Board under certain circumstances; and

Whereas: the Education Act provides for the protection of denominational, linguistic and cultural issues while under supervision; and

Whereas: the Municipal Elections Act requires the election of School Board Trustees to provide local representation regarding education; and

Whereas: the Act contains certain sections which give powers to the Minister that challenge the principles of democracy; and

Whereas: the rights of electors to local representation and the right of the Minister to suspend the right of local representation by a School Board should be conscientiously considered with every opportunity of procedural fairness and justice applied.

Therefore be it Resolved That:

OCSTA examine the sections of the Education Act that pertain to supervision and that they provide findings to address the protection of denominational rights and procedural fairness to the Minister on behalf of member Boards.

Committee Recommendation
Approve and refer to Legislation & Finance Committee.
RECEIVE & REFER

RESOLUTIONS # 11-20
Moved by: Frank D’Amico  
Seconded by: Nancy Crawford  

Topic: Clergy Appreciation

Whereas: Catholic Graduate Expectations state “A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mysteries of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living;” and

Whereas: our Church is central to our identity and being in the Body of Christ, and provides the source of direction in the education of all Catholic students; and

Whereas: the leaders of our Church, our Bishops and Priests, are integral to support our families and students on their faith journey through the Eucharist and sacraments; and

Whereas: pastors go about quietly and largely unnoticed as they shepherd their flock.

Therefore be it Resolved That:

OCSTA encourage local boards to recognize their clergy to celebrate and honour their commitment to our families, schools, staff, students and trustees in support of Catholic Education.

Committee Recommendation  
Receive and refer to Catholic Education Committee.
Moved by: Lisa Soulliere
Seconded by: Frank DiTomasso

Topic: OCSTA Professional Development by Electronic Means

Whereas: OCSTA provides professional development for the benefit of Trustees on a regular on-going basis; and
Whereas: all Trustees may not be able to attend every OCSTA conference or professional development session in person;
Whereas: advancements in technology have made it easier and more affordable to provide for electronic delivery of professional development.

Therefore be it Resolved That:

OCSTA establish a committee to study, evaluate and propose changes that would complement the current method of personal attendance to also include a consistent method of electronic delivery of professional development to ensure all Trustees have access to the professional development being offered by the association; and

That OCSTA establish a deadline for implementation of a consistent electronic delivery model for professional development by January 1, 2016.

Committee Recommendation
Receive and refer to Conference Committee.
Moved by: Luz del Rosario  Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Ontario Regulation 274/12 – Hiring Practices

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

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

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

Therefore be it Resolved That:

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

Committee Recommendation
Receive and refer to Labour Relations Committee.
Moved by: John Caputo
Seconded by: Kathleen Rosilius

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

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

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

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

Therefore be it Resolved That:

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

Committee Recommendation
Receive and refer to Labour Relations Committee.
Moved by: Rick Petrella  Brant Haldimand Norfolk Catholic District School Board

Seconded by: Cliff Casey

Topic: Region Designation

Step 1 – By Law Amendment

Whereas: the current OCSTA By-laws only allow for amendment of the boundaries of the regions when it is required as a result of student enrolment as stipulated in Article 6.1;

Whereas: the Board is seeking to expand the circumstances in which the boundaries of regions can be amended to better address the needs of Catholic District School Boards;

Therefore be it Resolved That:

The current By-laws be amended by adding a new Article 6.5 which states:

6.5 In addition to Article 6.4 above, region boundaries may also be altered, by Ordinary Resolution, for reasons other than those necessitated by Article 6, as long as the alteration is in the best interests of Catholic Education in Ontario and the constituent member Boards proposed to be in the same region share common religious, educational, geographic and economic characteristics.

Step 2 – Change from Region 4 to 11

Whereas: the Brant Haldimand Norfolk Catholic District School Board is currently in Region 4;

Whereas: the Trustees of the Brant Haldimand Norfolk Catholic District School Board wish to join Region 11;

Whereas: the rationale for the request for the change in Region is based on the following reasons:

• the Brant Haldimand Norfolk Catholic District School Board shares common geography with Hamilton and Niagara, its district bordering them both;

• the Brant Haldimand Norfolk Catholic District School Board also belongs to both the Diocese of Hamilton and the Diocese of St. Catharines (Niagara);

• the Brant Haldimand Norfolk Catholic District School Board also shares economic, religious and demographic interests more closely with Region 11 boards; in particular, many of its constituents work in the greater Hamilton and Niagara areas; in addition to these economic and religious interests, many of its staff live in the Hamilton and Niagara areas while commuting to its district for employment;
• some of its students (from the Haldimand area) attend secondary school in Niagara district after they graduate from Grade 8;

• the Brant Haldimand Norfolk Catholic District School Board recognizes that realignment may be resisted if it resulted in a reallocation of the number of regional directors that sit on the Board of Directors; however, this requested realignment will not result in any change to the number of directors for either Region 4 or Region 11 and accordingly there would be no impact on the current composition of the Board of Directors;

• finally, the Brant Haldimand Norfolk Catholic District School Board states that this change in Region currently accords with the enrolment criteria set out in Article 6;

Therefore be it Resolved That:

The Brant Haldimand Norfolk Catholic District School Board be included in Region 11 instead of Region 4.

Committee Recommendation
Receive and refer to Legislation & Finance Committee.

Rationale:
The current OCSTA By Laws are not structured to provide for a discretionary change to the composition of regions. Therefore, the recommendation is to allow the Legislation and Finance Committee to review. The recommendation for the necessary changes would come from the OCSTA Board of Directors to the 2016 Annual General Meeting. This will allow the Board of Directors to review the change along with the Letters Patent of OCSTA. If the necessary changes to the By Laws are approved, they would govern voting at the 2017 AGM.
Moved by: Catherine MacDonald Simcoe Muskoka Catholic District School Board

Seconded by: Shawn Cooper

Topic: Educational Assistant Funding

Whereas: the Growing Success document directs an inclusionary model of education; and

Whereas: inclusion is an expensive educational model.

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to provide appropriate funding for educational assistants to support the achievement and well-being of our students and staff.

Committee Recommendation
Receive and refer to Legislation & Finance Committee.
OCSTA RESOLUTION 17-15

Moved by: Cathy Bowen  Northwest Catholic District School Board

Seconded by: Kathy Bryck

Topic: Equity for Transportation Service for students within Catholic District School Boards

Whereas: in accordance with Section 190 of the Education Act, a board may provide for transportation to and from the school that a pupil attends; and

Whereas: boards endeavor to provide safe, equitable, consistent and cost-effective transportation in accordance with those acts and regulations; and

Whereas: boards are working to address unique and challenging local conditions; and

Whereas: the geographic realities of some regions of the province requires that some students receive transportation service that is inequitable, including significantly long ride times, because the population distribution is very different across the province; and

Whereas: the option of addressing significantly long ride times is not available under the current funding model.

Therefore be it Resolved That:

OCSTA petition the Ministry of Education to create conditions where there is equity for transportation service in Catholic District School Boards to meet the needs of pupils who are provided transportation service.

Committee Recommendation
Receive and refer to Legislation & Finance Committee.
Moved by: John Curry          Ottawa Catholic School Board
Seconded by: Kathy Ablett

Topic: Municipal Election Voting

Whereas: school board trustees are elected in municipal elections; and
Whereas: voter turnout in municipal elections is well below 50 percent in virtually all municipalities; and
Whereas: voter turnout is essential to a properly functioning democracy; and
Whereas: the introduction of more widespread voting procedures would provide more opportunities for voting and undoubtedly increase voter turnout.

Therefore be it Resolved That:

The Ontario Catholic School Trustees Association make presentations to the provincial government to ensure that alternative ways of casting a ballot in a municipal election are available to all voters in the province including voting by telephone, by mail and online.

Committee Recommendation
Receive and refer to Legislation & Finance Committee.
Moved by: Barbara Holland  

Windsor-Essex Catholic District School Board  

Seconded by: Susan Tope  

Topic: Election of Catholic Trustees

Whereas: the Education Act provides that a candidate is qualified for the office of Catholic Trustee if they are Roman Catholic; and  

Whereas: Section 16 of the Assessment Act provides the process for the identification of those qualified as candidates for the position of Catholic Trustee; and  

Whereas: the Municipal Elections Act establishes the duties and responsibilities of the Clerk in conducting municipal elections including the certification of candidates for the position of Catholic Trustee.  

Therefore be it Resolved That:  

Prior to the 2018 municipal election, OCSTA develop a document that provides direction to the Clerks of municipalities in the Province of Ontario regarding their responsibilities in certifying candidates for the office of Catholic Trustee as established by the Education Act, the Assessment Act and the Municipal Elections Act.  

Committee Recommendation  
Receive and refer to Legislation & Finance Committee.
OCSTA RESOLUTION 20-15

Moved by: Lisa Souliere  
Seconded by: Susan Tope

Topic: OCSTA Independent Structural and Operational Review

Whereas: the Ministry of Education is formally recognizing OCSTA as the bargaining agent for Catholic School Boards in Ontario resulting in a significant change in the role of the organization and a shift in authority from local Catholic boards to OCSTA; and

Whereas: there is no financial or operational issue more significant to the delivery of education at the local level than employee contracts; and

Whereas: the Ministry of Education continues to view OCSTA as the political lobbying voice for Catholic education across the Province of Ontario; and

Whereas: there is no issue more important politically to Catholic education than the ongoing threat to the continuation of Catholic Education in the Province of Ontario.

Therefore be it Resolved That:

OCSTA establish as its two strategic priorities:

1) On-going political lobbying to ensure the continuation of Catholic Education in the Province of Ontario; and

2) Effective professional contract negotiations.

OCSTA engage external professional experts in organizational efficiency and effectiveness to review and recommend changes to the organizational structure, operations, policies, procedures and practices in light of these two strategic priorities; and

OCSTA request as part of the recommendations, appropriate organizational charts including lines of authority within the organization, new job descriptions for key positions, qualifications for each position and current market rate salary recommendations for each position; and

OCSTA request as part of the recommendations, appropriate structure and roles for Trustees within the organization to reflect the Trustee governance role and respect the role of all Trustees as elected local representatives.

Committee Recommendation
Receive and refer to Office Management Committee.
TO BE CONSIDERED INDIVIDUALLY

RESOLUTIONS # 21-24
Moved by: Catherine MacDonald
Seconded by: Connie Positano

Topic: School, Church

Whereas: Catholic schools are an integral part of the Church’s mission to evangelize youth; and

Whereas: an OCSTA staff committee, with the title Pontifex Committee, have been discussing the nature of the relationships between Pastors and Principals with a view to publish best practices; and

Whereas: Cardinal Collins in a letter to the Parishes spoke eloquently about Catholic trustees having the opportunity to campaign after masses

Whereas: in the Archdiocese of Peterborough candidates were not allowed to take advantage of introducing themselves to the parishioners; and

Whereas: engagement between parishes and schools is variable and needs to be strengthened; and

Whereas: a relationship is of critical importance for the schools and parishes; and

Whereas: the sacramental preparation in our schools is at the discretion of the parish priest; and

Whereas: some of our students are denied the opportunity to make their sacraments.

Therefore be it Resolved That:

OCSTA create forums for discussion to develop common goals in accepting our students into the Church without judgment or prejudice.

Committee Recommendation
Not approve.

Rationale:
The Committee is of the view that the issue of accepting students into the Church is a diocesan matter and not within the jurisdiction of OCSTA.
Moved by: Connie Positano
Simcoe Muskoka Catholic District School Board

Seconded by: Catherine MacDonald

Topic: E-Cigarettes

Whereas: despite their illegality, electronic cigarettes with nicotine are readily available for purchase in Canada online and at retail, with little federal enforcement of the current regulations; and

Whereas: as a result of not being a “lit tobacco product”, electronic cigarettes are not subject to the restrictions of the 2006 Smoke-Free Ontario Act (SFOA) which prohibits smoking in public places, workplaces, on school and child-care properties, and near entrances to health care facilities, and prohibits sales to minors; and

Whereas: no formal safety requirements exist regarding product development, ingredient disclosure, nicotine levels, product safety, or packaging. Electronic cigarettes are also not subject to the packaging, labeling, advertising, promotion, and sponsorship restrictions that apply to conventional tobacco cigarettes and other tobacco products. Electronic cigarettes are increasingly being marketed to youth and young adults through product flavouring, celebrity endorsements, event sponsorship, and free product offers.

Therefore be it Resolved That:
The Ministry support advocating for the following changes:

Electronic cigarettes should be prohibited anywhere smoking is currently prohibited, whether provincially or municipally mandated, including public places and workplaces to further protect the health needs of our children and youth. As well, two issues facing our youth today that fall out of the current legislative regulations are other tobacco products and electronic cigarettes.

a. Prohibit e-cigarette use wherever smoking is prohibited;
b. Prohibit sales of flavoured e-cigarette products;
c. Prohibit e-cigarette displays in retail stores; and
d. Restrict sales of e-cigarettes to minors.
e. Restrict sales of other tobacco products (smokeless, hookah, etc.)

Committee Recommendation
Not approve.

Rationale:
A new piece of legislation, namely Bill 45, was introduced in November 2014. It was being debated at Second Reading on March 25, 2015. A portion of this Bill deals with the same content as this resolution. Once passed into law, the new legislation will apply to E-Cigarettes.
Moved by: Mario Pascucci  Dufferin-Peel Catholic District School Board  
Seconded by: Shawn Xaviour  

Topic:  Investigation of a New Method of Vote Allocation at the Annual General Meeting of the Ontario Catholic School Trustees’ Association (OCSTA)  

Whereas: the current management structure for the Ontario Catholic School Trustees’ Association (OCSTA) permits representation from each Ontario Catholic school board; and  

Whereas: the current voting procedure at the Annual General Meeting permits one vote per trustee; and  

Whereas: the current OCSTA vote allocation is not reflective of the population that trustees represent;  

Therefore be it Resolved That:  

OCSTA investigate a new method for vote allocation to each Board and/or Trustee for implementation at the 2015 Annual General Meeting, which considers representation reflective of population which trustees represent.  

Committee Recommendation  
Not approve.  

Rationale (see attachment)  
This topic was the subject of four different resolutions in 2013. Research was conducted into various models and other organizations were consulted. After significant analysis, it was determined that there was no merit in abandoning the existing model.
November 14, 2013

REPORT TO: Legislation & Finance Committee

FROM: Kevin Kobus, Executive Director
Bob Murray, Director, Legislative & Political Affairs

SUBJECT: Weighted Voting Resolutions

Introduction

At the 2013 OCSTA AGM, 4 Resolutions were received and referred to the Legislation and Finance Committee pertaining to potential alterations to OCSTA’s decision-making and voting processes. 4 separate boards submitted resolutions, being Toronto, Dufferin-Peel, York and Brant-Haldimand-Norfolk, all requesting that the Association explore other models of voting and decision-making, including weighted voting models for both the general and special meetings of the entire membership and the OCSTA Board of Directors.

This report aims to inform the committee of the staff’s findings related to weighted voting models and how they might impact OCSTA’s governance structure. In the conclusion of this report, there is a staff recommendation that is based on the research and consultation to date on these issues.

The Resolutions

The four resolutions attached were received and referred to the Legislation and Finance Committee at the 2013 OCSTA AGM by the general membership:
Resolution #8-13

Moved By: Rick Petrella Brant Haldimand Norfolk Catholic District School Board

Seconded By: Dennis Blake

Topic: Representation on the OCSTA Board of Directors

Whereas: the current management structure of OCSTA permits dual representation from larger Boards and single representation from a geographical collection of smaller boards based on a regional system. This structure can prevent smaller member boards from ever having representation on the OCSTA Board of Directors and, therefore, not having a voice within the organization or access to information in a timely fashion; and

Whereas: the current voting allocation at OCSTA Annual General Meetings and resulting representation on the OCSTA Board of Directors is not reflective of the population that the Trustees represent.

Therefore Be It Resolved That:

a) OCSTA investigates a new method for allocating votes at the Annual General Meetings to ensure equity amongst boards; and

b) OCSTA investigates a new method for determining representation on the Board of Directors whereby consideration is given to the number of representatives on the Board, specifically the opportunity for every member board to have at least one representative on the Board of Directors; and

c) the new format be in effect for the 2014 AGM.

AGM Decision
Receive and refer to Legislation & Finance Committee.
Resolution #9-13

Moved By: Mario Pascucci                Dufferin-Peel Catholic District School Board

Seconded By: Sharon Hobin

Topic: Investigation of a New Method of Vote Allocation at the Annual General Meeting of the Ontario Catholic School Trustees’ Association (OCSTA)

Whereas: the current management structure for the Ontario Catholic School Trustees’ Association (OCSTA) permits representation from each Ontario Catholic school board; and
Whereas: the current voting procedure at the Annual General Meeting permits one vote per trustee; and
Whereas: the current OCSTA vote allocation is not reflective of the population that trustees represent.

Therefore Be It Resolved That:

OCSTA investigate a new method for vote allocation to each Board and/or trustee for implementation at the 2014 Annual General Meeting, which considers representation reflective of population which trustees represent.

AGM Decision
Receive and refer to Legislation & Finance Committee.
Resolution #11-13

Moved By: Maria Rizzo Toronto Catholic District School Board

Seconded By: Sal Piccininni

Topic: Representation and Weighted Voting Board of Directors.

Whereas: A new model for membership on the Board of Directors of OCSTA to allow all Catholic District School Boards to allow a minimum of one full voting member. A sliding scale should be developed and based on the student enrollment of Boards.

Whereas: The current management structure of OCSTA permits dual representation from larger Boards, and single representation from a geographical collection of smaller boards based on a regional system. This structure prohibits some member boards from having equal representation on the Board of Directors and therefore excluding their voice within the organization; and

Whereas: The current OCSTA vote allocation and corresponding representation on the Board of Directors is not reflective of the population that the Trustees represent.

Therefore Be It Resolved That:

OCSTA investigate a new method of vote allocation and individual board representation on the Board of Directors for implementation as soon as possible but no later than the 2014 OCSTA AGM. This new method will consider the number of representatives for each member Board and will allow all member Boards to have individual representation on the Board of Directors as of the AGM of 2014.

AGM Decision
Receive and refer to Legislation & Finance Committee.
Resolution #12-13

Moved By: Elizabeth Crowe York Catholic District School Board

Seconded By: Carol Cotton

Topic: OCSTA Representation Model

Whereas: fair representation at the OCSTA Board table and at the AGM is a fundamental to the democratic process; and

Whereas: membership in OCSTA may become mandatory if the association is given the legislative authority to bargain on behalf of the school Boards, as employers; and

Whereas: the current system of electing Directors, Executive members and passing motions does not allow for every Board to be truly represented, based on student and/or ratepayer distribution, and does not give a fair voice to every Board at the table; and

Whereas: OPSBA has a more equitable model that should be evaluated and considered for adoption in its current form or in a form modified as determined by OCSTA’s Board of Directors; and

Whereas: there could be other models that should be investigated for their appropriateness;

Therefore Be It Resolved That:

OCSTA investigate and develop a new, fairer model of representation both for the Board of Directors and for voting at the AGM.

AGM Decision

Receive and refer to Legislation & Finance Committee.
Weighted Voting

When exploring various models of representation and voting within corporate boards of directors, not-for-profit organizations and other trustee associations, it is evident that very few employ decision-making models that are premised upon weighted voting. To date, OCSTA as an association has been a one-vote-per-member structure in general or special meetings of the Association’s membership, with a weighted voting model at the Board of Directors table.

The current structure of OCSTA’s Board of Directors is divided into 12 regions, based on both geography and student enrolment. The criteria for determining regions are outlined in the OCSTA by-laws under Section 5.1:

5.1.1 any Member Board with a student enrolment in excess of 35,000 FTE shall be identified as a Region entitled to one (1) representative on the Board of Directors; and

5.1.2 any Member Board or Region with a student enrolment in excess of 75,000 FTE students shall be identified as a region entitled to two representatives on the Board of Directors.

5.1.3 if and whenever the criteria set out in this section 5.1 so requires, the Corporations shall, by Special Resolution, alter the regional boundaries and the number of Directors accordingly so as to take effect at the election of Directors next following the confirmation of such Special Resolution by the Members.

Under this model at the Board of Directors table, Ottawa and York send 1 delegate each, while Toronto and Dufferin-Peel send 2 delegates each based on their student enrolment statistic. As such, a weighted voting model is already employed under the current OCSTA structure based on the FTE enrolment figures as articulated in Section 5.1 of the by-laws.

2 of the 4 resolutions received and referred at the AGM focus on exploring voting models for general or special meetings of the entire Association membership, currently a one vote per member model. In this context, a series of different models were studied to determine their applicability to the mission and governance structure of OCSTA.

Weighted voting models can be premised upon a series of assumptions. For instance, one could employ a model that sees boards representing larger geographical regions receiving more votes than those representing smaller geographical areas, a model that grants larger weight to boards with higher student enrolment (as is the case on the Board of Directors), or a model that grants voting based on percentages of population within a region. In each case, it was found that no significant change to voting outcomes would be likely to occur at a general or special meeting, particularly based on the historical practice of regional voting patterns.

Particular emphasis was given to the OPSBA model for weighted voting in meetings of their general assembly. Voting weight is determined by enrolment figures and applied as an allocation:
- boards between 1-10,000 are granted 2 votes each
- boards between 10,001 and 25,000 are granted 3 votes each
- boards between 25,001 and 50,000 are granted 4 votes each
- boards between 50,001 and 75,000 are granted 5 votes each
- boards between 75,001 and 110,000 are granted 6 votes each
- boards between 110,001 and 200,000 are granted 7 votes each
- and boards over 200,000 are granted 8 votes each

If applied directly to OCSTA boards’ based on student enrolment and application to voting at meetings, OCSTA’s structure would see:

- 14 boards with 2 votes each, totaling 28 votes;
- 9 boards with 3 votes each, totaling 27 votes;
- 3 boards with 4 votes each, totaling 12 votes;
- 1 board with 5 votes, totaling 5 votes;
- And 2 boards with 6 votes each, totaling 12 votes.

Before considering this model further, an essential point must be made – **under the OPSBA model, boards, not individual trustees, are allocated votes.** For a board’s votes to be applied to a resolution, they must allocate all of their weighted votes one way. Currently, OCSTA trustees are able to vote as they see fit, and individual boards votes can be split. For example, a board of 12 trustees could see 8 votes in favour of a given resolution with 4 not in favour. Under the OPSBA model, this is not the case. If a board has 12 trustees, an internal majority vote must take place and the majority decides how the allocated votes will be applied to a resolution. For example, a board of 12 may have 7 trustees in favour of a resolution and 5 opposed – it is the will of the 7 majority who decide how the **board** will apply its allocated voted under the weighted model.

**Regional Meetings**

As OCSTA staff was studying various voting models, the issue of weighted voting was a key component of the 2013 OCSTA Fall Regional Meetings. Input was sought from all boards during the open discussion portion of these five sessions. The OCSTA membership made it clear that there is no widespread desire to alter the current model of decision-making in OCSTA.

A variety of concerns on this topic, mainly from the central region, were expressed, including but not limited to: the perception that the existing structure is not balanced; the suggestion that all boards should have a representative on the OCSTA Board of Directors; the disparity between a negative correlation between the number of trustees in boards and the number of constituents that each trustee represents; the desire to ensure that the vote from every board and every trustee counts; a proposal that voting and representation be weighted by student population; the expression that labour matters have heightened the frustration over time.

In most regions and in the comments provided by most boards, there is a sense that the existing structure of the OCSTA Board of Directors is not broken. Although some smaller boards indicated that it would be better if each board had its own representative, it was simultaneously
acknowledged that a move in this direction would be impractical, expensive and less efficient.
The current reality is that the biggest boards in the province have one or two seats on the OCSTA
Board and have the right to select their own representative. Smaller boards must share a regional
representative and at times feel disadvantaged when the regional representative is not from their
board. To address this, there was a suggestion that the boards within a particular region could
consider rotating representation, with the regional seat moving from board to board on a
predetermined basis.

At most of the Fall Regional Meetings, the disparity in the cost-per-student was mentioned.
Currently the largest boards pay about two dollars per student and the smallest boards pay over
seven dollars per student. The formula in itself recognizes the fact that large boards have more
infrastructure and may utilize OCSTA services to a lesser degree than smaller boards. This point,
however, is the basis of the fee structure as it currently exists. A second point that came up
repeatedly relates to the benefits of membership. In the examples provided, it is the largest
boards who benefit most dollar-wise when OCSTA is successful on projects such as Access
Copyright and the School Energy Coalition. Although there are individual objections to the
status quo, the pervasive sentiment is that there is equilibrium within OCSTA in terms of fees,
benefits, representation and voting. There was no overwhelming push for change.

If there was one message that was made loud and clear, it is that the vote of each and every
trustee is to be valued. Regardless of the size of the board or the number of trustees, no one was
voluntarily saying that their voice should be diminished.

Conclusion

After months of exploration, it is clear that there is no easy or simple method of addressing the
concerns expressed by those 4 boards who submitted resolutions requesting that a review of
decision-making in the Association take place. Under the current model, 3 of those boards who
submitted resolutions have significant influence over the Association’s decisions based on the
weighted voting model at the Board of Directors table.

Resolutions 8 and 11 seek to amend the voting structure and representation model at the OCSTA
Board of Directors table, with Resolution 11 seeking specifically to allow a representative from
each board in the system to have a representative on the Board at all times. To date, the
justification for dividing members into a regional structure within OCSTA has been a more
efficient and flexible model of representation at the Board table. At a time when the Association
is expected to make immediate decisions and address matters of urgency, expanding the size of
the Board of Directors to at least 29 members would drastically slow the decision-making ability
of the Association from its current model. Further, such a change would create enormous strain
on the Association’s budget when paying expenses and per diems for Board-related meetings or
events.

The OPSBA model of weighted voting would fundamentally alter OCSTA’s structure from a
trustee’s association to a school board’s association. The one-vote-per-member model has
received wide support from elected Catholic trustees throughout the Association’s history, and in
order to effectively implement the OPSBA model of voting, the Association would need to amend its by-laws and practices significantly.

Based on these findings, it is the OCSTA staff recommendation that no alteration to the voting and decision-making structure of OCSTA be made at this time.
Moved by: Frank DiTomasso  
Windsor-Essex Catholic District School Board

Seconded by: Susan Tope

Topic: OCSTA Trustee Representation

Whereas: the Ministry of Education is formally recognizing OCSTA as the bargaining agent for Catholic School Boards in Ontario representing a significant change in the role of the organization and a shift in authority from local Catholic boards to OCSTA; and

Whereas: there is no financial or operational issue more significant to the delivery of education at the local level than employee contracts; and

Whereas: local Boards are elected to provide a voice for constituents and to address the local and unique needs of each area in the Province; and

Whereas: the current model of combining Boards regionally with one representative chosen from each group of boards is no longer adequate and does not reflect the responsibility of local boards in addressing unique local needs.

Therefore be it Resolved That:

OCSTA change its current structure to allow one member from each Board to sit on the OCSTA Board.

Committee Recommendation
Not approve.

Rationale (see attachment for Resolution #23-15)
This topic was the subject of four different resolutions in 2013. Research was conducted into various models and other organizations were consulted. After significant analysis, it was determined that there was no merit in abandoning the existing model.
Date: April 13, 2015
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Terms

Type of Report: □ Decision-Making
         ■ Monitoring
         □ Incidental Information

Type of Information: □ Information for Decision Making
         □ Monitoring Information
         ■ Information Only

Origin:
Student Trustees have seen different models and terms in other Catholic school boards and made an inquiry to determine if Waterloo Catholic District School Board could increase the term to two years and stagger these terms to provide more continuity.

Policy Statement:
Policy II 011
Policy II 012

Background/Comments:
Regulation 7/07 Section 6. A student trustee’s term of office starts on August 1 of the year in which he or she is elected and ends on July 31 of the following year. It is clear in Regulation that terms of office for Student Trustees is one year.

Recommendation:
For information only.

Prepared/Reviewed By: Michael Schmitt
                       Director of Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board - the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
1. Authentic Governance through Ethical Leadership
2. Authentic Governance for Student Achievement: Boards Matter!
3. Right from the Start: Roles and Responsibilities
5. Part A: Performance Review: Director of Education; Part B: Board Self-Assessment: Governance Performance
6. The Strategic Role and Multi-year Strategic Planning
7. Exercising Authentic Governance: The School Board’s Role as Policymaker
8. Conflict – Managing it Creatively
9. Family and Community Engagement
10. Advocacy: Engaging the Public