# Committee of the Whole Meeting

**Date:** October 17, 2016  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

## Attendees:
- **Board of Trustees:** Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen  
- **Student Representatives:** Joseph De Sousa, Samantha Lim  
- **Senior Administration:** Loretta Notten, Gerry Clifford, Jason Connolly, Derek Haime, David DeSantis, John Klein, Shesh Maharaj, Laura Shoemaker  
- **Special Resource:** John Shewchuk.  
- **Recording Secretary:** Barb Pilsner

## Agenda

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Call to Order</td>
<td>Board Chair</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Pastoral Team</td>
<td>--</td>
<td>Approval</td>
</tr>
<tr>
<td>1.2 Approval of Agenda</td>
<td>Board of Trustees</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.3 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.3.1 From the current meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.2 From a previous public or in-camera meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Consent Agenda: Director of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Consent Agenda: Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Minutes of meetings)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Minutes of May 16, 2016 Committee of the Whole Meeting</td>
<td>Trustees</td>
<td>pp. 1-3</td>
<td>Approval</td>
</tr>
<tr>
<td>3.2 Items for Action from Previous In-camera Meeting of October 17, 2016 related to Human Resources</td>
<td>Trustees</td>
<td>--</td>
<td>Approval</td>
</tr>
<tr>
<td>ITEM</td>
<td>Who</td>
<td>Agenda Section</td>
<td>Method &amp; Outcome</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4. Delegations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Advice from the CEO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Board Improvement Plan for Student Achievement</td>
<td>John Klein</td>
<td>pp. 4-8</td>
<td>Information</td>
</tr>
<tr>
<td>5.2 Knights of Columbus Trivia Night</td>
<td>Loretta Notten</td>
<td>p. 9</td>
<td></td>
</tr>
<tr>
<td>6. Ownership Linkage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Communication with the External Environment related to Board's Annual Agenda; ownership communication)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Linkages Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>6.2 Pastoral Care Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Reports from Board Committees/Task Forces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Board Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(at the request of the Board)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 OCSTA Resolutions</td>
<td>Trustees</td>
<td>pp 10-19</td>
<td>Discussion</td>
</tr>
<tr>
<td>8.2 OCSTA Communications</td>
<td>Manuel da Silva</td>
<td>pp. 20-34</td>
<td>Information</td>
</tr>
<tr>
<td>9. Policy Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Based on Annual Plan of Board Work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Assurance of Successful Board Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(monitoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Assurance of Successful Director of Education Performance (monitoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Adjournment</td>
<td>Director of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm decisions made tonight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Closing Prayer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
</tr>
</tbody>
</table>
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 Wednesday, September 14, 2016 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:
Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:
Joseph De Sousa, Samantha Lim

Administrative Officials Present:
Loretta Notten

Special Resources For The Meeting:

Regrets:
Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein, Shesh Maharaj, 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 7:00 p.m.

1.1 Opening Prayer & Memorials
The opening prayer was led by J. De Sousa, student trustee. Intentions were offered to keep in prayer our friend and colleague Frank Johnson as we choose a successor for the remainder of his term, for B. Schmalz’ mother and for his brother who underwent emergency surgery.

1.2 Approval of Agenda
Item 4.2 and 4.3 will be switched. Outline of Election Process will be before the Random Selection of Candidates 2016-99 -- It was moved by W. Price and seconded by A. Fee:
THAT the agenda for September 14, 2016 as amended 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 Minutes of May 16, 2016 Committee of the Whole Meeting

2016-100 -- It was moved by B. Conway and seconded by A. Fee:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

4.1 Article 8 Trustee Vacancy
M. da Silva advised we are in compliance with Article 8 Trustee Vacancy in the Board Operational and Procedural By-law. Due to short timelines to establish a committee to review the qualifications the Chair directed Barb Pilsner, Executive Administrative Assistant, to ensure all candidates were qualified. She confirmed they were.

4.2 Outline of Election Process
M. da Silva reviewed the outline of the election process. He asked trustees for consensus on appointing Loretta Notten, Director of Education and Secretary of the Board and Barb Pilsner, Executive Administrative Assistant as scrutineers for the voting process.

2016-101 -- It was moved by M. Van Alphen and seconded by G. Reitzel:
THAT the Board of Trustees approve Loretta Notten and Barb Pilsner as scrutineers for the voting process in the Special Board of Trustees meeting to be held following Committee of the Whole September 14, 2016. --- Carried by consensus

4.3 Random Selection of Candidates
M. da Silva advised there are eight candidates.

The names of the candidates were placed in a box and the Director of Education and Secretary of the Board randomly selected the order the candidates will present to the trustees.

They are in order:
Theresa Lee
Jeanne Gravelle
Deborah Stiles
Renee Kraft
Renee Kraft
Gai Brown
Wendy Ashby
Betty Anne Ryan

4.4 Candidate Presentations
Each of the candidates was given five minutes to present. Trustees had the opportunity to ask questions and reflect following each presentation.

M. da Silva thanks all the candidates for their presentations.

5. Advice From the CEO

6. Ownership Linkage (Communication with the External Environment)

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
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

   2016-102 – It was moved by G. Reitzel and seconded by W. Price:
   THAT the meeting be now adjourned.
   The meeting was adjourned by consensus at 8:04 p.m.

Chair of the Board

Secretary
Date: October 17, 2016
To: Board of Trustees
From: Director of Education
Subject: Board Improvement Plan for Student Achievement (BIPSA) 2016-2017

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)

Education Act Section 169.(1)
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; (d) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
PPM 159 Collaborative Professionalism (2016)
School Effectiveness Framework (2013)

Priority Area:
Nurturing our Catholic Community

Strategic Direction:
Students and staff are healthy in mind, body, and spirit

Goal:
To strengthen system-wide commitment to WCDSB’s vision for mental health & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities

To strengthen system commitment to school, student, and staff spiritual health

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Parents, parishes, community partners and student engagement are nurtured and valued
Goal:
To engage students in authentic learning experiences that reflect real-life application and engagement within a global context

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Students are Achieving at their highest potential in a 21st Century world

Goals:
To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration
To focus on personalized authentic and (culturally) relevant inquiry
To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Staff are engaged in cultivating collaborative learning communities

Goal:
To improve student learning and achievement in mathematics
To improve student learning and achievement in Applied Level classrooms
To improve student learning and achievement for those students who have an IEP

Priority Area:
Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:
Professional learning for ALL staff is timely and responsive

Goal:
To foster professional learning that is job-embedded and evidence informed

Priority Area:
Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:
Leadership & succession planning is intentional and nurtured

Goal:
To improve and to build collaborative ownership of system goals and priorities so they are owned by all
To support Principals and educators in maintaining high levels of professional judgement and assessment
Background/Comments:

The Waterloo Catholic District School Board’s Board Improvement Plan for Student Achievement (BIPSA) sets specific operational direction to ensure that the key components outlined in the WCDSB’s Multi Year Strategic Plan as well as other relevant initiatives and priorities are addressed. Updated annually and responsive to shifting contexts and needs throughout the year, the BIPSA reflects our system’s continued commitment to improved student achievement and well-being. It assures that the board’s mission, “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”, is embedded in all we do. It is rooted in the evangelical vision of Catholic education which is beautifully defined in our Ontario Catholic School Graduate Expectations.

The Board Improvement Plan for Student Achievement provides the framework for each school’s School Improvement Plan for Student Achievement (SIPSA). The SIPSA allows for a more nuanced and focused plan that meets the specific needs of our unique and diverse school communities each of which has its own metrics and targets that are monitored throughout the year and revised annually.

BIPSAs reflect a three-year timeline with each individual year having a more specific plan that responds to the shifting needs of students. It is drawn from a variety of data and ongoing professional discernment. The current BIPSA initiates a new three-year (2016-2019) incarnation.

The WCDSB’s Multi Year Strategic Plan (Living in Faith) provides a clear articulation of the WCDSB’s strategic priorities and the 2016-2017 BIPSA’s alignment to the MYSP is much deeper and broader than its forerunner.

The BIPSA has been created and revised through an ongoing and collaborative process involving all levels of WCDSB staff. The Board’s BIPSA Committee met several times throughout the late winter and spring of 2016 to identify priorities locally as well as themes provincially and globally. “Critical friends” from other school boards reviewed the WCDSB BIPSA and provided valuable criticism. Furthermore, support and guidance were provided by the Ministry of Education in the form of student achievement officers, who provided clarity (based on province-wide experience) regarding effective practice, procedures, resources, and personnel. This team will continue to meet with WCDSB leadership during the 2016-2017 school year in order to provide this feedback through the System Improvement Learning Cycle (SILC).

The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in four key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success). Of primary importance for 2016-2017, is Numeracy (mathematics).

The 2016-2017 BIPSA has been extensively revised in several ways (see attached for full document). A two-sided “placemat” format means it is a far more succinct document than previous iterations some of which were more than ten times the length. It is hoped that this brevity and clarity will lead to greater engagement by all stakeholders and achievement by our students. The 2016-2017 BIPSA can be read or approached in distinct manners but essentially reflects an essential commitment, namely that we are committed to know our learners, respond to their needs, and monitor our progress. Some key components of the 2016-2017 WCDSB BIPSA are:

System Inquiry Question

- At its core, a school is a place of learning – for students and staff; this holds true for school boards as well. Learning itself, regardless of the learner, starts with a question or problem and the WCDSB’s 2016-2017 BIPSA itself begins with an authentic and engaging inquiry that guides and directs what follows: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

WCDSB Multi Year Strategic Plan & School Effectiveness Framework (2013)

- The 2016-2017 BIPSA moves from its system inquiry question to a clear reference to these two essential documents. While the MYSP (Living in Faith) has been described by our Director as “our compass that lays out our strategic direction”, one might view the School Effectiveness Framework (2013) as the impressive array of sails that allows us to catch and employ the wind so that we might reach the distant shores. The 2016-2017
BIPSA identifies nine distinct “indicators” from the *School Effectiveness Framework* (2013) and aligns them with all three of the MYSP’s priorities. These same SEF indicators are then re-articulated and aligned with the BIPSA’s key curriculum areas of Catholic Community, Culture and Caring, Numeracy, Literacy,

**Assessment/Instruction**

- The interplay of assessment and instruction mark an essential feature of the WCDSB’s 2016-2017 BIPSA. This dynamic invites educators to commit themselves, in a full and ongoing manner, to identify each learner’s strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge, they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools’ Graduate Expectations
- It is this “urgent student learning need” that guides the professional development of staff.

**Outcomes**

- Student achievement outcomes are intended to improve through the consistent and varied use of concept assessment in all curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIPSA.
- Each “pillar” has identified outcomes expressed as specific and measurable increases in achievement (*i.e.* Gr. 9 Math achievement in EQAO)
- School Improvement Plans for Student Achievement (SIPSAs) will each have specific targets articulated and monitored

**Student Learning Needs**

- The needs of our students within each pillar are identified along with some overall needs derived from 21st Century (or Global) competencies, recognized as pivotal for future success. Added to these are such character goals as resiliency and perseverance.
- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies in order to respond to student needs
- Catholic Community, Culture and Caring
  - Addresses Religion and Family Life as well as Mental Health and Wellness
  - Resiliency survey helps guide the outcome selection and monitoring
- Numeracy
  - Derived from EQAO, CAT4, and report card trends
  - Focus on curriculum content particularly focusing on the “big ideas” that weave through the curriculum
  - Junior division
  - Applied level
  - Students with a learning disability
- Literacy
  - Derived from EQAO, CAT4, and report card trends
  - Focus on a balanced literacy approach
  - Focus on subject-specific vocabulary
  - Metacognitive skills
- Pathways to Success
  - Clearly aligns various BIPSA components such as 21st Century (or Global) competencies, technology, assessment/instruction dynamic

**Strategies and Actions for Building Capacity through Collaborative Learning**

- Goal is to, “Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies”
- Clear articulation of what staff will do to meet this goal. This is specific to the director, superintendents, principals and vice-principals, teachers and early childhood educators, and support staff
• Collaboration is a significant theme

Monitoring Learning

• Professional Learning Cycles are at the heart of this component and are monitored through a series of clarifying questions
• These questions centre on student learning and staff learning
• The monitoring questions conclude with reflections on next steps and, as such, set the stage for the BIPSAs composition the following year
• At the heart of the monitoring component is the “Instructional Core” a dynamic interweaving of student, teacher, and curriculum reflected in each task that is monitored
• The monitoring is conducted by all stakeholders and is ongoing. Superintendents formally monitor these through school visits, the System Improvement Learning Cycle (SILC), and School Effectiveness Framework processes
• The Professional Learning Cycle and Continuous Assessment Process (Plan, Act, Observe, & Reflect) anchor this component
• The BIPSA provides of clear articulation of each professional stakeholders actions and responsibility, as we strive to fully implement and monitor our plan.

Miscellaneous

• The BIPSA contains hyperlinks for staff that connect to various key documents, policies and resources to guide its implementation and monitoring
• The BIPSA’s outcomes and monitoring are strongly supported by the WCDSB’s investment in and use of its new electronic student achievement and well-being platform

Recommendation:

This report is presented for the information of the Board.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, 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.”*
Kitchener Knights of Columbus 1504
along with title sponsor

NETSUITE

present the

1st Annual KW Trivia Challenge

In support of:

MARILLAC
PLACE

Waterloo Regional Police Chief Bryan Larkin as M/C
Friday November 11th 2016, 7:30pm at

CROWNE PLAZA
KITCHENER-WATERLOO
105 King St. E. Kitchener, ON

Tables of 8 can be purchased for $360 each.
For more information & to reserve your table; click on the link:

Mac Graham - Event Coordinator:
September 15, 2016

MEMO TO: Chairpersons and Directors of Education
        Catholic District School Boards

FROM: Marino Gazzola, Chair, Resolutions Committee

RE: 2017 AGM & Conference Resolutions

Please Review this Information at a Meeting of your Board

The OCSTA Annual General Meeting will once again offer an opportunity for delegates to consider and vote on all resolutions received from OCSTA members.

The study and processing of resolutions is one of the fundamental responsibilities of the Association. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted to OCSTA any time up until the deadline of January 31, 2017 (to be confirmed).

Please Note:
OCSTA’s Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation process serve as effective opportunities for advocacy regarding education funding issues. Boards are encouraged to submit education funding issues requiring Association action and advocacy by Mid-October each year. However, should a board prefer to use the AGM Resolutions process for funding issues with provincial implications, they are, of course, welcome to do so. Funding issues submitted through the resolutions process may be recommended for inclusion in the OCSTA Finance Brief the following year. Resolutions may be submitted to OCSTA at any time up to the deadline of January 31, 2017.

Attachments
- Guidelines
- Template
- Explanation of Committee Recommendations & Resolution Procedures
- OCSTA Mission, Vision, Strategic Priorities
- Chart of 2016 Resolutions with AGM Decisions
- Related By Law Section 5.9 (Resolutions)
Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.

A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.

The resolution:
   a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
   b. Is of a provincial nature and addresses an area of concern for the province’s Catholic school boards is a matter that requires attention or action.
   c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
   d. Is accompanied by substantiated rationale.
   e. Does not deal with education funding issues.
      - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of province-wide scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
   a. Each “Whereas” is accompanied by adequate background material.
   b. The “Therefore be it Resolved” directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.
2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Seconder’s Name]
[Board Name]
[Topic]

D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2017**. We encourage boards to submit their resolutions at any time from September to January 2017 by email to Jane Ponte at jponte@ocsta.on.ca.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines and the enclosed template and the resolution session procedures have been provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.
Template

Please do not use tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is Times New Roman 12pt.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover’s Name] [Board Name]
Seconded by: [Seconder’s Name]
Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board; and
Whereas: according to Section 221(1) of the Education Act, the vacancy must be filled by either a by-election or by appointment; and
Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and
Whereas: the Education Act requires that the process be fully completed within 60 days of the office becoming vacant; and
Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the Education Act which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at jponte@ocsta.on.ca.
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 Resolutions 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.
Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees’ Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association’s Strategic Priorities are as follows:

1. **Enhance Political Advocacy for Catholic Education**
   a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
   b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. **Engage Trustees in an Enriched Development Program**
   a. Assess the current needs and interests of members to guide development of appropriate programming.
   b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. **Manage Human and Fiscal Resources to Effectively meet Changing Needs**
   a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association’s three key priorities.
   b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario’s English Catholic District School Boards.
<table>
<thead>
<tr>
<th>#</th>
<th>Board</th>
<th>Topic</th>
<th>AGM Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>OCSTA</td>
<td>Region Designation</td>
<td>Approve</td>
</tr>
<tr>
<td>B</td>
<td>OCSTA</td>
<td>Continuation of Support for FACE Project</td>
<td>Approve</td>
</tr>
<tr>
<td>1</td>
<td>York</td>
<td>Information Technology Infrastructure</td>
<td>Approve</td>
</tr>
<tr>
<td>2</td>
<td>Simcoe</td>
<td>Home, School, Church</td>
<td>Approve and refer to Catholic Education Committee (Catholic Education &amp; Trustee Enrichment Committee)</td>
</tr>
<tr>
<td>3</td>
<td>Simcoe</td>
<td>Negotiations</td>
<td>Approve and refer to Labour Relations Committee</td>
</tr>
<tr>
<td>4</td>
<td>York</td>
<td>Earned Leave Plan</td>
<td>Approve and refer to Labour Relations Committee</td>
</tr>
<tr>
<td>5</td>
<td>York</td>
<td>Employee Life &amp; Health Trustee (ELHT) – Cost Base for Individual Boards</td>
<td>Approve and refer to Labour Relations Committee</td>
</tr>
<tr>
<td>6</td>
<td>Dufferin-Peel</td>
<td>Funding Formula Reform and School Board Budget Reductions</td>
<td>Approve and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>7</td>
<td>Dufferin-Peel</td>
<td>21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – mental well-being and mental health challenges, transitions to meaningful employment)</td>
<td>Approve and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>8</td>
<td>Simcoe</td>
<td>Trustee Outreach</td>
<td>Approve and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>9</td>
<td>York</td>
<td>Special Education</td>
<td>Approve and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>10</td>
<td>York</td>
<td>Sick Leave/Short Term Leave &amp; Disability Plan</td>
<td>Receive and refer to Labour Relations Committee</td>
</tr>
<tr>
<td>11</td>
<td>Dufferin-Peel</td>
<td>Pupil Accommodation Review Guidelines - Timelines</td>
<td>Receive and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>12</td>
<td>Kenora</td>
<td>School Bus Transportation</td>
<td>Receive and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
<tr>
<td>13</td>
<td>York</td>
<td>Canadian Dollar Exchange Rates</td>
<td>Receive and refer to Legislation &amp; Finance Committee (Political Advocacy Committee)</td>
</tr>
</tbody>
</table>

2016 (15) OCSTA=2, Dufferin-Peel=3, Kenora=1, Simcoe=3, York=6
2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Windsor=5
2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1
2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1
5. **MEETINGS OF MEMBERS**

5.9 **Resolutions from CDSB’s**

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;

5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;

5.9.3 each such Resolution shall be circulated among all CDSB’s not less than thirty (30) days prior to the Annual Meeting;

5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and

5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.
October 3, 2016

TO: Chairpersons and Directors of Education
Region Consultants, Faith Animators and Chaplains
- All Catholic District School Boards

FROM: Brian O’Sullivan, MA. Ed.D., Director of Catholic Education

SUBJECT: 2017 Catholic Education Week Updates

Dear Colleagues,

I hope you had a very successful start to the school year and I wish you a happy Thanksgiving, which is fast approaching.

We wanted to update you about Catholic Education Week 2017 in case some of you are beginning preparations now for the week of April 30 – May 5, 2017.

Each year, the Catholic Board Council of the Ontario Students Association recommends when and how they would like to structure the student Catholic activity for Catholic Education Week. They have made some important decisions that we would like to share with you.

Based on feedback from many boards these past three years, the student leaders will provide a resource package to have a Catholic mass for boards during CEW – however, it is at the discretion of each school board when they plan to set the date of the Mass during the week of CEW 2017.

The Council and we are encouraging boards to hold a province-wide prayer on May 2 as a sign of support for publicly-funded Catholic education in the province of Ontario. The students are working on composing that prayer right now and it will be included in the February Resource Package that we send out each year.

We will, as in the past, have videotape greetings from all the Bishops, which can be used in the local Masses during CEW. We are hoping to have a greeting from Pope Francis by mid-April 2017 and if it arrives, that text will be sent out to school boards for use in their Masses.
Catholic Development and Peace has also agreed to create a social justice resource activity package which will also be available in the February package for your use.

A video contest from school boards (with submissions from mid-November to late February) asking students, “What does Catholic education mean to you?” will also be held. This composite video will be available on our OCSTA website for schools/boards to download to use at their Mass during CEW 2017.

Please do not hesitate to contact me if you have further questions.

Brian O’Sullivan  
Director of Catholic Education, OCSTA  
1804-20 Eglinton Avenue West  
Toronto, ON  M4R 1K8  
416-932-9460 ext. 225  
bosullivan@ocsta.on.ca
THE 33RD ANNUAL
FATHER PATRICK FOGARTY
AWARDS DINNER

Saturday October 29, 2016
at 6:30pm

Celebrating the outstanding contribution of Catholic Education in Ontario.
Honouring the recipients of the 2016 Catholic Student Award (one student from each Ontario Catholic high school), the Michael Carty and McCarthy Awards and the recipient of the Foundation’s 2016 Medal of Honour Sr. Evanne Hunter, i.b.v.m

TORONTO AIRPORT MARRIOTT HOTEL
901 Dixon Road, Toronto ON

Early Bird Tickets: $135 per person
After October 14 - Tickets: $145 per person
(partial credit allowed under the Income Tax Act)

FOR TICKET RESERVATIONS:
The Father Patrick Fogarty Awards Dinner
Catholic Education Foundation of Ontario
80 Sheppard Ave. E., Toronto, ON M2N 6E8
Tel: 416-229-5326
Fax: 416-229-5345
cefo@tcdsb.org
www.cefontario.ca
ON October 5, 2016 the Ontario Ministry of Education introduced Bill 37, An Act to amend the Early Childhood Educators Act, 2007 and the Ontario College of Teachers Act, 1996 (In the previous legislative session this was Bill 200). If passed, this legislation would improve the Ontario College of Teachers’ investigation and disciplinary processes, reduce the potential of conflict of interest and protect children, students and teachers by:

- Ensuring a teacher’s certificate is automatically revoked if he or she has been found guilty of sexual abuse or acts relating to child pornography;
- Requiring employers, including school boards, to inform the college when they have restricted a teacher’s duties or dismissed him or her for misconduct;
- Allowing the college to share information with the school board or employer if the subject of a complaint poses an immediate risk to a student or child;
- Requiring the college to publish all decisions from its discipline committee;
- Improving timelines for the investigation and consideration of complaints;
- Requiring the college to publish all decisions from its discipline committee;
- Setting clear rules for the use of dispute resolution;
- Providing authority to the college to disclose information about members to the police and other regulators.

In addition, Bill 37 contains amendments to the Early Childhood Educators Act, 2007 that would improve the investigation and disciplinary process of the College of Educators by:

- Establishing limitations on how often a member of the College of Early Childhood Educators can apply to have terms, conditions or limitations varied or removed from his or her certificate;
- Providing the College of Early Childhood Educators registrar with the discretion to determine when an employer report does not require investigation.

Bill 37 follows up on recommendations that were first introduced in June 2012 in a report by the Honourable Patrick LeSage on the Ontario College of Teachers’ investigation and discipline practices.

Next Steps:

OCSTA will track and monitor the development of this bill and update all Chairpersons and Directors of Education as required.
October 7, 2016

TO: Chairpersons and Directors of Education
   - West Region

FROM: Brian O’Sullivan, MA, E.D., Director of Catholic Education

SUBJECT: The “Calls to Action” Worksheet

Dear Colleagues,

It was great to have the chance to spend time with you in your region and we thank you for making us feel so welcome.

We hope you found our presentation on the Truth & Reconciliation very informative. We covered a great deal of information in that presentation and we realize you could have benefited from extra time on the “Calls to Action” worksheet.

Attached you will find the comments that came from your regional meeting. We’re inviting you to reflect on any further answers/ideas that you might have on this worksheet. If you could send us your ideas the week after Thanksgiving, that would be great. These reports can be sent to Ashlee Cabral at acabral@ocsta.on.ca.

Once we have all these regional worksheets returned, we will compile them into a provincial summary sheet to give you further ideas about addressing the “Calls to Action”.

Catholic Education Week: April 30 – May 5, 2017

PROMOTING AND PROTECTING CATHOLIC EDUCATION
# CALLS TO ACTION:
The Recommendations of Canada’s Truth & Reconciliation Commission

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>NEXT STEPS / ACTION</th>
</tr>
</thead>
</table>
| **Settlement Agreement Parties** and the United Nations declaration on the rights of indigenous Peoples | **Addressed in the response from the Canadian Conference of Catholic Bishops March 2016**


Proceed to Pg.2 |

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation. This would include, but not be limited to, the following commitments:

Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples.

Respecting Indigenous peoples’ right to self-determination in spiritual matters, including the right to practice, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the United Nations Declaration on the Rights of Indigenous Peoples.

Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.

Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the United Nations Declaration on the Rights of Indigenous Peoples.
<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>NEXT STEPS /ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>49.</strong> We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and <em>terra nullius</em>.</td>
<td>Addressed in the response from the Canadian Conference of Catholic Bishops March 2016 <a href="http://www.cccb.ca/site/eng/media-room/statements-a-letters/4446-catholic-responses-to-truth-and-reconciliation-commission-call-to-action-48-and-questions-regarding-the-doctrine-of-discovery">http://www.cccb.ca/site/eng/media-room/statements-a-letters/4446-catholic-responses-to-truth-and-reconciliation-commission-call-to-action-48-and-questions-regarding-the-doctrine-of-discovery</a></td>
</tr>
<tr>
<td><strong>Church Apologies and Reconciliation</strong></td>
<td>See :</td>
</tr>
</tbody>
</table>
| **58.** We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada. | - Pope Benedict's 2009 Statement on Canada’s Residential Schools [http://www.cbc.ca/news/world/pope-expresses-sorrow-for-abuse-at-residential-schools-1.778019](http://www.cbc.ca/news/world/pope-expresses-sorrow-for-abuse-at-residential-schools-1.778019)  
| **59.** We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church’s role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary. | - Sharing with parish priests the board’s FNMI resources and programs  
- Sharing the board’s FNMI resources and programs at Deanery meetings and with the CWL and Knights of Columbus |
| **60.** We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence. | - FNMI Education at the Deanery level to reach parishes  
- Parishes to filter the FNMI information to CWL, Knights of Columbus and Youth Groups |
<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>NEXT STEPS /ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>61.</strong> We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:</td>
<td>- London Catholic made a board decision to use the term Indigenous, rather than FNMI, based on advice by our community partners</td>
</tr>
<tr>
<td>i. Community-controlled healing and reconciliation projects.</td>
<td>- London Catholic created a board Indigenous Education Committee who develop the board’s Indigenous education action plan (includes Oneida community advisors)</td>
</tr>
<tr>
<td>ii. Community-controlled culture- and language- revitalization projects.</td>
<td>- Provide safe places in schools for smudging</td>
</tr>
<tr>
<td>iii. Community-controlled education and relationship-building projects.</td>
<td>- Continue to promote Indigenous self-identification inside each board, despite challenges</td>
</tr>
<tr>
<td>iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.</td>
<td></td>
</tr>
</tbody>
</table>

**Education for Reconciliation**

**62.** We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

<table>
<thead>
<tr>
<th>NEXT STEPS /ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Presently part of the London Catholic board’s FNMI education plan</td>
</tr>
<tr>
<td>- London Catholic’s Board’s Acting Administrator of Indigenous Education:</td>
</tr>
<tr>
<td>➢ Implements lessons on residential school history</td>
</tr>
<tr>
<td>➢ Meets with Indigenous secondary school students monthly</td>
</tr>
<tr>
<td>➢ Collects data on Indigenous self-identification and student achievement</td>
</tr>
<tr>
<td>➢ Implements workshops for London Catholic administrators and staff with the Ontario Federation of Indigenous Friendship Centres</td>
</tr>
<tr>
<td>➢ Promotes national days to acknowledge Indigenous peoples (e.g. Orange Shirt day (for reconciliation), Rock your Mocs Day, and Solidarity day.</td>
</tr>
<tr>
<td>- 500 London Catholic students attended the Chippewa of the Thames Children’s Pow Wow in June 2016</td>
</tr>
<tr>
<td>RECOMMENDATION</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **63.** We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: | • Seek an OCSTA AGM resolution, especially by a Northern Catholic Board to endorse #63 and #64  
• Activities by London Catholic:  
  ➢ Pen Pals and FaceTime Pals with the Chippewa of the Thames students  
  ➢ Visiting Elder and Cultural Teachers Program  
  ➢ Partnership with co-terminus board on an Indigenous Student Leadership camp; a memory book and a video was created  
  ➢ One of its students was selected to the Ministry of Education’s FNMI Capacity Building session entitled “Exploring the possibilities of Curriculum Making both in and outside of School Places”; only eight students were selected province-wide |
| i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. |                                                                                                                                                                                                                     |
| ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. |                                                                                                                                                                                                                     |
| iii. Building student capacity for intercultural understanding, empathy, and mutual respect. |                                                                                                                                                                                                                     |
| iv. Identifying teacher-training needs relating to the above. |                                                                                                                                                                                                                     |
| **64.** We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders. | • Seek an OCSTA AGM resolution, especially by a Northern Catholic Board to endorse #63 and #64  
• Create opportunities to share similarities of Indigenous faith with the Catholic faith (e.g. Grandfather teachings and Fruits of the Holy Spirit)  
• London Catholic—every elementary and secondary school has an Indigenous lead who acts as a liaison to the board’s Indigenous Education Committee  
• include as a unit in the high school World regions course if it is not already done |
| **65.** We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to | • Seek an OCSTA AGM resolution, especially by a Northern Catholic Board to endorse #65, and #66  
• London Catholic partners with King’s University and LCDSB’s Indigenous Education Committee to |
<p>| | |
| |                                                                                                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>NEXT STEPS /ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>advance understanding of reconciliation.</td>
<td>provide professional learning for students at the faculty of education at University of Western Ontario</td>
</tr>
<tr>
<td>Youth Programs</td>
<td>London Catholic purchases resources for elementary and secondary schools to bring cultural awareness of Canada’s indigenous peoples and well as to teach about Canada’s history of residential schools—believing that the more frequently Indigenous students see themselves in the curriculum/community, the more likely they will self-identify take on leadership roles, advocate for themselves and be academically successful</td>
</tr>
<tr>
<td>66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices</td>
<td></td>
</tr>
</tbody>
</table>
October 11, 2016

TO: Directors of Education and Bargaining Unit Presidents

CC: Senior Human Resource Officials

FROM: OECTA & OCSTA Jointly

RE: The Earned Leave Plan Calculations

It is agreed that the information to be provided in accordance with article 8 EARNED LEAVE PLAN of the Part A,

The board will communicate no later than October 15, 2016, the 2015/2016 board average annual rate of permanent teachers’ absenteeism by bargaining unit consisting of the use of paid sick leave, short-term disability, and other paid leave days excluding bereavement, jury duty, quarantine, association leave, long-term disability, and WSIB shall be calculated as follows:

For each year the number of Full-Time Equivalent (FTE) teachers shall be the average of the October 31 FTE and the March 31 FTE from the previous school year for all bargaining units. The average annual rate of permanent teachers’ absenteeism by bargaining unit shall be calculated to one decimal place.

In addition, it is agreed that when teachers take a partially paid day or an unpaid day earned through this plan, those days shall not be counted as part of the teacher’s absence for the school year during which those days are taken.

Articles 8.13 and 8.14 of Part A read as follows,

8.13 Access to leave days is available at any time during the school year.

8.14 Leave day(s) requests shall not be denied subject to reasonable system and school requirements.
Teachers may request leave days in half day increments however all requests are subject to reasonable system and school requirements. Without limiting the foregoing, boards that experience difficulty filling half day assignments with Occasional Teachers are able to consider this difficulty when reviewing any requests for half day absences. In instances where an individual teacher is approved to take one half of a partially paid day, that teacher will receive half the daily occasional teacher rate for the half day absence.

OCSTA and OECTA continue to work towards agreed responses to the many additional questions related to the earned leave plan that have been posed. Until such time as additional responses are agreed upon each Association will provide independent responses to your queries.

**Note:** The FTE calculations described in this memo are for the sole purpose of determining the targets for the earned leave plan without precedent or prejudice to any other term of the central agreement including but not limited to all benefits.
October 12, 2016

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

CC: Senior Human Resources Officials and Senior Business Officials

FROM: Patrick J. Daly, President

SUBJECT: OECTA Employee Life and Health Trust

OCSTA is pleased to announce that the agreement between OCSTA, OECTA and the government to establish the Ontario English Catholic Teachers’ Association Employee Life and Health Trust has been finalized and was approved by all three parties on October 6, 2016. This agreement is consistent with the Letter of Agreement which forms part of the central terms of the collective agreement with OECTA as approved by all 29 Catholic school boards. The trust agreement outlines the governance and the major operational details of the trust and provides direction for the Board of Trustees. The trust agreement will be available on the Ministry of Education website soon and we will provide the link to school board staff when it is available.

In my memorandum of September 1, 2016 I advised you of the appointment of Brenda Rumble, St. Clair Catholic District School Board Trustee and Gerry Thuss, retired Superintendent of Business, Huron-Perth Catholic District School Board as the school board appointed trustees to the board of the OECTA Employee Life and Health Trust (ELHT). Recently there have been two additional employer appointments to the Board of Trustees; Paul Milkman has been appointed to represent the Crown and Randy Bauslaugh has been appointed jointly by OCSTA and the Crown as the independent expert. For your information, attached are brief descriptions of their background and experience.

Under the terms of the collective agreement OCSTA and the Crown appoint four trustees, including an independent expert and OECTA appoints five trustees, including an independent expert. For your information the following are the OECTA appointed trustees.

Greg Pollock (Independent expert)
Rick Belisle (Nipissing Secondary unit)
Sergio Cacoilo (Hamilton Secondary unit)
Melissa Cowen (Durham Elementary unit)
Sean Roberts (Halton Secondary unit)
OPSBA and the government also approved trust agreements with OSSTF and ETFO on October 6, 2016. These agreements cover OSSTF and ETFO education workers as well as teachers. Some Catholic boards have education workers represented by these unions and their benefits will move to their respective trusts over the next several months. Trust agreements for the other education sector unions, non-union staff, including principals and vice-principals, are still in development.

The finalization and approval of the OECTA ELHT trust agreement is a major step in the transformation of employee benefits in the Ontario education sector but the work to transition the 36,000 teachers of the Catholic education system is just beginning. Three of our boards, Brant Haldimand Norfolk, Thunder Bay and Renfrew, will move their teachers’ benefits to the OECTA ELHT November 1, 2016 and the other 26 Catholic school boards will move their teachers’ benefits early in 2017.

We understand that your staff have contributed many hours of work to assist with the transition of employee benefits to one of the provincial trusts. On behalf of OCSTA I express our gratitude for their assistance and commitment to this important initiative. I would as well like to express appreciation to the OCSTA Staff especially Wally Easton and Sharon Duffy for their tireless work regarding this significant matter.

Attachment

L:\1-USR\1-GROUP\Central Bargaining\ELHT\OECTA Employee Life & Health Trust-ELHT\Memo.OECTA ELHT.docx
ONTARIO ENGLISH CATHOLIC TEACHERS’ ASSOCIATION
EMPLOYEE LIFE AND HEALTH TRUST

CROWN APPOINTEE - Paul Milkman, BA
TD Bank Group – Senior Vice President & CIO, Shared Technology Services and Business Management & Governance

- Current mandate includes consolidating, standardizing and rationalizing shared technology services across the enterprise.

Related Skills:
Strong IT governance skills, and driving transformational change in the management and execution of TD’s $3 billion technology portfolio.

Strong experience presenting to and interacting with Boards, and he has sat on governance panels. Also worked with Deloitte Consulting to develop a tool for Boards that would assist in demystify cyber risk and related terminologies.

INDEPENDENT EXPERT APPOINTEE - Randy Bauslaugh, LLB
McCarthy Tétrault LLP – Partner, National Practice Leader, Pensions Benefits and Executive Compensation

- Joined McCarthy Tétrault with the mandate to build a national team to support clients in the areas of pensions, benefits and executive compensation.
- Was lead counsel for the administrator of the Nortel Canadian Pension Plan.

Related Skills:
Expert in legal, pension & benefits plans, and policy.
Has advised on setting up new ELHTs and pension plans.
Been a mediator/arbitrator on employer/union pension related issues.
Board experience in not-for-profit sector spans over 25 years, and he has Chaired Board committees and works with Boards extensively.