

Committee of the Whole Meeting

Date: **November 13, 2017**

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, Amy Fee, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Kate Jamieson, Meghan Nemeth

Senior Administration:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Minutes of October 16, 2017 Committee of the Whole Meeting	Trustees	pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Teacher Learning and Leadership Program (TLLP)	John Klein	pp. 7-11	Information
5.2 Pastoral Plan Update	Richard Olson	pp. 12-13	Information
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			
7.1 OCSTA AGM Planning	Wendy Price	pp. 14-15	
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	Wendy Price	pp.16-58	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Work of the Trustees 2017-18			
10. Assurance of Successful Board Performance (monitoring)			
10.1			
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 Confirm decisions made tonight	Director of Education		
16. Closing Prayer			

ITEM	Who	Agenda Section	Method & Outcome
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, October 16, 2017 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

*Joyce Anderson, Bill Conway, Manuel da Silva, Amy Fee, *Jeanne Gravelle, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

*attended by teleconference

Student Trustees Present:

Kate Jamieson, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Wendy Price (Chair,) Richard Olson

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 Vice Chair called the meeting to order at 6:03 p.m. B. Conway welcomed Alice Figueiredo who will become the new Executive Administrative Assistant when Barb Pilsner retires October 31, 2017.

1.1 Opening Prayer & Memorials

The opening prayer was led by B. Schmalz, Pastoral Team. Intentions were offered for Nathan Wehrle, former student. Please keep family and friends in prayer.

1.2 Approval of Agenda

Item 8 will be presented prior to Item 6

2017-127 -- It was moved by M. da Silva and seconded by B. Schmalz:

THAT the agenda for October 16, 2017 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

3.1.1 Minutes of September 11, 2017 Committee of the Whole Meeting

2017-128 -- It was *moved* by **M. da Silva** and *seconded* by **M. Van Alphen**:

*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 Renewed Math Strategy Update

J. Klein highlighted the gains made by the increased support in secondary schools in Grade 9 Applied Math and the focused work of the Grade 2 to 6 sub-group in the intensive elementary schools. Three of the four secondary schools are above the provincial percentage of students at or above provincial standard.

Sherrie Rellinger and Nancy Snyder, Numeracy Consultants, reviewed numeracy initiatives for 2017-18. All elementary schools deemed “Intense” or “Increased” support are networked K-8 co-facilitated by numeracy consultants. An intentional focus of great support is provided to the grade 2-6 group. Numeracy support teachers assist with “in-between” sessions, based on school-site SIPSA identified numeracy focus area.

All secondary schools deemed “Increased” support (4 of 5) receive additional funding to engage in grade 9 professional learning networks to close gaps in achievement support by the numeracy consultant.

5.2 Japan Exchange Experience

Vic Degutis, RDO and Simone Beaucage, Vice Principal, International Education and St. Don Bosco provided highlights of the Exchange program.

S. Beaucage advised success for the program comes from the relationships built. The Japan Exchange has two parts – students coming here and our students going there to stay with host families. Students and chaperones from Japan visited our schools, toured Niagara Falls, CN Tower, the Royal Ontario Museum, our Waterloo Region Museum and St. Jacob’s Market. Our students and their chaperones were treated to cultural experiences with their host families, visiting historic gardens, temples and museums.

One host family shared their experience hosting two Japanese students. Their daughter spoke of the temples, shrines and cities she visited with her host family in Japan expanding her knowledge allowing her to grow as a global citizen.

5.3 Information Technology Services Summer Updates 2017

C. Demers reviewed the organizational chart for I.T. and the projects completed during 2016-17.

5.4 French Immersion Review Interim Update

J. Klein advised we have experienced success with the program. We will begin a consultation process in the 2017-18 school year to do a review of the program.

The meeting moved to Item 8 Board Education

6. Ownership Linkage (Communication with the External Environment)

Trustees, in small groups, discussed items for Linkages and Pastoral Care

6.1 Linkages Activity

M. Van Alphen reviewed the activities for this year. The Commissioning for School Council Chairs/new administrators is Tuesday, Nov. 7th. The committee continued discussions on hosting lunch for the clergy. The Community Leaders breakfast will be scheduled for Friday, June 1/18.

6.2 Pastoral Care Activity

B. Schmalz advised the committee will research booking time at the Soup Sisters, volunteering at Bridges (Cambridge homeless shelter) or in a nursing home and the Escape room. Senior staff would be invited to join the trustees.

School Board Governance Supports Discussion (Item 8.1):

As a whole group the Trustees offered suggestions for each of the questions. B. Pilsner will send their responses to B. Conway and L. Notten to be brought back to the Board on October 30/17.

7. Reports From Board Committees/Task Forces**8. Board Education (at the request of the Board)****8.1 School Board Governance Consultation**

B. Conway asked trustees to discuss the questions while meeting in Pastoral Team and Linkages. Their feedback will follow the committee reports to the whole board.

8.2 2018 Student Trustee Alumnus Award

B. Conway recommended trustees and senior staff look at our past student trustees who qualify for this award and bring their recommendations back to Committee of the Whole in November for discussion.

8.3 OCSTA Communication

B. Conway advised of communications that have come forward from OCSTA.

J. Anderson and J. Gravelle left the meeting @ 7:35 p.m.

The meeting moved to Item 6 Ownership Linkage

9. Policy Discussion**10. Assurance of Successful Board Performance****11. Assurance of Successful Director of Education Performance****12. Potential Agenda Items****13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)****14. Items for the Next Meeting Agenda/Pending Items****15. Adjournment – Confirm decisions made tonight. Closing Prayer**

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer**17. Motion to Adjourn**

2017-129-- It was moved by A. Fee and seconded by B. Schmalz:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:42 p.m.

Vice Chair of the Board

Secretary



Date: November 13, 2017
To: Board of Trustees
From: Director of Education
Subject: Teacher Learning and Leadership Program

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 Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:
Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

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

To use collaborative team structures, mapped to the School Effectiveness Framework for all professional learning

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

Strategic Direction:

Professional Learning for ALL staff is timely and responsive

Goal:

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

Background/Comments:

The Teacher Learning and Leadership Program (TLLP) is an annual project-based professional learning opportunity for experienced classroom teachers. Through the TLLP, the Ministry of Education has, for the past decade, supported hundreds of teacher-led projects across the province.

The program funds proposals from classroom teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers. The goal of the program is to provide an opportunity for teachers to engage in advanced professional learning and to share their learning with others.

Goals:

- Create and support opportunities for teacher professional learning
- Foster teacher leadership
- Facilitate the sharing of exemplary practice with others for the broader benefit of Ontario's students

TLLP projects are led by teachers (beyond the induction phase of their career) but can include other educational workers (*i.e.* EAs, ECEs, SLPs, *etc.*). Initially, applications are approved by a Board committee, which then, in turn, forwards the applications to the Ministry. The Ministry approves two (2) projects per year.

Successful applicants are required to participate in Ministry-led training, participate in an on-line forum, reflect upon and analyze their learning, and submit a report at the end of the year. Teacher teams work to share as often and fully as possible, their learning and promising practices with colleagues.

Teacher Learning and Leadership Projects at the WCDSB		
Year	Participant(s)	Notes
2017-2018 (in progress)	Matt Alderton, <i>et al.</i> (St. Benedict CSS) <i>De-Fronting the Math Classroom</i>	<u>Synopsis:</u> This TLLP will focus on Gr. 9 and Gr. 10 Applied and Academic level Mathematics across the department. The leaders intend to, “develop capacity around effectively conducting collaborative activities in our mathematics classrooms and creating classroom climates where the

	Cindy Hughes <i>et al.</i> (Our Lady of Fatima CES) <i>Student Achievement in Math Through Inquiry and Collaboration</i>	<p>students are the drivers of investigative learning with teachers acting as facilitators and guides.”</p> <p><u>Synopsis:</u> “Our goal is to improve our understanding of and practice in the delivery of mathematics through the use of inquiry, collaboration and technology in order to increase student learning and achievement.”</p>
2016-2017	<p>Katrina Gouett (St. Paul CES) and Michael Leonard (Blessed Sacrament CES) <i>Connecting Kids and Collaborating Teachers in the Evolving 21st Century Classroom</i></p> <p>Jennifer Duarte and Kellie Grant (Our Lady of Fatima CES) <i>Connecting Kids and Collaborating Teachers in the Evolving 21st Century Classroom</i></p>	<p><u>Synopsis:</u> “WCDSB Educators had the opportunity to explore and collaborate beyond the classroom walls with a wide variety of technological applications that break down barriers, increase student learning as well as sharing best practices and ideas with other energetic 21st century educators in two mini conferences. Educators worked within divisions, cross-panel within WCDSB, with local organizations, participate in virtual field trips locally and globally; possibilities that were previously inconceivable.”</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “We have taken risks and stepped outside of our comfort zones to run various workshops and conference sessions (EdTech Summit, Connected Conference, Board Conferences, Hangouts, Twitter Chats, etc.). We have a greater knowledge of connecting with other organizations to bring their knowledge to share with students. We feel very comfortable contacting community and global partners to see if they can enhance student learning experiences within the classroom. We are more aware of how we can incorporate technology and create opportunities for deeper learning and inquiry with our students.”</p> <p><u>Synopsis:</u> “Through the use of Chromebooks and a number of applicable websites and apps, we explored inquiry-based learning of content areas (Social Studies and Science) and its integration with literacy skills. We shared our learning within our school board by hosting three workshops and posting on Google Plus and Twitter. We created an environment in our workshops where colleagues were given time to navigate through apps that we highlighted in our project.”</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “We learned that we needed to adjust our teaching styles to adults instead of children. We realized the fine line between information and overwhelming.” “One of the biggest things that came out of this project is trusting the students and having a growth mindset about learning new apps. Most students were up for the challenge and thought positively when given something new to try. This project has reminded us that we are continuously growing and that we are life-long learners.”</p>
2015-2016	Rolland Chidiac (St. Anne CES, Kitchener) <i>Evolutionizing the Classroom: Bringing 21st Century Learning</i>	<p><u>Synopsis:</u> “Combining 21st Century skills with the opportunity to bring student thinking/learning to life. Using 3Dimensional technology to help students establish a design mindset - transforming their thinking and ideas from an</p>

	<p><i>to life with the use of 3Dimensional Technology</i></p> <p>Cindy Hughes (Our Lady of Fatima CES) <i>The Intermediate Classroom in the 21st Century.</i></p>	<p>abstract place to a tangible artifact - moving ideas to action or product.”</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “As a result of my participating in the TLLP I believe that my students and I have changed. My students have become accustomed to thinking differently about how they approach problems and seem to be more creative in their approach to solving problems. Their thinking doesn't seem as linear as it was at the start of this experience. They are willing to look at situations and challenges differently and in a variety of ways. They also seem more open to listening to others and to changing their minds and adapting. I would say that I have experienced the same changes. This TLLP experience has also allowed me to build my confidence as a teacher leader and as a practitioner who is much more flexible in my approach to teaching and to leveraging technology to help me improve professionally and to support the learning of my students.”</p> <p><u>Synopsis:</u> “This project focused on Inquiry Based learning in the Intermediate Classroom for the 21st Century. It addressed both the History and Geography Strands of the Grade 7 and 8 curriculum, as well as Science, and some Math and Arts.</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “With this project, I feel that I am now using technology as a tool for a richer learning environment for my students. They recognize the power of the technology and what it means for their learning. I recognize the importance of allowing students to be engaged in their learning instead of just copying notes, memorizing them and regurgitating it on a test. I have had to change my assessment methods, which means providing richer feedback to the students, but not always nice neat columns of quiz and test scores in my mark book.</p> <p>Next, I would like to focus on using inquiry based learning in my math classes.”</p>
2014-2015	<p>Amanda Kunkel <i>et al.</i> (St. Bernadette CES) <i>Success for All Students : 21st Century Teaching and Learning using Chromebooks and a Blended Learning Model</i></p>	<p><u>Synopsis:</u> “TLLP allowed us to introduce Chromebooks and Google Apps for Education in a low socio-economic school environment where the majority of students are unable to bring a tech device to school. This project was our attempt to level the playing field by integrating technology into classroom curriculum at all grade levels.”</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “We have seen a wonderful change in staff collaboration. Teachers are collaborating with other divisions, finding ways to adapt the use of technology at different levels. It has opened up a whole new conversation with our colleagues at others schools about our successes and to troubleshoot barriers.”</p>

	<p>Diane Lavery <i>et al.</i> (St. Anne, Kitchener) <i>Bringing Technology into the Classroom to Improve Achievement By Allowing Students to Explain Their Thinking and Demonstrate Learning</i></p>	<p><u>Synopsis:</u> “We brought technology into the classroom to improve achievement by allowing students to explain their thinking and demonstrate their learning to record their efforts and create a profile of their learning as a transition between all day kindergarten and Grade One.”</p> <p><u>Reflection(s) on Pedagogy and/or Leadership:</u> “There have been definite changes for us because of the TLLP in that inquiry based learning became less overwhelming. We were able to document student learning and thought processes through the use of the cameras. Our schools and colleagues became more aware that the transition between FDK and grade one is something that needs to be discussed and reviewed on a yearly basis.”</p>
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Recommendation:

This report is presented to the Board as information.

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.”

Date: November 13, 2017
To: Board of Trustees
From: Director of Education
Subject: Pastoral Plan Update

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 Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Administrative Policy (APO003):
The Compulsory Nature of Elementary and Secondary Religion Course and Programs

Alignment to the MYSP:

Priority Area: Nurturing our Catholic Community
Strategic Direction: Faith is lived and witnessed in community
Goal: To fulfill a three-year pastoral plan that places lived witness of faith at its core

Background/Comments:

From our Waterloo Catholic DSB AP Memo 003: "Catholic parents send their children to Catholic schools with certain expectations. The overriding expectation is that their daughter/son will experience education permeated with religious values, religious instruction and be invited to participate in the sacramental life of the church. They also expect that Catholic values will be held, modeled, expressed and taught within the Catholic educational community."

Additionally, our Multi-Year Strategic Plan indicates that nurturing our Catholic community will be a priority area with faith witnessed in lived in community as an essential strategic direction. To this end, the goal of fulfilling a three-year pastoral plan is articulated where the witness of faith is a constituent element.

This year, we used the experience of our annual Spiritual Development Day on October 23rd to launch the third year of our three-year pastoral plan: a transition from the Year of Hope to the Year of Faith. Here is a link to a short video that highlights the spirit of our system faith day as recorded by our Faith Animator, Father Toby Collins, CR:

<https://www.youtube.com/watch?v=ieF6vtorFAw>

For historical context, we begin our three-year pastoral plan with our Year of Love in 2015-2016. Last year we transitioned from our first to second year of our thematically linked pastoral plan: People of Love to People of Hope. At that time, Bishop Crosby presided at our transitional liturgy to launch the 2nd year of our pastoral plan with representation from staff, students, parents and clergy from every school in the district

Of note is the fact that when surveyed last school year, 79% of survey responders answered positively that school communities were engaged in understanding and living our three-year pastoral plan. This has continued this year.

Our October 23rd Spiritual Development Day launched the third year of our Pastoral Plan: The Year of Faith. On that day, we revealed our Year of Faith pilgrimage cross that was created specifically to celebrate the Year of Faith, using the gospel story of the Road to Emmaus to frame the district-wide experience of a witness of faith. We have created a schedule for the pilgrimage of the cross so that it visits each of our district schools over the course of this next liturgical year, including stops at our parish churches on weekends whenever possible. The first stop of the pilgrimage is captured here, again, by Fr. Toby Collins: <https://www.youtube.com/watch?v=nY118jGO-UQ>

Additionally, each school in our district will be featured for one week on our website in a series that matches our theme for this third year of our pastoral plan. Each school will celebrate how they are responding to the invitation to be People of Faith. They may choose to highlight how they have welcomed the pilgrimage cross or they may choose to highlight some of other aspect of their witness to being People of Faith in their school communities.

Like last year during the theme of People of Hope, our pastoral team under the leadership of John Murphy, has developed a Faith Leadership Series that highlights the People of Faith theme of pilgrimage. Five sessions are offered over the 2017-2018 school year that accentuate the pilgrimage theme for People of Faith. The first of these was offered in September to assist our school communities in preparing for the site sponsored programs during our Spiritual Development Day.

Last year, during the 2nd year of our pastoral theme, all elementary and secondary schools built and displayed a model ark as a symbol of inclusivity and HOPE. This year all schools will host the pilgrimage cross as an opportunity to reflect and explore how they might witness to being people of faith.

Finally, towards the end of this school year, we will be looking closely at the structure of our pastoral team and planning for the future. We will employ a strategic planning model to examine how our closely our pastoral team is representative of the wider Waterloo Catholic district community, and will simultaneously develop our next three-year pastoral plan.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Richard Olson
Superintendent of Learning
Loretta Notten
Director of Education

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Ontario Catholic School
Trustees' Association

2018 AGM & Conference – April 26 to April 28

Co-Host Board Timeline

Subject	Deadline Date	Action	Status
Liturgical Committee	August 2017	Co-Host-Board to establish a liturgical committee.	
Sponsorship	September 2017 and on	Co-Host Board to contact potential sponsors and coordinate efforts with OCSTA to secure sponsors.	
Spousal Program	September 2017	Provide spousal program information to Margaret Binns.	
Workshops (optional)	November 24, 2017	Co-Host-Board may develop up to 2 workshops (1 student trustee & 1 delegate workshop) and provide OCSTA with topics and presenters.	
Liturgical Program Concept Development: Opening Liturgy – Thursday, April 26 (20 minutes) Evening Mass – Friday, April 27 Morning Praise – Saturday, April 28 (10 minutes)	November 2017	Co-Host-Board to develop the content and various aspects of the liturgical programs based on the theme (TBD) and send to Margaret Binns for review by the Director of Catholic Education and OCSTA Chaplain.	
Liturgical Program – Content: Final Version	January 31, 2018	Co-Host-Board to send final version of content for each liturgy to Margaret Binns for assembly and printing.	
Student Performance During Mass – Friday, April 27 (e.g. choir)	January 31, 2018	Confirm details regarding student performance during Mass.	
Student Artwork (optional)	January 31, 2018	Confirm details regarding student artwork. Co-Host Board is responsible for transporting, setting up, and dismantling the artwork, and for securing it throughout the event.	



Ontario Catholic School
Trustees' Association

2018 AGM & Conference – April 26 to April 28

Co-Host Board Timeline

Subject	Deadline Date	Action	Status
Invited Guest List (e.g. politicians, clergy, etc)	January 31, 2018	Co-Host Board to send Margaret Binns a list of guests they wish to invite.	
Annual Dinner Tickets	March 16, 2018	5 complimentary annual dinner tickets will be provided to host board. By the deadline date, names to be sent to Margaret Binns.	



Ontario Catholic School
Trustees' Association

October 27, 2017

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: OCSTA School Board Governance Review Submission

On behalf of the Board of Directors, I am pleased to provide you with a copy of our submission to the Ministry of Education's consultation regarding school board governance. I want to thank you for your input on the issues involved in this governance review. As you will note, our recommendations focus on strengthening the crucial responsibilities of Catholic School Boards and bringing greater recognition to the trustees who so selflessly serve on them.

I would also invite you to consider using this submission as a resource for your own response to the Ministry's governance consultation, or to express support for OCSTA's brief in any communications your board may have on this matter with the Ministry.

If you have any questions, please do not hesitate to contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachment

Submission to
The Minister of Education
School Board Governance Supports

October 2017



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

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.

Vision Statement

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

Introduction

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide you with our submission on "**School Board Governance Supports**". The recommendations contained within this report reflect extensive consultations with our Catholic school boards.

The Ontario Catholic School Trustees' Association was founded in 1930. It represents 237 elected Catholic trustees who serve on the 29 English-language Catholic district school boards. Collectively, these school boards provide excellence in faith filled education to the approximately 545,000 students from junior kindergarten to grade 12. They also serve many tens of thousands adult students through their Continuing Education Programs.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Effective School Board Governance for Catholic School Boards

Effective governance for Catholic school boards goes beyond the standard practices of other publicly funded school boards in Ontario. Catholic boards ground their policies in the virtues and beliefs of our Catholic faith together with the principles of democratic governance. For example,

- Develop policies critical to achieving the board's mission and vision as informed by Catholic Church teachings and gospel values
- Ensure that all administrative policies and procedures are based on this vision of Catholic education
- Respond to the needs of the local Catholic community.

For individual Catholic school board trustees, this unique and distinct role means that they see their democratically elected positions as a vocation flowing out of a call to serve.

Overall Context for the School Board Governance Consultation

These five topics below are the scope of areas in the Ministry's consultation on school board governance at this time. OCSTA will group its advice and recommendations following this order outlined below while providing responses to the discussion guide questions.

1. Integrity Commissioner and Trustee Code of Conduct
2. Trustee Honoraria
3. Electronic Participation in Board and Committee Meetings
4. Student Trustee Term of Office and Election Process
5. Broadening the Director of Education Qualifications.

1. Integrity Commissioner and Trustee Code of Conduct

Overview

Catholic school boards in Ontario support the objectives of establishing strong, accountable and transparent school board governance practices so as to realize the Christ centered missions of their school systems and to support the goals of achieving excellence, equity, promoting student well-being and enhancing public confidence. That is why many Catholic boards have established trustee codes of conduct and other processes designed to promote transparency and accountability.

Maintaining the autonomy and flexibility to develop specific policies in respect of trustee codes of conduct that reflect local needs is critical to effective governance.

Minimum Requirements

In terms of minimum requirement of a code of conduct, OCSTA supports the following:

- Maintaining the integrity and dignity of office
- Provide an example and Christian witness to the Catholic Community
- Avoidance of personal benefit
- Compliance with applicable legislation
- Civil behaviour of trustees at all committees, board meetings and events
- Respect for confidentiality and privacy requirements
- Upholding school board decisions.

In addition, OCSTA believes that when trustee codes of conduct are developed they should be done so by each board to meet their local requirements and be approved by the school board as a whole.

Sanctions for Breaches of the Code of Conduct

OCSTA supports the current sanctions contained in section 218.3 of the Education Act involving breaches of a trustee code of conduct. However, an educational approach to compliance with each board's code should be the standard approach to any alleged breach of any trustee code of conduct.

Role of an Integrity Commissioner

In terms of the potential role of an integrity commissioner, OCSTA believes that establishing separate commissioners for Catholic school boards is not necessary. The cost and administrative burden are significant. Individual Catholic boards may determine, however, that establishing a relationship with their local municipal integrity commissioner may be useful in terms of providing education and advice on code of conduct matters.

Enhancing Accountability and Public Confidence

Possible options to enhance accountability and public confidence for boards may include:

- Developing clear board policies, procedures and bylaws that effect the overall mission of the Catholic school board and system
- Updating on a regular basis those same policies, procedures and bylaws to comply with new regulatory requirements
- The *Catholic Trustee Modules: Good Governance for School Boards* is a resource for OCSTA members created by the Ontario Education Services Corporation with content rooted in the Catholic faith perspective. These Modules deliver content to specifically support the work of publicly elected Catholic school trustees.
- Support for additional in-service training for trustees and orientation sessions for newly elected trustees (for example, trustee mentorship programs)
- Support and training in developing multi-year strategic plans
- Clearly defined roles and responsibilities of trustees and those of senior board staff.

OCSTA Recommendation on Integrity Commissioner and Trustee Code of Conduct

- OCSTA supports the goal of each school board developing a trustee code of conduct that meets several basic requirements (as outlined on page 2 of our submission) and that the code reflects local requirements;
- Supports the current sanctions as described in section 218.3 of the Education Act; however, every effort should be made to educate trustees about the requirements and take an education approach to compliance;
- OCSTA does believe that establishing a separate Integrity Commissioner for school boards is unnecessary at this time;

2. Trustee Honoraria

Overview

Democratically elected Catholic trustees play a vital role in the governance of Catholic school systems across Ontario. From establishing the vision of Catholic education, communicating with parents and Catholic ratepayers to developing and approving the board's multi-year strategic plans, trustees are integral to ensuring academic excellence and faith formation.

Trustees are compensated through an "Honorarium" policy for a four-year term of office set by outgoing trustees. Section 191 of the *Education Act* and O. Regulation 357/06 spell out the specific formula and requirements of determining how a school board calculates each trustee's honorarium. Currently the formula is:

- Annual **base amount** of a maximum of \$5,900 for each trustee.
- An additional \$5,000 for the Chair of a school board
- An additional \$2,500 for the Vice Chair of a school board
- An **enrollment amount** based on the board's prior year student enrollment numbers. This amount fluctuates with the growth or decline of a board's enrollment. The enrollment amount for a trustee can vary widely—from \$100-\$300 in small boards to over \$20,000 in large boards. Chairs can also receive additional funds from \$500 to \$5,000 annually while Vice Chairs can receive \$250-\$2,500.¹
- **Attendance amount:** limit of \$50 for attending meeting of some board committees.
- **Distance amount:** limit of \$50 applies to geographically large boards for travel exceeding 200km to attend a meeting of the board or certain committees.

It should be noted that trustees have not had any significant adjustments to their compensation formula since 2006. OCSTA believes strongly that these honoraria should remain tax exempt.

Should the formula for calculating the level of trustee honoraria be simplified, or changed?

OCSTA does not believe that the formula needs to be simplified at this time. The basic criteria and components capture the importance and impact of the roles and responsibilities of trustees. It is also important to recognize factors such as attendance and distance to meetings since they reflect the work involved and time commitment when serving as a trustee of the school board.

¹ School Board Governance Supports: Discussion Guide, 2017 p.4-5.

OCSTA Recommendations on Trustee Honoraria

1. The **base amount should be increased immediately** to reflect the complexity and importance of the role of the school board trustee. OCSTA would suggest a modest increase to between \$8,000 and \$10,000 annually.

The **enrollment amount should be adjusted to limit potential inequity** between large and small boards. The complexity of the trustee role is not directly correlated with the size of a school board measured by enrollment. Factors such as geography, student demographics and various socio-economic issues impact the manner in which trustees carry out their responsibilities. For example, northern Catholic boards may have declining enrollment but cover vast and remote parts of the province with a complex set of student needs within challenging socio-economic conditions (poverty, mental health issues, cultural differences).

2. The distance amount should be adjusted to fit current cost issues for traveling long distances to board and other meetings.
3. That the Ministry of Education establish a Steering Committee consisting of representatives of the four Trustee Associations to review practices in other jurisdictions and consider comparators with other elected positions so as to develop a fair and equitable Trustee Honoraria formula.

3. Electronic Participation in Board and Committee Meetings

Overview

Catholic school trustees take their responsibilities very seriously in terms of participating in person at board and committee meetings. Each trustee strives to prepare diligently and where possible attend each meeting in person. In those circumstances where a trustee cannot attend in person, every effort is made to attend by electronic means. Catholic school boards value the flexibility that allows trustees when necessary to participate in board and committee meetings electronically.

Section 208.1 (1) of the *Education Act* and O. Reg. 463/97 proscribe the rules related to the participation of trustees in board and committee meetings using electronic means. At the present time each trustee must attend at least three board meetings in a 12 month period in person. The board chair or his or her designate must attend all meetings of the board in person and at least one additional trustee as well as the director of education or his or her designate.

In terms of committee meetings of the board, the requirement is for the chair of the committee or his or her designate and the director of education to attend the meetings in person.

Impact of Electronic Meeting rules on the Leadership of the Board?

OCSTA supports the current requirement to have the chair or his or her designate attend board meetings in person except in exceptional circumstances outlined below. We also support the current rules for committee meeting chairs. OCSTA believes it is important to have the chair or his or her designate physically present at meetings to ensure the optimal functioning of the board and/or committee meetings. Members of the community and other trustees legitimately expect the chair or designate to be present for meetings outside of exceptional circumstances. Chairs that are also physically present may be more successful in managing the ever increasing complexity of agendas and time requirements facing school boards today.

What are the appropriate circumstances for a board or committee chair to participate electronically?

As noted in the Discussion Guide, many trustees have to travel long distances to attend board and or committee meetings in remote, rural and northern jurisdictions of the province. This presents significant challenges to boards especially in winter months where travel is difficult, costly and at times dangerous. In those circumstances, electronic participation should be an option for a board or committee chair and boards should have the flexibility to establish a policy in this regard. In addition, boards should be free to determine other exceptional circumstances so that the board chair or chair of a committee can participate electronically.

What practices and resources could facilitate effective meetings where the chair or other members participate electronically?

In cases where the chair of the board or committee must participate electronically, facilitating video-conferencing would be ideal. This would enable the chair to see participants and interact with other trustees and presenters at the meeting. In addition, early notice of the meeting where the chair is to participate electronically and preparation with the vice chair and director of education would assist in ensuring meeting agenda are managed appropriately. Funding to support the installation of the necessary equipment should be provided through the Administrative and Governance Grant.

OCSTA Recommendations on Electronic Participation in Board and Committee Meetings

OCSTA supports the current requirement to have the chair or his or her designate attend board meetings in person except in exceptional circumstances;

Boards should have the autonomy and flexibility to determine a policy framework for exceptional circumstances that fits their needs in respect of electronic meetings and the role of the Chair/Vice Chair.

Using video conferencing and early notice of a chair's participation by electronic means are practices that should be encouraged;

4. Student Trustee Term of Office and Election Process

Overview

Catholic student trustees are an invaluable resource to the governance process of Catholic school boards. They share the interests and priorities of their fellow students. Their perspectives assist significantly with the policy development. Although they do not have binding or determining votes on a school board, their contributions are welcome and ensure student interests are reflected in board decisions.

Section 55.1 of the *Education Act* and O. Reg 7/07 Student Trustees details the regulatory framework for electing student trustees. Currently, school boards are required to provide for the election of 1-3 student trustees for a one year term beginning on August 1 of the election year and ending on July 31 of the following year. Students are elected either directly by students of the board or indirectly by student representative bodies such as student councils.

OCSTA Recommendations re: Student Trustee Term of Office and Election Process:

At the discretion of local school Boards, the OCSTA supports extending the term of student trustees to up to a two-year term. This would enable student trustees to better understand their roles and responsibilities. It would also facilitate a deeper understanding of the complex issues involved in school board governance.

In order to support student trustees, Catholic boards should be free to develop training programs that reflect their needs at the local level. OCSTA has specific background documents that will assist Catholic student trustees in developing their capacity to serve from a Catholic perspective².

In terms of the election process, OCSTA supports the current regulatory requirements. Catholic boards strive to ensure that well-qualified students run for the position of student trustee and that election outcomes don't simply reflect the popularity of a particular student.

OCSTA does not support any significant change to the regulatory structure that would promote more consistency between school boards. Boards need the flexibility to respond to local circumstances. For example, geographically dispersed boards may have to spend more time developing electronic voting procedures than urban boards to ensure voting adequacy. Small boards may have to spend more time qualifying student trustee candidates to ensure they can represent student interests adequately.

To support greater awareness of student trustee positions within the larger student body, OCSTA suggests Catholic boards work with their current student trustees and their association to develop promotional strategies and supporting communications materials. This could be an on-going exercise and not directly tied to the timing of student trustee elections.

² Embracing our Future: Catholic Pupil Representatives on Catholic School Boards, 2000. The document outlines training, mentorship programs, orientation sessions and the commissioning of the student trustee as part of the faith component of Catholic education.

5. Broadening the Director of Education Qualifications

Overview

In the 2015 TDSB Governance Panel Report chaired by Barbara Hall (“the Hall report”), recommendation 14 states:

That the qualifications for the director of education be broadened to permit candidates who have equivalent academic qualifications from other jurisdictions to be eligible for the position, and that qualifications also include experience in areas of business management, finance and governance.

The regulatory framework for the appointment of a director of education is government under the *Education Act* and O.Reg. 309/90 Supervisory Officers. The director of education under the Act is both the secretary of the board and Chief Executive Officer of the board. As such the director of education reports to the Chair of the board and works closely with the board of trustees to:

- develop and implement the multi-year strategic plan
- set strategic priorities
- produce annual budgets
- assist in the development of the school board’s vision and mission statements
- implement the board’s vision and mission statements
- ensure trustees have sufficient information for decision making
- hold staff accountable for student achievement and well-being
- Implement Ministry of Education policies and programs.

In Ontario, to qualify for an appointment as director of education, the following credentials are required:

- Supervisory officer designation, under the Supervisory Officer’s Qualification Program³
- Certified teacher with five years of teaching experience
- Master’s Degree from an acceptable institution and program
- Principal’s qualifications or two years of experience in education administration.

For candidates outside of Ontario, including individuals in similar positions in other jurisdictions, applicants must complete a prior learning assessment and recognition process.⁴

Catholic directors of education must embody Gospel values, provide Christian witness and promote faith formation in students and staff while promoting the Catholic identity of the school system.

³ Ontario is the only province in Canada that requires a special credential for supervisory officers and directors (see Discussion Guide p.8).

⁴ See Discussion Guide p. 8.

OCSTA Recommendations on Qualifications for Catholic Directors of Education

OCSTA generally supports the objective of broadening the qualifications for directors of education that would enable the recruitment of qualified candidates from outside of Ontario with a broad range of experience. However, the education mission is critical to the role of director of education so any loosening of the teaching qualifications must ensure equivalent teaching experience from those other potential jurisdictions. In the Catholic context this requires that potential directors have teaching experience within a Catholic school context and Supervisory Officer qualifications through a Catholic vision.

OCSTA believes it is important for prospective directors and other senior administrators to have educational and background experience in both school board finance and education administration. This is critical to the role of developing, monitoring and evaluating the key policies and procedures of a board and advising school board trustees on these issues. OCSTA also believes that the current requirement to complete specific education administration and school board finance programs as part of the process for qualifying for a Supervisory Officer designation is very important (O.Reg, 309/90 s.1 (4) (5)).⁵ But the regulation could allow for flexibility in recognizing equivalent credentials (and work experience) from international post-secondary institutions on general school board finance, education administration and related areas of study.

Director Skills

In term of the necessary competencies for directors of education, the professional educational leadership literature identifies the following key competencies and practices of effective leadership:

- Create and Sustain a Board-wide Focus on Student Learning and Wellbeing
- Implement Rich Curricula and Engaging Forms of Instruction for All Students
- Require School and Board Staffs to use Systematically-collected Evidence-based decision making
- Build and Maintain Productive Working Relationships with all Members of the Local Community
- Encourage Reciprocal Working Relationships with the Ministry of Education
- Invest in the Development and Maintenance of High-quality Leadership Among Educators within the Board (principals, vice principals etc.)
- Adopt Targeted and Phased Approaches to Board-wide and School-level Improvement
- Realign the Board's Infrastructure as Directions, Priorities and Challenges change.⁶

⁵ This would include those with acceptable degrees and a designation such as a certified general accountant, a certified management accountant as listed in O. Reg 309/90 at (5).

⁶ See "Leading the Future: Final Report Ontario Educational Leadership Institute, K. Leithwood, et. al., 2010 p.12-14.

OCSTA supports these general requirements. In the Catholic context, OCSTA believes it is critically important for directors to live and demonstrate “servant leadership”, a distinct feature of leadership within the Catholic school system. Beyond the skills and practices listed above, it requires directors of education to “visibly live out [their] commitment to justice and service”. Catholic directors of education must “be equally adept and comfortable with the need to infuse and integrate Gospel values and a Catholic worldview into all our policies, processes, initiatives and routines”.⁷

Role Preparation

To prepare for the role of director of Catholic Education, OCSTA believes that is important for current Supervisory Officers pursuing this option to participate in various mentorship programs and board level succession planning activities. For example, the Ministry of Education 2008-2009 Mentoring Program for Newly Appointed Directors of Education and Supervisory Officers and Ontario Catholic Supervisory Officer’s Association “Mentor-Coaching for Professional Growth” for newly appointed Supervisory Officers.

Qualifications and Recruitment Process for Directors from other jurisdictions

To increase the number of qualified candidates for director of education positions without undermining the current regulatory process for ensuring excellence is challenging. So much of what a director must develop, monitor and evaluate, is predicated on Ontario specific legislation, policies and programs to say nothing of the formal and informal relationships within a Catholic school community. This is why OCSTA believes the current regulatory framework is successful. However, we also would support exploring the feasibility of a revised school board finance and educational administration program as part of revised Supervisory Officer training program for qualified persons from other jurisdictions. This would establish a streamlined program in Ontario based school finance and education administration that would allow candidates from other jurisdictions to enter the system without undermining the due diligence in training candidates for these positions.

⁷ Michael Paulter, 2013: “First Century Lessons for Twenty-First Century Leadership. OCSOA Mentor-Coaching Program Institute for Catholic Education.

SUMMARY OF OCSTA RECOMMENDATIONS

Integrity Commissioner and Trustee Code of Conduct

- OCSTA supports the goal of each school board developing a trustee code of conduct that meets several basic requirements (as outlined on page 2 of our submission) and that the code reflects local requirements;
- Supports the current sanctions as described in section 218.3 of the Education Act; however, every effort should be made to educate trustees about the requirements and take an education approach to compliance;
- OCSTA does believe that establishing a separate Integrity Commissioner for school boards is unnecessary at this time;

Trustee Honoraria

1. The **base amount should be increased immediately** to reflect the complexity and importance of the role of the school board trustee. OCSTA would suggest a modest increase to between \$8,000 and \$10,000 annually.

The **enrollment amount should be adjusted to limit potential inequity** between large and small boards. The complexity of the trustee role is not directly correlated with the size of a school board measured by enrollment. Factors such as geography, student demographics and various socio-economic issues impact the manner in which trustees carry out their responsibilities. For example, northern Catholic boards may have declining enrollment but cover vast and remote parts of the province with a complex set of student needs within challenging socio-economic conditions (poverty, mental health issues, cultural differences).

2. The distance amount should be adjusted to fit current cost issues for traveling long distances to board and other meetings.
3. That the Ministry of Education establish a Steering Committee consisting of representatives of the four Trustee Associations to review practices in other jurisdictions and consider comparators with other elected positions so as to develop a fair and equitable Trustee Honoraria formula.

Electronic Participation in Board and Committee Meetings

- OCSTA supports the current requirement to have the chair or his or her designate attend board meetings in person except in exceptional circumstances;
- Boards should have the autonomy and flexibility to determine a policy framework for exceptional circumstances that fits their needs in respect of electronic meetings and the role of the Chair/Vice Chair.

- Using video conferencing and early notice of a chair's participation by electronic means are practices that should be encouraged;

Student Trustee Term of Office and Election Process

- Subject to the discretion of local boards the OCSTA supports extending the term of student trustees from a one year to a two year term.
- Catholic boards should have the flexibility and autonomy to develop student trustee training and mentoring programs that meet their local needs;
- Catholic boards should have the flexibility to establish election procedures;
- OCSTA does not believe any significant changes to the regulatory structure are required that would promote greater consistency between school boards;
- Promotional strategies should be developed collaboratively with student trustees and Associations.

Qualifications for Catholic Directors of Education

- OCSTA generally supports the objective of broadening the qualifications for directors of education only insofar as the teaching qualifications reflect equivalent experience from other jurisdictions;
- OCSTA supports the current training requirements for Ontario based Supervisory Officers but suggests a more flexible and streamlined approach for training internationally qualified candidates;
- Catholic directors should reflect the competencies associated with "servant leadership" and provide Christian witness to the School Systems they serve;
- Prospective Directors should also be required to undertake mentoring programs.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS
2017-18

Patrick Daly, President, Hamilton-Wentworth CDSB
Beverley Eckensweiler, Vice President, Bruce-Grey CDSB
Kathy Burtnik, Past President, Niagara CDSB

REGION	BOARDS	OCSTA DIRECTOR	TERM END DATE (Immediately following AGM & Conference)
Region 1	Huron-Superior CDSB Nipissing-Parry Sound CDSB Northeastern CDSB Sudbury CDSB	Colleen Landers <i>Northeastern CDSB</i>	2019
Region 2	Kenora CDSB Northwest CDSB Superior North CDSB Thunder Bay CDSB	Paul Landry <i>Kenora CDSB</i>	2019
Region 3 (at large)	Northern Regions No. 1 & 2	Michael Bellmore <i>Sudbury CDSB</i>	2019
Region 4	Bruce-Grey CDSB Huron-Perth CDSB Waterloo CDSB Wellington CDSB	Marino Gazzola <i>Wellington CDSB</i>	2019
Region 5	London DCSB St. Clair CDSB Windsor-Essex CDSB	Linda Ward <i>St. Clair CDSB</i>	2019
Region 6	Toronto CDSB	Ann Andrachuk Michael Del Grande	2018
Region 7	Dufferin-Peel CDSB	Mario Pascucci Thomas Thomas	2018
Region 8	York CDSB	Carol Cotton	2018
Region 9	Durham CDSB Peterborough, Victoria, Northumberland & Clarington CDSB Simcoe-Muskoka CDSB	Michelle Griepsma <i>Peterborough, Victoria, Northumberland & Clarington CDSB</i>	2019
Region 10	Algonquin & Lakeshore CDSB CDSB of Eastern Ontario Renfrew County CDSB	Todd Lalonde <i>CDSB of Eastern Ontario</i>	2019
Region 11	Brant Haldimand Norfolk CDSB Halton CDSB Hamilton-Wentworth CDSB Niagara CDSB	Clifford Casey <i>Brant Haldimand Norfolk CDSB</i> Arlene Iantomasi, <i>Halton CDSB</i>	2019
Region 12	Ottawa CSB	Mark Mullan <i>Ottawa CSB</i>	2018

Nick Milanetti, Executive Director
Bishop John Boissonneau, ACBO Liaison to the OCSTA Board of Directors
Father Patrick Fitzpatrick, Chaplain



Ontario Catholic School
Trustees' Association

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FSL Program Needs

The Ministry of Advanced Education and Skill Training is funding the *French as a Second Language - Ontario Labour Market Partnership Project* led by the Ontario Public School Boards' Association. The purpose of this survey is to gather data about the recruitment and hiring of FSL teachers in Ontario boards. These data, along with other research findings, will be used by the Partnership to develop workable solutions to the challenges boards face in recruiting, hiring and retaining qualified FSL teachers in sufficient numbers to satisfy demand.

Completing the survey may require collaboration with various board personnel. For the data to be useful, it is important that they are as accurate as possible, notwithstanding the ongoing staffing fluctuations that occur. Specific "capture" dates are indicated in related survey items to allow meaningful comparisons.

Thank you in advance for the time and collaborative effort required to complete this survey. If you have any questions, please don't hesitate to contact Research Team Lead, David Jack, at djack@opsba.org.

1. Please identify your district school board.

2. The need for FSL teachers in a board is influenced by the range of FSL programs it offers.

Please indicate the types of discretionary FSL programs your board offers at the corresponding division levels. Mandatory FSL programs are already accounted for. Names of programs listed may vary slightly from the program names in your board. Please provide a "best fit" response.

	Offered in any primary grades (K-3)	Offered in any junior grades (4-6)	Offered in any intermediate grades (7- 10)	Offered in any senior grades (11-12)
Core French (approx. 150 hours of French language instruction per year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensive French (more than 150 hours of French language instruction per year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended French (French language + 1 other subject taught in French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immersion (50% or more of the instructional day in French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

3. If you indicated above that your board offers a discretionary Core FSL program in the primary grades, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	less than 10% (up to 30 min/day)	10-20% (up to 60 min/day)
Primary	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. If you indicated above that your board offers a discretionary Intensive FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	10-20%	20-30%	30-40%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. If you indicated above that your board offers a discretionary Extended FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	20-30%	30-40%	40-50%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. If you indicated above that your board offers a discretionary Immersion FSL program, please indicate the approximate percentage of the instructional day dedicated to the program by division. If not, move to the next item.

	50%	50-75%	75-100%
Primary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Staffing

This section will attempt to capture the numbers of FSL teachers required to satisfy your staffing needs over time.

7. Based on student enrolment and programs offered, how many permanent FSL teachers (measured in FTEs) were required to provide teacher staffing for all FSL programs (mandatory and discretionary) in your board for September, 2017?

Elementary:

Mandatory Core FSL
(grades 4-8 only)

Elementary:

Discretionary Intensive,
Extended, Immersion (all
grades)

Secondary: Mandatory
Core FSL (gr. 9 only)

Secondary: Discretionary
Intensive, Extended,
Immersion (all grades)

8. How many teachers with FSL qualifications were on your Occasional Teacher list as of September 30, 2017?

Elementary

Secondary

9. How many teachers with FSL qualifications were on your Long Term Occasional Teacher roster as of September 30, 2017?

Elementary

Secondary

10. How many teachers (as measured in FTEs) were placed into FSL permanent or LTO positions on Temporary Letters of Approval (teaching French without FSL qualifications) during the 2016-2017 year?

Elementary

Secondary

11. How many FSL qualified permanent teachers were teaching FSL less than 50% of their teaching assignment in 2016-2017? This includes full-time and part-time FTEs.

Elementary

Secondary

12. How many FSL qualified permanent teachers were teaching no FSL in their 2016-2017 assignment?

Elementary

Elementary

13. What are the 3 top reasons in your board that explain why FSL qualified teachers might be teaching FSL less than 50% of their assignments.

Reason 1

Reason 2

Reason 3

Recruiting and Hiring

The following questions attempt to compare recruiting and hiring of FSL teachers in the past 3 years (*external applicants only*). Enter "best estimates" if more accurate numbers are unavailable at this time.

14. How many external teacher applications for FSL positions did your board receive in each of the past 3 years.

2017-2018	<input type="text"/>
2016-2017	<input type="text"/>
2015-2016	<input type="text"/>

15. Of those external applicants, how many teachers were offered FSL Core positions? Include those who accepted and did not accept.

2017-2018	<input type="text"/>
2016-2017	<input type="text"/>
2015-2016	<input type="text"/>

16. Of those external applicants, how many teachers were offered FSL Immersion and/or Extended positions? Included those who accepted and did not accept.

2017 - 2018	<input type="text"/>
2016 - 2017	<input type="text"/>
2015 - 2016	<input type="text"/>

17. How many FSL job offers were declined in 2017-2018?

Core French	<input type="text"/>
Immersion and/or Extended French	<input type="text"/>

18. Does your board/district conduct a French language proficiency assessment as part of the recruitment/hiring process for either permanent or OT FSL positions?

☐ Yes

☐ No

Other (please specify)

19. In 2017-2018, approximately what percentage of external FSL teacher applicants met your board's French language screening standards and were then *considered* for FSL teaching positions. This includes those applicants who may or may not have ultimately been offered an FSL teaching position in your board.

20. How extensive has your FSL teacher recruitment strategy been in the past 3 years?

- ☐ High (includes attending job fairs at 3 or more Faculties of Education, PLUS providing some type of information session to applicants, PLUS conducting off-site active recruitment/interviewing/screening).
- ☐ Medium (includes attending job fairs at 1 or more Faculties of Education, PLUS providing some type of information session for applicants, OR conducting off-site active recruitment/interviewing/screening).
- ☐ Low (includes any 1 of: attending a job fair at a Faculty of Education; providing some type of information session for applicants; conducting off-site active recruitment/interviewing/screening).

Other (please specify)

21. There are a number of strategies used to recruit and hire FSL teachers to satisfy staffing needs. Please check below the strategies your board is using and indicate their effectiveness. List any additional strategies you use and indicate their effectiveness.

	Less effective	Effective	More effective
Conduct online interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct online French language assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct interviews during job fairs at Faculties of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct French language assessments during job fairs at Faculties of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access OCT databases to identify teachers with FSL qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use print media to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social media to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use board website to advertise for FSL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire FSL teachers to a pool in anticipation of emerging job vacancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer financial/in-kind incentives to FSL applicants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

22. Thank you for the time and effort required to provide this information. If you have any additional comments you would like to provide, please do so in the Comments section below. If you have any questions about the survey, please contact David Jack, Research Lead for this project, at djack@opsba.org. Thanks again for your contributions to this important work.

Meeting Labour Market Needs for French as a Second Language Instruction in Ontario

In March 2016, the Ontario Public School Boards' Association (OPSBA) submitted a proposal to the Ministry of Advanced Education and Skill Development (MAESD), to establish a three-year Ontario Labour Market Partnership project to study labour market needs for French as a second language (FSL) instruction in the province. This proposal was in response to concerns OPSBA member boards raised about the growing gap between the number of students enrolling in French language programs and the recruitment and retention of sufficient numbers of qualified FSL teachers and support staff. This issue has become an increasing challenge for school boards.

OPSBA has received Ministry of Advanced Education and Skill Development (MAESD) approval to proceed with a one-year project entitled *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*. Based on demonstrable progress in the first year, OPSBA will apply to MAESD for annual approval for additional project years, up to a total of three years.

MAESD has approved the following committee structures and membership for the project:

French as a Second Language Labour Market Partnership Committee (FSL-LMPC)

This committee is responsible for providing input into the project/research plans and for reviewing research findings with a view to generate recommendations. The committee is made up representatives from Ontario English public and Catholic school boards' provincial leadership associations, teacher federations, faculties of education, the Ontario College of Teachers and the Ministry of Education.

French as a Second Language Labour Market Partnership Steering Committee (FSL-LMPSC)

This is a subset of the larger partnership committee to facilitate ongoing consultation and feedback between meetings as required.

Research Technical Team

This committee is responsible for reviewing and providing feedback to the Research Lead regarding the research design and methodologies to ensure the rigour, validity and reliability of the research process. This committee will also help to vet the data analysis to inform the discussion leading to strategies and recommendations by the Partnership Committee. The research team is comprised of individuals with research experience including school board chief research officers and a university professor.

Year One: Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue Initiative

OPSBA has been approved for year one of the project, which will run from May 15, 2017, to May 14, 2018, and will facilitate the "*Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue*" initiative. The first year of the project will focus primarily on research linked to FSL teachers and will include:

- A review/validation of background studies previously conducted by key stakeholders
- A qualitative study (surveys/interviews/focus groups) of recent French as a Second Language teacher hires or soon-to-graduate French as a Second Language teachers in various boards and

faculties of education across the province to explore factors influencing their decisions to work in various boards in Ontario

- Identification and description of policies and procedures currently used to address FSL teacher supply
- Analysis of the impact of existing strategies and current recruitment practices
- Analysis of intersection of research findings (factors influencing decision-making, effects of current policy/procedures, and recruitment practices effects on supply pipeline and job vacancy rate)

At the end of Year One the Research Technical Team will produce an interim report “Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue.” This report will address board recruitment practices, provide a gap analysis comparing factors affecting teacher decision-making and an analysis of existing policies and procedures and begin to formulate recommendations and strategies to improve the FSL Teacher Labour Market issue in Ontario's English public and Catholic school boards.

For more information, please contact Debra Krutila via email: dkrutila@opsba.org

**EMPLOYMENT
ONTARIO** **EMPLOI
ONTARIO**

This Employment Ontario project is funded in part by the Government of Canada and the Government of Ontario.

October 2017



Ontario Catholic School
Trustees' Association

November 6, 2017

MEMORANDUM

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

FROM: Patrick J. Daly, President

**SUBJECT: Cannabis, Smoke-Free Ontario and Road Safety Statute Law
Amendment Act, 2017**

Further to our memo dated October 10, 2017, on Wednesday November 1, the government of Ontario introduced bill 174 the *Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017* ("bill 174) for first reading. This proposed set of legislative amendments follows through on the government's intention to legalize and regulate the recreational use of cannabis.

Key Aspects of Bill 174

Bill 174 is divided into four "schedules" that enact specific legislation. The *Cannabis Act, 2017* (Schedule 1) and the *Ontario Cannabis Retail Corporation Act, 2017* (Schedule 2). Bill 174 also repeals the Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 and replaces them with the *Smoke-Free Ontario Act, 2017* (Schedule 3), and makes amendments to the *Highway Traffic Act* regarding driving with alcohol or drugs present in the body and other matters (Schedule 4). (See the attached explanatory note to Bill 174).

Purposes of the Cannabis Act, 2017

Section 1 of Schedule 1, *The Cannabis Act, 2017* outlines the purpose of the proposed act: To establish prohibitions relating to the sale, distribution, purchase, possession, cultivation, propagation and harvesting of cannabis in order to,

- protect public health and safety,
- protect youth and restrict their access to cannabis, and
- ensure the sale of cannabis in accordance with the Ontario Cannabis Retail Corporation Act, 2017;

- deter illicit activities in relation to cannabis through appropriate enforcement and sanctions; and
- provide for approved youth education or prevention programs as an alternative to enforcement and sanctions.

The Cannabis Act sets out circumstances in which certain provisions or regulations do not apply. For example, the Act and the regulations do not apply to the medical production and use of cannabis.

The prohibitions respecting cannabis that are established by the Act are set out in sections 6 to 13 of the Act. These prohibitions include:

- that no person is permitted to sell cannabis other than the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017;
- cannabis may not be distributed except by a licenced Ontario cannabis retailer;
- selling or distributing cannabis to persons under 19 years of age and to persons who are or appear to be intoxicated.
- prohibits persons under 19 years of age from possessing, consuming, purchasing or attempting to purchase, distributing, cultivating, propagating or harvesting cannabis or offering to cultivate, propagate or harvest it.
- restricts the places where cannabis may be consumed to private residences;
- restricts the transport of cannabis in a vehicle or boat, unless certain conditions;
- prohibits landlords from knowingly permitting their premises to be used in relation to the unlawful sale or distribution of cannabis.

Compliance and Enforcement of the Cannabis Act, 2017

Key features of the compliance and enforcement rules include:

- prohibits a person from knowingly possessing the proceeds of an offence under the Act,
- creates authority for police officers to seize cannabis or any other thing in specified circumstances.
- provides that a police officer may require that premises be vacated if there are reasonable grounds to believe that the Act is being contravened on the premises, and restricts persons who are required to vacate from re-entering the premises on the same day.
- Provides police officers authority to temporarily close premises, other than premises used for residential purposes;
- sets out the circumstances in which a police officer may arrest a person without a warrant in relation to apparent contraventions of the Act.
- Section 20 provides authority to police officers and prosecutors to refer persons who are charged with an offence by persons under 19 years of age to youth education or prevention programs;
- Contraventions of the Act, the regulations or any order made under the Act constitute an offence under section 22 of the Act. Sections 23 to 25 of the Act set out the applicable

penalties on conviction and other orders that the convicting court may make in relation to an offence under the Act.

Proposed Changes to the Education Act and impacts on School Boards

Key amendments are made to the **Education Act**. Section 30 of the Cannabis Act makes amendments to Part XIII of the Education Act. These changes include:

- Amending the list of purposes of the provincial code of conduct (section 301, Education Act) governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user. New language replaces paragraph 6 of subsection 301 (2) “alcohol, illegal drugs, and, except by a medical cannabis user, cannabis”.
- Revising the list of activities leading to possible suspension (section 306) so that it refers to possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user;
- Changing the list of activities leading to suspension, investigation and possible expulsion so that it refers to giving cannabis to a minor. (section 310)

These changes are significant for school boards. In essence, it gives the Minister of Education the authority to direct boards to revise various policies related to recreational cannabis use. The revisions to the Education Act will require boards to revise their policies in respect of student, staff codes of conduct to actively discourage the use of cannabis for recreational purposes. It will also require boards to revise policies governing suspension and potential expulsions to ensure they capture recreational cannabis use.

As noted in our October 10th memorandum, the Ministry of Education will also be assisting boards in developing resources to ensure students make informed choices about recreational cannabis use, supports for teachers, principals and parents on prevention of cannabis use and its possible impacts on student learning.

Next Steps

OCSTA is continuing to consult with the Ministry of Education as it develops its consultation strategy and will participate in any process established. We are also in the process of developing a submission on cannabis legalization and its impact on Catholic school boards. The association will also make a submission on Bill 174 at the appropriate time.

If you have any questions, please contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachments

News Release

Ontario Preparing for Federal Cannabis Legalization

November 1, 2017

Province Introduces New Legislation to Protect Youth, Keep Roads and Communities Safe

Ontario has introduced legislation that would, if passed, safely regulate the use and distribution of recreational cannabis when it is legalized by the federal government in July 2018.

Ontario's proposed *Cannabis Act, 2017* would support the province's safe and sensible transition to the federal legalization of cannabis.

The proposed legislation would:

- Create a new provincial retailer, overseen by the Liquor Control Board of Ontario (LCBO), to ensure safe and socially responsible distribution of recreational cannabis through stand-alone stores and an online order service. Under the proposed approach, approximately 150 standalone stores will be opened by 2020, including 40 stores by July 2018 and rising to 80 by July 2019. Online distribution will also be available to service all regions of the province.
- Protect youth by setting a minimum age of 19 to use, buy, possess and cultivate cannabis in Ontario.
- Focus on harm reduction by allowing for the diversion of people under the age of 19 from the justice system into programs focused on education and prevention, avoiding unnecessary contact with the justice system.
- Ban the use of cannabis in public places, workplaces and motor vehicles, similar to alcohol.
- Regulate the smoking and vaping of medical cannabis under the proposed new *Smoke-Free Ontario Act, 2017*.
- Help eliminate the illicit market including illegal storefront dispensaries, by introducing new provincial offences with strict, escalating penalties.
- Keep Ontario roads safe by establishing [even tougher drug-impaired driving laws](#), including a zero-tolerance approach for young, novice and commercial drivers.

Other details of Ontario's approach would be set by regulation after passage of the legislation, and following consultation with municipalities, Indigenous communities, and other stakeholders.

The province will continue moving forward with its plans to support youth, young adults and other vulnerable populations through an integrated prevention and harm reduction approach. Ontario is also planning a public information campaign, coordinated with the federal government, to raise awareness of this transition and the new measures that will take effect.

QUICK FACTS

- The [LCBO will be engaging with municipalities](#) to discuss the process for siting stores. Updates are available at: lcbocannabisupdates.com.
- This legislation would include a proposed new *Smoke-Free Ontario Act, 2017*, which, if passed, would provide clarity on where medical cannabis can be smoked or vaped.
- The new *Smoke-Free Ontario Act* would also address vaping and the use of e-cigarettes to better protect people from second-hand smoke.
- Ontario's tough new measures to protect road safety would be in addition to penalties for impaired driving convictions under the [Criminal Code of Canada](#).
- The province [recently made changes](#) allowing police to immediately remove drivers from the road who they believe are impaired by drugs, including cannabis.
- According to a [2015 report](#) by the Centre for Addiction and Mental Health, 45 per cent of Ontario adults have used cannabis at least once in their lifetime, while about 15 per cent have used cannabis in the past year.

BACKGROUND INFORMATION

- [Ontario's Plan to Regulate Legalized Cannabis](#)
- [Ontario's Cannabis Retail and Distribution Model](#)
- [Proposed New Measures for Drug-Impaired Driving](#)

- [Protecting People in Ontario from the Health Impacts of Cannabis](#)

ADDITIONAL RESOURCES

- [Ontario Prepares for Cannabis Legalization](#)
- [Engaging Municipalities on Cannabis Store Locations](#)

QUOTES

"Our government has announced a safe and sensible transition to the federal legalization of cannabis. With this bill, we are taking an important step towards implementing an approach that will help eliminate the illegal market, protect young people and keep impaired drivers off the road."

— *Yasir Naqvi, Attorney General of Ontario*

"Our proposed legislation demonstrates to the people of Ontario that we are implementing a controlled and socially responsible recreational cannabis framework. We are focused on getting our plan right, in a way that makes sense for consumers, families and municipalities across the province."

— *Charles Sousa, Minister of Finance*

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Cannabis, Smoke-Free Ontario and Road Safety Statute Law Amendment Act, 2017

EXPLANATORY NOTE

The Bill enacts the Cannabis Act, 2017 (Schedule 1) and the Ontario Cannabis Retail Corporation Act, 2017 (Schedule 2). It also repeals the Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 and replaces them with the Smoke-Free Ontario Act, 2017 (Schedule 3), and makes amendments to the Highway Traffic Act regarding driving with alcohol or drugs present in the body and other matters (Schedule 4).

Schedule 1 Cannabis Act, 2017

The Schedule enacts the Cannabis Act, 2017.

Section 1 of the Act sets out the purposes of the Act, which include establishing prohibitions respecting cannabis, within the meaning of section 2 of the Act, in order to protect youth, public health and safety, as well as to deter illicit activities in relation to cannabis through appropriate enforcement and sanctions. Sections 2 to 4 of the Act deal with definitions and interpretive matters. Section 5 of the Act sets out circumstances in which certain provisions of the Act or regulations do not apply. For example, subject to certain exceptions, the Act and the regulations do not apply with respect to cannabis produced for medical purposes under applicable federal law. Other exemptions from the Act or the regulations may be specified by regulations made by the Lieutenant Governor in Council.

The prohibitions respecting cannabis that are established by the Act are set out in sections 6 to 13 of the Act. Section 6 provides that no person is permitted to sell cannabis other than the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017, and that cannabis may not be distributed unless it has been or is intended to be sold by the Ontario cannabis retailer. Sections 7 and 8 set out prohibitions on selling or distributing cannabis to persons under 19 years of age and to persons who are or appear to be intoxicated. Under section 9, cannabis may only be purchased from the Ontario cannabis retailer. Section 10 prohibits persons under 19 years of age from possessing, consuming, purchasing or attempting to purchase, distributing, cultivating, propagating or harvesting cannabis or offering to cultivate, propagate or harvest it. Section 11 restricts the places where cannabis may be consumed. Section 12 restricts the transport of cannabis in a vehicle or boat, unless certain conditions are met. Section 13 prohibits landlords from knowingly permitting their premises to be used in relation to the unlawful sale or distribution of cannabis.

Sections 14 to 21 of the Act address compliance and enforcement. Under section 14, a police officer may require a person who attempts to rely on an exemption under the Act to provide specified confirmation of the exemption. Section 15 prohibits a person from knowingly possessing the proceeds of an offence under the Act, and section 16 creates authority for police officers to seize cannabis or any other thing in specified circumstances. Section 17 provides that a police officer may require that premises be vacated if there are reasonable grounds to believe that the Act is being contravened on the premises, and restricts persons who are required to

vacate from re-entering the premises on the same day. Section 18 gives police officers authority to temporarily close premises, other than premises used for residential purposes, if a charge is laid under section 6 or 13 of the Act that implicates the premises. Section 19 sets out the circumstances in which a police officer may arrest a person without a warrant in relation to apparent contraventions of the Act. Section 20 provides authority to police officers and prosecutors to refer persons who are charged with an offence under section 10 (prohibited activities by persons under 19 years of age) to youth education or prevention programs that are approved under section 27 for the purpose by the Minister responsible for the administration of the Act.

Contraventions of the Act, the regulations or any order made under the Act constitute an offence under section 22 of the Act. Sections 23 to 25 of the Act set out the applicable penalties on conviction and other orders that the convicting court may make in relation to an offence under the Act.

Section 26 of the Act provides that arrangements and agreements may be entered into with respect to the sale, distribution, purchase, possession, consumption, cultivation, propagation or harvesting of cannabis on a reserve. Regulation-making powers of the Lieutenant Governor in Council are set out in section 28 of the Act.

Proposed Changes to the Education Act and other acts:

Complementary amendments are made to a number of Acts, most significantly to the Education Act and to the Liquor Licence Act. Section 30 of the Act makes amendments to Part XIII of the Education Act to amend the list of purposes of the code of conduct governing the behaviour of all persons in schools so that it refers to discouraging the use of cannabis, except by a medical cannabis user; to amend the list of activities leading to possible suspension so that it refers to possessing and being under the influence of cannabis, unless the pupil is a medical cannabis user; and to amend the list of activities leading to suspension so that it refers to giving cannabis to a minor. The Liquor Licence Act is amended to incorporate referrals to youth education or prevention programs under that Act, as a parallel to the corresponding provisions in the Cannabis Act, 2017.

Schedule 2

Ontario Cannabis Retail Corporation Act, 2017

The Schedule enacts the Ontario Cannabis Retail Corporation Act, 2017.

The Act provides for the establishment of the Ontario Cannabis Retail Corporation. The Corporation has the exclusive right to sell cannabis in Ontario, with the exceptions specified in section 2. The Corporation's objects are set out in section 4.

The Corporation has the capacity, rights, powers and privileges of a natural person, except as limited in the Act and the regulations. The Corporation is an agent of the Crown and is deemed to be a government agency for the purposes of the French Language Services Act. (See sections 5 to 7)

The appointment, composition and duties of the Corporation's board of directors are provided for. An individual who is a member of the Liquor Control Board of Ontario ("LCBO") is eligible to be appointed as a member of the Corporation's board of directors and, if so appointed, does not have a conflict of interest by virtue only of the fact that he or she is also a member of the LCBO. The Corporation must enter into a memorandum of understanding with the LCBO. The Corporation may make by-laws, and the memorandum of understanding with the LCBO may provide that certain by-laws of the Corporation must be approved by the LCBO. (See sections 8 to 11)

The Corporation's officers and staff are provided for, as are certain corporate law rules and immunities. The Corporation may enter into written agreements with the LCBO. Rules are established with respect to personal information and other data to which a written agreement may relate. The Corporation may, if authorized by the Minister, enter into agreements for the sale of cannabis by agents. (See sections 12 to 17)

The Act contains provisions respecting financial matters of the Corporation. (See sections 18 to 23)

The Corporation's accounts and financial transactions are to be audited annually by the Auditor General. The Corporation's annual report and other reports are provided for. (See sections 24 to 26)

Certain restrictions on the Corporation's operations are established in connection with applicable federal law. Also, arrangements and agreements may be entered into with respect to cannabis that is sold and delivered to a purchaser on a reserve. (See sections 27 and 28)

The Lieutenant Governor in Council's regulation making powers are set out. (See section 29)

Complementary amendments are made to the Liquor Control Act with respect to the LCBO. Among other things, the powers and purposes of the LCBO are amended to include powers relating to the oversight of the Ontario cannabis retailer established under the Ontario Cannabis Retail Corporation Act, 2017. The LCBO is authorized to enter into written agreements with the Ontario cannabis retailer. If the agreements or arrangements are for the benefit of both the Board and the Ontario cannabis retailer, the Board must ensure that the costs are apportioned appropriately as between the two. The LCBO's annual report must include information about both the LCBO and the Ontario cannabis retailer. The LCBO must comply with directives issued by the Management Board of Cabinet with respect to the annual report.

Schedule 3

Smoke-Free Ontario Act, 2017

The Smoke-Free Ontario Act and the Electronic Cigarettes Act, 2015 are repealed and replaced by the Smoke-Free Ontario Act, 2017.

The new Act applies to tobacco products, vapour products and medical cannabis, and to other products and substances that may be prescribed in the regulations.

Some of the provisions of the Smoke-Free Ontario Act, 2017 are set out below.

It is prohibited to sell or supply tobacco products, vapour products and prescribed products and substances to persons under 19.

Restrictions are placed on the display and promotion of tobacco products, tobacco product accessories, vapour products and prescribed products and substances.

The sale of tobacco products, vapour products and prescribed products and substances is prohibited in certain places. (Some examples: pharmacies, hospitals and schools.)

Prescribed signs in retail stores are required with respect to tobacco products, vapour products and prescribed products and substances.

Tobacco products, vapour products and prescribed products and substances must be packaged in accordance with the regulations.

Restrictions are placed on the sale of flavoured tobacco products and certain flavoured vapour products and prescribed products and substances.

Subject to certain exceptions, vending machines for selling tobacco products, vapour products and prescribed products and substances are prohibited.

The smoking of tobacco or medical cannabis, the use of electronic cigarettes and the consumption of prescribed products and substances is prohibited in a number of places, such as enclosed public places, enclosed workplaces, schools, child care centres, and the reserved seating areas of sporting arenas. This is subject to certain exemptions, such as controlled use areas in long-term care homes, and designated hotels rooms. Obligations are placed on employers and proprietors with respect to the places where the prohibitions apply.

Home health-care workers are protected from the use in their presence of tobacco, medical cannabis, electronic cigarettes and prescribed products and substances.

It is provided that no one shall do any of the following in a motor vehicle:

1. Smoke tobacco or have lighted tobacco while another person who is less than 16 years old is present in the vehicle.
2. Use an electronic cigarette or have an activated electronic cigarette while another person who is less than 16 years old is present in the vehicle.
3. Smoke medical cannabis, have lighted medical cannabis, use an electronic cigarette containing medical cannabis or have an activated electronic cigarette containing medical cannabis.

4. Consume a prescribed product or substance, in a prescribed manner, or have a prescribed product or substance.

Despite the other prohibitions in the Act, the traditional use of tobacco by Indigenous persons is protected.

Enforcement provisions, penalties and regulation-making powers are provided for.

Schedule 4

Amendments to the Highway Traffic Act

The Schedule amends the Highway Traffic Act regarding driving with alcohol or drugs present in the body, as follows:

1. The Schedule provides that it is a condition of the driver's licence of novice drivers and young drivers that there be no drug in the driver's body while driving. If a driver contravenes the condition, the driver is guilty of an offence and on conviction is liable to a fine between \$60 and \$500. In addition, the driver's licence of a young driver is suspended for 30 days, and the driver's licence of a novice driver may be suspended, cancelled or changed by the Registrar in accordance with the regulations.

2. The Schedule provides for administrative driver's licence suspensions for a period between three and 30 days if a novice driver, young driver or driver of a commercial motor vehicle is found to have a drug in his or her body while driving.

3. Exceptions are made to the rules respecting driving with a drug in the body if a police officer is satisfied that the driver is legally authorized to use the drug for medical purposes.

4. Provisions are added regarding the breath testing of drivers of commercial motor vehicles. If a breath test indicates that alcohol is present in a driver's body, the driver may be requested to surrender his or her driver's licence and the driver's licence may be suspended for three days.

The Schedule makes several other amendments, including the following:

1. A new provision states that where both an administrative penalty and an offence arise from the same circumstances, the court may take the amount of the administrative penalty into account when determining the penalty for the offence.

2. Various sections that establish different rules for novice drivers or young drivers are amended to provide that the age distinctions apply despite the Human Rights Code.

3. Penalties are increased for convictions of the offence of driving while a display screen is visible to the driver, or driving while holding a hand-held wireless communication device or similar device. The fine is a minimum of \$500 to a maximum of \$3,000. The driver's licence shall also be suspended for a period between three and 30 days.

4. The Act is amended to provide that a person who drives carelessly and thereby causes bodily harm or death to a person is liable to a fine of between \$2,000 and \$50,000, imprisonment for up to two years and the suspension of his or her driver's licence or permit for up to five years. The court may consider, as an aggravating factor, whether the person who was harmed or killed was a vulnerable person such as a pedestrian or cyclist.
5. Increased and escalating fines are provided for failing to yield to pedestrians at pedestrian crossovers, at crosswalks at signalized intersections and at school crossing areas with a school crossing guard.
6. Currently, the maximum fine for a contravention of the Act or regulation, unless otherwise provided, is \$500. The Schedule raises the maximum fine to \$1,000.
7. New provisions address the requirements of drivers and streetcar operators when a school bus has its overhead red signal-lights flashing or its stop arm actuated.
8. A new Part is added providing for the use of automated school bus camera systems and evidence obtained from such systems.
9. Currently, certain emergency and enforcement vehicles are permitted to display red flashing lights only. The Schedule permits such vehicles to also display red flashing lights in combination with blue flashing lights.
10. A new regulation-making power is added to permit regulations to be made addressing transitional matters that may arise as a result of amendments to the Criminal Code (Canada).

From: Sharon McMillan [<mailto:SMcMillan@ocsta.on.ca>]

Sent: Tuesday, November 07, 2017 9:36 AM

To: Sharon McMillan <SMcMillan@ocsta.on.ca>

Subject: OCSTA Newswire - November 7

Importance: High

To: All Catholic Trustees and Directors of Education



November 7, 2017 – In this Issue:

- OCSTA President Speaks at Provincial Student Trustee Conference
- Catholic Trustees Seminar: Advancing the Catholic Education Agenda in Ontario
- Legislative Update
- MPP Meetings

Link to view issue:

<http://www.ocsta.on.ca/ocsta-newswire-november-7-2017/>

Sharon McMillan

DIRECTOR OF COMMUNICATIONS

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