



Committee of the Whole Meeting

Date: Monday, November 12, 2018

Time: 6:45 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, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Meghan Nemeth, Izabella Tyc

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

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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)			
3. Consent Agenda: Board (Minutes of meetings)			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of October 15, 2018 Committee of the Whole Minutes		pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Teacher Learning and Leadership Program 5.2 Pastoral Plan Update	J. Klein R. Olson	pp. 7-11 pp. 12-14	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity *Replaced this evening by New Trustee Orientation that preceded tonight's meeting	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	W. Price	pp. 15-58	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
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): <ul style="list-style-type: none"> Nov 14: Ken Seiling End-of-term Reception Nov 16: St. Louis Grad re: SSC/STW Nov 23: St. Louis Grad re: PSW Nov 26: Board of Trustees Dec 3: Inaugural Dec 6: Director's Office/Trustee Christmas Dinner Dec 7: Spiritual Development Day Dec 10: Board of Trustees Meeting Dec 20: CEC Christmas Mass & Lunch 			
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 15, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Joyce Anderson, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Izabella Tyc, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Judy Merkel

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Gravelle.

1.2 Approval of Agenda

2018-21 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

THAT the agenda for Monday, October 15, 2018 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 10, 2018 Committee of the Whole Minutes

**2018-22 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:
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

Superintendent Klein introduced presenters Sherry Rellinger and Nancy Snyder the Board's Numeracy Consultants. Ms. Rellinger and Ms. Snyder summarized the 2017-2018 Renewed Math Strategy and the numeracy initiatives for a 2018-2019 in both the elementary and secondary panel along with the Numeracy Initiatives. BIPSA updates were discussed and the reasoning behind them and the model for professional learning in Mathematics in 2018-2019.

5.2 IT Summer Updates

Chris Demers, Chief Information Officer provided the Board of Trustees with an Information Technology Services Update on the various projects completed during the Summer. Highlights of the projects include New StaffNet Portal Transition, Minecraft EDU, Technology Pedagogy and Intune Rural Pilot Projects, Broadband Modernization Project, Implementation of School Messenger, Data, Systems and Information Support Team Projects and Administrative Team Projects.

5.3 Update on PPM 161

Superintendent Shoemaker discussed the purpose of PPM 161 and its direction to school boards about the components that should be included in policy or policies to support students with prevalent medical conditions in school. Superintendent Shoemaker also discussed the steps taken in developing and revising the affected policies.

Trustees provided feedback and asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Work of the Board of Trustees for 2018-2019

Trustees discussed the work of the Board for the 2018-2019 school year.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communication

OCSTA communications were discussed.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

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

Oct 16: Food Bank of Waterloo Region Great Food Sort Challenge

- Oct 21: A Tribute for Ken Seiling
- Oct 25-28: OSTA-AECO
- Oct 29: Board of Trustees
- Nov 12: Committee of the Whole
- Nov 14: Ken Seiling End-of-term Reception
- Nov 16: St. Louis Grad re: SSC/STW
- Nov 23: St. Louis Grad re: PSW
- Nov 26: Board of Trustees

Trustee Price mentioned the Commissioning of School Council Chairs scheduled for November 6, 2018.

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

**2018-23-- It was *moved* by Trustee da Silva and *seconded* by Trustee Van Alphen:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:42 p.m.**

Chair of the Board

Secretary



Date: November 12, 2018
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
2018-2019 (in progress)	Michael Leonard (St. John, CEC) Justyna Knopinska (St. Augustine) Katrina Gouett (St. Aloysius) <i>Developing Deeper Learning Competencies in Mathematics</i>	<u>Synopsis:</u> "This project will focus on pursuing innovative teaching methods that promote a deeper learning in mathematics for all students who are at different entry levels. We will use 3D Printer, Sphero, and Scratch Coding technology to create interactive learning opportunities that reflect on global learning competency development. Throughout the

	<p>Michael Kearns (Mon. Doyle CSS) Jon Fage (Mon. Doyle CSS) Carolyn Ratz (Mon. Doyle CSS) <i>Developing Interactive, Engaging Learning through e and m (mobile) Learning Courseware, Simulation, and Gamification</i></p>	<p>2018-2019 school year we will visit elementary schools to meet with junior and intermediate teachers to share our learning and provide professional develop on how The Deeper Learning Competency Framework can be implemented into a Mathematics classroom. Teachers and students from various schools will then have the opportunity to develop the Deep Learning Competencies-6 C's (creativity, communication, citizenship, critical thinking, character, and collaboration). After sharing and teaching educators about The New Deeper Learning Competency Framework the school will be left with kits to create, explore, and collaborate in their own math class. Educators and students will have the opportunity to share their learning by posting their results on our project Twitter and YouTube Channel.</p> <p><u>Synopsis</u> The team will familiarize themselves with Articulate 360 through a one-year subscription for the software. Then they will explore examples currently available in simulation and gamification, as well as the latest academic literature on the subject. Following this, they will build simulations and gamification opportunities using Articulate both for support of in classroom games and simulations, as well as fully digital games and simulations. "We will track the effectiveness of these learning opportunities in real time through google form exit cards for those lessons, focusing on student retention and engagement, and compare data on before and after results in student achievement and skill development. Following this, the team will take these results and creations and present them at conferences both within the board and beyond, including BIT#18 in the fall of 2018 and the OBEA Spring Conference in the spring of 2018." Finally, John, Carolyn, and Michael will create a database of learning objects to share with the board and others</p>
2017-2018	<p>Matt Anderton, <i>et al.</i> (St. Benedict CSS) <i>De-Fronting the Math Classroom</i></p> <p>Cindy Hughes <i>et al.</i> (Our Lady of Fatima CES) <i>Student Achievement in Math Through Inquiry and Collaboration</i></p>	<p><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 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>
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There has been no communication to the Boards from the Ministry regarding requests for proposals for Teacher Learning and Leadership Program (TLLP) for 2019-2020. While this leaves the future of TLLPs uncertain, the WCDSB will continue to support current TLLPs and search for ways in which these collaborative endeavours align with other initiatives and priorities.

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 12, 2018
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.

For historical context, we began our three-year pastoral plan with our theme *People of Love* in 2015-2016. During the 2016-2017 school year our focused theme was on *People of Hope*. Over this past school year our focus has been *People of Faith*. Each year of the current pastoral plan has been animated across the district with the use of an artifact that is used in all our schools to unify our school communities around the common theme.

In October of the 2017-2018 school year, we used the experience of our annual Spiritual Development Day to launch the third year of our three-year pastoral plan, and to introduce the pilgrimage cross, the artifact selected to animate and

amplify our theme throughout all school communities. Inserted below is a link to a short video that highlights the spirit of our system faith day as recorded by our past Faith Animator, Father Toby Collins, CR:

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

The *People of Faith* pilgrimage cross was created specifically to highlight the gospel story of the Road to Emmaus, our district-wide selected New Testament narrative used to help frame our collective experience being witnesses in faith to the resurrected Jesus. The pilgrimage cross has visited each of our district schools over the course of this past liturgical year, including stops at our parish churches on weekends whenever possible. Additionally, each school in our district was featured for one week on our website in a series that matches our *People of Faith* theme. Each school celebrated how they are responding to the invitation to be *People of Faith*, often including segments about their experience of hosting the pilgrimage cross. As an example, below is a link to the Monsignor Doyle Catholic Secondary School video: <https://www.youtube.com/watch?v=ro5LEdbirrk>

To further augment the district pastoral theme, our system pastoral team under the leadership of John Murphy developed a Faith Leadership Series. Five sessions were offered over the 2017-2018 school year that explored the pilgrimage theme for *People of Faith*. A link to our Faith Learning brochure follows:

<https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/Catholic-Leadership-Program-Brochure-Faith.pdf>

Additionally, in Spring 2018 a series of three twilight retreats were offered at Resurrection College. Topics explored include the following: first, *Discerning the Spirit in the Business of Life* offered by retired chaplain Dee Sproule; second, *Spiritual Renewal for our Times – The Path of Contemplative Prayer* offered by Paul and Teresa Tratnyek; third, *Caring for Our Common Home*, a reflection on Pope Francis' Encyclical, *Laudato Si'*, presented by the Jesuit Forum.

As we continue to plan for our next three-year pastoral plan, we are working with a newly engineered System Faith Formation Council (SFFC), which is comprised of all representative employee groups within our Catholic school district community: administrative assistants, teachers, educational assistants, school administrators, custodians, etc. The planning work of SFFC has been influenced significantly by the Ontario Conference of Catholic Bishops' Pastoral Letter called *Renewing the Promise*. This letter of encouragement to the Catholic educational community of Ontario invites a response to the question of how each partner in the mission of Catholic education will help to renew the promise of publicly-funded Catholic schools in our present time.

With the support of videographer Andrew Turski, we have created a video resource to facilitate a conversation about our core values in Catholic education. This resource has been shared with school administrators, and will be further shared with all district staff during our Spiritual Development Day on December 7, 2018. To this end, Spiritual Development Day is dedicated to an in-depth exploration of the key themes that emerge from *Renewing the Promise*. Families of schools will gather at each secondary school for a morning celebration of the Eucharist and a video introduction to the pastoral letter by acclaimed Catholic educator and speaker, David Wells. The afternoon session on December 7 will be hosted on school sites with smaller group facilitated discussions related to the pastoral letter and an opportunity to explore the spiritual well-being of staff.

Our System Faith Formation Council is in the final planning stages for our next three-year pastoral plan, set to be launched in November when our Pilgrimage of the Cross concludes. The themes for the next pastoral plan have been informed by the Eucharistic narrative that frames *Renewing the Promise*. The key themes of Gathering (Belonging), Nourishing (Becoming) and Commissioning (Building) mirror the pattern of the Eucharistic celebration, and will be woven into the new Pastoral Plan.

Summary:

As we prepare to conclude our present pastoral plan: *People of Love, People of Hope, People of Faith*, we are encouraged by the fact that in our most recent Multi-Year Strategic Plan (MYSP) survey, 87% of survey responders agreed or strongly agreed that school communities were engaged in understanding and living our three-year pastoral plan. Our goal with the soon-to-be-released new Pastoral Plan will be to carry this same momentum forward.

Guided by the pastoral letter, *Renewing the Promise*, and following its key themes of accompaniment, building relationships, instilling hopeful engagement, and joyful discipleship, we will continue to provide faith-filled learning experiences for staff and students as we witness to the risen Jesus present in our midst. As the Bishops' pastoral letter reminds us, our Catholic schools are privileged places where all are invited into a relationship with the risen Christ.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Richard Olson
Superintendent of Learning

Loretta Notten
Director of Education

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



Ontario Catholic School
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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 1, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: *Bill 48 Safe and Supportive Classrooms Act, 2018*

On Thursday October 25, 2018 the Minister of Education introduced for first reading the *Safe and Supportive Classrooms Act, 2018* (Bill 48"). This bill amends a number of statutes that impact the education sector. In summary, bill 48 will require that:

- New teachers successfully complete a math content knowledge test before seeking their teaching registration.
- The Discipline Committees of the Ontario College of Teachers and College of Early Childhood Educators revoke an educator's certificate of registration for any act of sexual abuse of a student or child.
- Provides regulation making authority for cabinet to prescribe behaviours of a sexual nature that are prohibited under the *Criminal Code* (Canada) would result in the mandatory revocation of an educator's certificate of registration.
- Amends the Education Act to give the Minister of Education the authority to develop policies for boards in respect of service animals.

Following is a summary of the bill.

SCHEDULE 1
Early Childhood Educators Act, 2007

The Schedule amends the *Early Childhood Educators Act, 2007*.

1. The definition of "professional misconduct" is amended to include "prescribed sexual acts", which are acts of a sexual nature prohibited under the *Criminal Code* (Canada) and prescribed by a regulation made under the Act.

2. The new subsection 1 (3) clarifies that sexual abuse of a child does not include touching or behaviour that is a necessary part of an early childhood educator's professional responsibilities or remarks that are pedagogically appropriate.

3. Clauses 31.1 (1) (c) and 33.1 (1) (c) and subsections 35.1 (4) and 36 (4.1) and section 37 are amended to apply to prescribed sexual acts.

4. Section 33.2 of the Act is amended to require mandatory revocation of a member's certificate if the Discipline Committee finds the member guilty of an act of professional misconduct that consists of or includes sexual abuse of a child, a prohibited act involving child pornography or a prescribed sexual act.

SCHEDULE 2

Education Act

The *Education Act* is amended to provide the Minister authority to establish policies and guidelines respecting service animals in schools, and require boards to comply with the policies and guidelines and to develop policies in accordance with those policies and guidelines.

SCHEDULE 3

Ontario College of Teachers Act, 1996

The Schedule amends the *Ontario College of Teachers Act, 1996*. The principal amendments made by the Schedule include the following:

1. Various amendments are made with respect to professional misconduct:

i. The definition of "professional misconduct" is amended to include prescribed sexual acts, which are offences of a sexual nature under the *Criminal Code* (Canada) and prescribed by a regulation made under the Act.

ii. The new subsection 1 (8) clarifies that sexual abuse of a student does not include touching or behaviour that is a necessary part of a teacher's professional responsibilities or remarks that are pedagogically appropriate.

iii. Section 30.2 of the Act is updated to require mandatory revocation of a member's certificate if the Discipline Committee finds the member guilty of an act of professional misconduct that consists of or includes sexual abuse of a student, a prohibited act involving child pornography or a prescribed sexual act.

iv. Clauses 26.1 (1) (c) and 30.1 (1) (c), section 30.2 and subsections 32.1 (4), 33 (4.1) and 34 (2) are amended to apply to prescribed sexual acts.

2. Various amendments are made with respect to the Council of the College:

i. Subsection 4 (2) is amended to allow the Lieutenant Governor in Council to determine the composition of the Council by prescribing the number of members to be elected and appointed to the Council.

ii. The new subsection 15 (4) sets out the new requirements for the composition of the Council's committees.

iii. Section 17 of the Act is re-enacted to set out the new requirements for committee panels.

3. Part II.1 of the Act, which establishes and governs the Public Interest Committee, is repealed.

4. Subsection 18 (1) of the Act is re-enacted to require applicants to satisfy requirements that relate to proficiency in mathematics.

5. Subsections 25 (1), 27 (1) and 28 (1) of the Act are amended to allow the number of members on the Investigation Committee, Discipline Committee and Fitness to Practise Committee to be prescribed by regulation.

6. Sections 40 and 42 are amended to provide new authority to make regulations that relate to other amendments made to the Act by the Schedule.

7. Section 63.2 is re-enacted to deal with transitional matters that arise in relation to the Schedule.

8. Ontario Regulation 370/07 (Public Interest Committee — Members), made under the Act, is revoked.

Schedule 4

Teaching Profession Act

The Schedule amends the *Teaching Profession Act* by adding a new subsection 12 (3.1) that clarifies that sexual abuse of a student does not include touching or behaviour that is a necessary part of a teacher's professional responsibilities or remarks that are pedagogically appropriate.

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

Legislative
Assembly
of Ontario



Assemblée
législative
de l'Ontario

1ST SESSION, 42ND LEGISLATURE, ONTARIO
67 ELIZABETH II, 2018

Bill 48

An Act to amend various Acts in relation to education and child care

The Hon. L. Thompson
Minister of Education

Government Bill

1st Reading October 25, 2018

2nd Reading

3rd Reading

Royal Assent



EXPLANATORY NOTE

SCHEDULE 1 EARLY CHILDHOOD EDUCATORS ACT, 2007

The Schedule amends the *Early Childhood Educators Act, 2007*. The principal amendments made by the Schedule include the following:

1. The definition of “professional misconduct” is amended to include “prescribed sexual acts”, which are acts of a sexual nature prohibited under the *Criminal Code* (Canada) and prescribed by a regulation made under the Act.
2. The new subsection 1 (3) clarifies that sexual abuse of a child does not include touching or behaviour that is a necessary part of an early childhood educator’s professional responsibilities or remarks that are pedagogically appropriate.
3. Clauses 31.1 (1) (c) and 33.1 (1) (c) and subsections 35.1 (4) and 36 (4.1) and section 37 are amended to apply to prescribed sexual acts.
4. Section 33.2 of the Act is amended to require mandatory revocation of a member’s certificate if the Discipline Committee finds the member guilty of an act of professional misconduct that consists of or includes sexual abuse of a child, a prohibited act involving child pornography or a prescribed sexual act.
5. The new section 59.1 deals with transitional matters that arise in relation to the Schedule.

SCHEDULE 2 EDUCATION ACT

The *Education Act* is amended to provide that the Minister may establish policies and guidelines respecting service animals in schools, and require boards to comply with the policies and guidelines and to develop policies in accordance with those policies and guidelines.

SCHEDULE 3 ONTARIO COLLEGE OF TEACHERS ACT, 1996

The Schedule amends the *Ontario College of Teachers Act, 1996*. The principal amendments made by the Schedule include the following:

1. Various amendments are made with respect to professional misconduct:
 - i. The definition of “professional misconduct” is amended to include prescribed sexual acts, which are offences of a sexual nature under the *Criminal Code* (Canada) and prescribed by a regulation made under the Act.
 - ii. The new subsection 1 (8) clarifies that sexual abuse of a student does not include touching or behaviour that is a necessary part of a teacher’s professional responsibilities or remarks that are pedagogically appropriate.
 - iii. Section 30.2 of the Act is updated to require mandatory revocation of a member’s certificate if the Discipline Committee finds the member guilty of an act of professional misconduct that consists of or includes sexual abuse of a student, a prohibited act involving child pornography or a prescribed sexual act.
 - iv. Clauses 26.1 (1) (c) and 30.1 (1) (c), section 30.2 and subsections 32.1 (4), 33 (4.1) and 34 (2) are amended to apply to prescribed sexual acts.
2. Various amendments are made with respect to the Council of the College:
 - i. Subsection 4 (2) is amended to allow the Lieutenant Governor in Council to determine the composition of the Council by prescribing the number of members to be elected and appointed to the Council.
 - ii. The new subsection 15 (4) sets out the new requirements for the composition of the Council’s committees.
 - iii. Section 17 of the Act is re-enacted to set out the new requirements for committee panels.
3. Part II.1 of the Act, which establishes and governs the Public Interest Committee, is repealed.
4. Subsection 18 (1) of the Act is re-enacted to require applicants to satisfy requirements that relate to proficiency in mathematics.
5. Subsections 25 (1), 27 (1) and 28 (1) of the Act are amended to allow the number of members on the Investigation Committee, Discipline Committee and Fitness to Practise Committee to be prescribed by regulation.
6. Sections 40 and 42 are amended to provide new authority to make regulations that relate to other amendments made to the Act by the Schedule.
7. Section 63.2 is re-enacted to deal with transitional matters that arise in relation to the Schedule.

8. Ontario Regulation 370/07 (Public Interest Committee — Members), made under the Act, is revoked.

SCHEDULE 4
TEACHING PROFESSION ACT

The Schedule amends the *Teaching Profession Act* by adding a new subsection 12 (3.1) that clarifies that sexual abuse of a student does not include touching or behaviour that is a necessary part of a teacher's professional responsibilities or remarks that are pedagogically appropriate.

An Act to amend various Acts in relation to education and child care**CONTENTS**

1.	Contents of this Act
2.	Commencement
3.	Short title
Schedule 1	Early Childhood Educators Act, 2007
Schedule 2	Education Act
Schedule 3	Ontario College of Teachers Act, 1996
Schedule 4	Teaching Profession Act

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Contents of this Act

1 This Act consists of this section, sections 2 and 3 and the Schedules to this Act.

Commencement

2 (1) Subject to subsections (2) and (3), this Act comes into force on the day it receives Royal Assent.

(2) The Schedules to this Act come into force as provided in each Schedule.

(3) If a Schedule to this Act provides that any provisions are to come into force on a day to be named by proclamation of the Lieutenant Governor, a proclamation may apply to one or more of those provisions, and proclamations may be issued at different times with respect to any of those provisions.

Short title

3 The short title of this Act is the *Safe and Supportive Classrooms Act, 2018*.

SCHEDULE 1
EARLY CHILDHOOD EDUCATORS ACT, 2007

1 (1) The definition of “professional misconduct” in subsection 1 (1) of the *Early Childhood Educators Act, 2007* is amended by adding the following clause:

(c.1) engaging in a prescribed sexual act,

(2) Subsection 1 (1) of the Act is amended by adding the following definition:

“prescribed sexual act” means an act of a sexual nature that is prohibited under the *Criminal Code* (Canada) and is prescribed by a regulation made under clause 45 (1) (c.2) of this Act; (“acte sexuel prescrit”)

(3) Section 1 of the Act is amended by adding the following subsection:

Exception

(3) For the purposes of clauses (b) and (c) of the definition of “sexual abuse” in subsection (1),

“sexual nature” does not include,

- (a) touching or behaviour that is necessary for the purposes of diapering, toileting, washing or dressing a child as part of an early childhood educator’s professional responsibilities, or
- (b) remarks that are pedagogically appropriate.

2 The French version of subsection 31 (9) of the Act is amended by striking out “a été accusé ou déclaré coupable d’une infraction au *Code criminel* (Canada)” and substituting “a été condamné pour une infraction au *Code criminel* (Canada), ou déclaré coupable d’une infraction à ce code”.

3 Clause 31.1 (1) (c) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” at the end and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

4 Clause 33.1 (1) (c) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” at the end and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

5 (1) Subsections 33.2 (1) and (2) of the Act are repealed and the following substituted:

Orders relating to sexual abuse, child pornography, etc.

(1) If, under section 33, the Discipline Committee finds a member guilty of an act of professional misconduct consisting of, or including, an act listed in subsection (2) of this section, the Committee shall, in addition to anything else the committee may do under subsection 33 (5),

- (a) make an order requiring that the member be reprimanded by the Committee;
- (b) make an interim order directing the Registrar to suspend the member’s certificate of registration until the Committee makes an order under clause (c); and
- (c) make an order directing the Registrar to revoke the member’s certificate of registration.

Same

(2) The acts of professional misconduct referred to in subsection (1) are the following:

- 1. Sexual abuse of a child.
- 2. A prohibited act involving child pornography.
- 3. A prescribed sexual act.

(2) Subsection 33.2 (6) of the Act is amended by striking out “that is listed in subsection (2)”.

6 Subsection 35.1 (4) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

7 Subsection 36 (4.1) of the Act is repealed and the following substituted:

Same

(4.1) Despite subsections (3) and (4), if a person has had a certificate revoked pursuant to an order made under section 33 for committing an act of professional misconduct that consisted of or included any of the following, an application under subsection (1) of this section to have a new certificate issued shall not be made earlier than five years from the date of the order:

1. Sexual abuse of a child.
2. Sexual misconduct.
3. A prohibited act involving child pornography.
4. A prescribed sexual act.

8 Subsections 37 (2) and (3) of the Act are repealed and the following substituted:

Same, sexual abuse, etc.

(2) Subject to subsections (3) and (4), if a person has had a certificate revoked for committing an act of professional misconduct that consisted of or included any of the following, an order under paragraph 1 of subsection (1) shall not be made earlier than five years from the date of the order under section 33 that revoked the certificate:

1. Sexual abuse of a child.
2. Sexual misconduct.
3. A prohibited act involving child pornography.
4. A prescribed sexual act.

Same

(3) An order under subsection (1) shall not be made if,

- (a) a person's certificate was suspended or revoked as the result of a complaint made under subsection 31 (1) involving an act of professional misconduct referred to in paragraph 1, 2 or 3 of subsection (2) of this section; and
- (b) the complaint was made on or after December 5, 2016.

Same

(4) An order under subsection (1) shall not be made if,

- (a) a person's certificate was suspended or revoked as the result of a complaint made under subsection 31 (1) involving a prescribed sexual act; and
- (b) the complaint was made on or after the day that offence was prescribed under clause 45 (1) (c.2) as a prescribed sexual act.

9 Clause 45 (1) (c.2) of the Act is repealed and the following substituted:

(c.2) prescribing provisions under the *Criminal Code* (Canada) that are prescribed sexual acts;

10 (1) Subsection 58 (7) of the Act is amended by striking out “that involved sexual abuse of a child, as described in paragraph 1 of subsection 33.2 (2)”.

(2) Subsection 58 (8) of the Act is amended by striking out “that involved sexual abuse of a child”.

11 Section 59.1 of the Act is repealed and the following substituted:

Transition: *Safe and Supportive Classrooms Act, 2018*

59.1 Section 33.2, as amended by section 5 of Schedule 1 to the *Safe and Supportive Classrooms Act, 2018*, applies to an act of professional misconduct that consists of or includes sexual abuse of a child that occurred on or after August 31, 2015 but before the day section 11 of that Schedule came into force, if no order has been made in respect of the matter under subsection 33 (4) before that day.

Commencement

12 This Schedule comes into force on the day the *Safe and Supportive Classrooms Act, 2018* receives Royal Assent.

**SCHEDULE 2
EDUCATION ACT**

1 Subsection 8 (1) of the *Education Act* is amended by adding the following paragraph:
service animals

- 29.5 establish policies and guidelines respecting service animals in schools, and require boards to,
- (a) comply with the policies and guidelines, and
 - (b) develop policies in accordance with those policies and guidelines;

Commencement

2 This Schedule comes into force on the day the *Safe and Supportive Classrooms Act, 2018* receives Royal Assent.

SCHEDULE 3
ONTARIO COLLEGE OF TEACHERS ACT, 1996

1 (1) The definition of “professional misconduct” in subsection 1 (1) of the *Ontario College of Teachers Act, 1996* is amended by striking out “or” at the end of clause (c) and by adding the following clause:

(c.1) engaging in a prescribed sexual act, or

(2) Subsection 1 (1) of the Act is amended by adding the following definition:

“prescribed sexual act” means an act of a sexual nature that is prohibited under the *Criminal Code* (Canada) and is prescribed by a regulation made under clause 42 (1) (c.1) of this Act; (“acte sexuel prescrit”)

(3) Section 1 of the Act is amended by adding the following subsection:

(8) For the purposes of clauses (b) and (c) of the definition of “sexual abuse” in subsection (1),

“sexual nature” does not include,

(a) touching or behaviour that is necessary for the purposes of diapering, toileting, washing or dressing a student as part of a teacher’s professional responsibilities, or

(b) remarks that are pedagogically appropriate.

2 (1) Clause 4 (2) (a) of the Act is amended by striking out “23 persons” at the beginning and substituting “the prescribed number of persons”.

(2) Clause 4 (2) (b) of the Act is amended by striking out “14 persons” at the beginning and substituting “the prescribed number of persons”.

3 Subsection 5 (3) of the Act is repealed.

4 Section 15 of the Act is amended by adding the following subsection:

Composition of committees

(4) The membership of a committee shall be composed, in accordance with the regulations, of persons elected to the Council under clause 4 (2) (a) and persons appointed to the Council under clause 4 (2) (b).

5 Section 17 of the Act is repealed and the following substituted:

Committee panels

17 (1) The powers and duties of a committee mentioned in paragraph 2, 3, 4 or 5 of subsection 15 (1) may be exercised by a panel established in accordance with a regulation made under paragraph 14 of subsection 40 (1).

Principals and vice-principals

(2) The powers and duties of a committee mentioned in paragraph 2, 3 or 5 of subsection 15 (1) to hear or review a matter relating to the conduct or actions of a person who, at the time the conduct or actions occurred, was employed as a principal or vice-principal, may be exercised by a panel that,

(a) is established in accordance with a regulation made under paragraph 14 of subsection 40 (1); and

(b) includes at least one person who is employed as a principal or vice-principal or who was previously employed as a principal or vice-principal and is still a member of the College.

Complaint resolution processes

(3) Subsections (1) and (2) apply for the purposes of sections 26.1 and 30.1 but, for greater certainty, do not apply if a single member of the Investigation Committee is acting on the Committee’s behalf in accordance with subsection 26.1 (12).

Roster of eligible panellists

(4) The Council shall establish a roster of eligible panellists for a committee mentioned in paragraph 2, 3, 4 or 5 of subsection 15 (1) consisting of such persons as the Council considers qualified to serve as members of a panel of the committee.

Same

(5) The Lieutenant Governor in Council may appoint such persons as they consider appropriate to a roster of panellists established under subsection (4).

Same, requirements and restrictions

(6) The inclusion of any person on a roster of panellists for a committee is subject to any requirements that may be prescribed by the regulations or by-laws.

Not member of committee

(7) A person included on a roster of panellists for a committee is not a member of the committee by reason of their inclusion on the roster or their service on a panel of the committee.

Decision of committee

(8) A decision, finding, order, opinion or action of a panel of a committee is deemed to be the decision, finding, order, opinion or action of the committee.

6 Part II.1 of the Act is repealed.

7 Subsection 18 (1) of the Act is repealed and the following substituted:

Registration

- (1) The Registrar shall issue a certificate of qualification and registration to a person who,
- (a) applies for the certificate in accordance with the regulations;
 - (b) fulfils the requirements specified in the regulations for the issuance of the certificate; and
 - (c) successfully completes any prescribed examinations relating to proficiency in mathematics that are required for the issuance of the certificate.

8 (1) Subsection 25 (1) of the Act is amended by striking out “at least seven” and substituting “the prescribed number”.

(2) Subsection 25 (2) of the Act is repealed.

9 The French version of subsection 26 (9) of the Act is amended by striking out “a été accusé ou déclaré coupable d’une infraction au *Code criminel* (Canada)” and substituting “a été condamné pour une infraction au *Code criminel* (Canada), ou déclaré coupable d’une infraction à ce code”.

10 Clause 26.1 (1) (c) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” at the end and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

11 (1) Subsection 27 (1) of the Act is amended by striking out “at least 11” and substituting “the prescribed number”

(2) Subsection 27 (2) of the Act is repealed.

12 (1) Subsection 28 (1) of the Act is amended by striking out “at least five” and substituting “the prescribed number”.

(2) Subsection 28 (2) of the Act is repealed.

13 Clause 30.1 (1) (c) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” at the end and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

14 (1) Subsections 30.2 (1) and (2) of the Act are repealed and the following substituted:

Orders relating to sexual abuse, child pornography, etc.

(1) If, under section 30, the Discipline Committee finds a member guilty of an act of professional misconduct consisting of or including an act listed in subsection (2) of this section, the Committee shall, in addition to anything else the Committee may do under subsection 30 (5),

- (a) make an order requiring that the member be reprimanded by the Committee;
- (b) make an interim order directing the Registrar to suspend the member’s certificate of qualification and registration until the Committee makes an order under clause (c); and
- (c) make an order directing the Registrar to revoke the member’s certificate of qualification and registration.

Same

(2) The acts of professional misconduct referred to in subsection (1) are the following:

- 1. Sexual abuse of a student.
- 2. A prohibited act involving child pornography.
- 3. A prescribed sexual act.

(2) Subsection 30.2 (6) of the Act is amended by striking out “that is listed in subsection (2)”.

15 Subsection 32.1 (4) of the Act is amended by striking out “sexual misconduct or a prohibited act involving child pornography” and substituting “sexual misconduct, a prohibited act involving child pornography or a prescribed sexual act”.

16 Subsection 33 (4.1) of the Act is repealed and the following substituted:

Same

(4.1) Despite subsections (3) and (4), if a person has had a certificate revoked pursuant to an order made under section 30 for committing an act of professional misconduct that consisted of or included any of the following, an application under subsection (1) to have a new certificate issued shall not be made earlier than five years from the date of the order:

1. Sexual abuse of a student.
2. Sexual misconduct.
3. A prohibited act involving child pornography.
4. A prescribed sexual act.

17 (1) Subsection 34 (1) of the Act is amended by striking out “member or former member” in the portion before paragraph 1 and substituting “person”.

(2) Paragraph 1 of subsection 34 (1) of the Act is amended by striking out “member or former member” at the end and substituting “person”.

(3) Paragraph 2 of subsection 34 (1) of the Act is amended by striking out “member’s or former member’s” and substituting “person’s”.

(4) Subsection 34 (2) of the Act is repealed and the following substituted:

Exception

(2) An order under subsection (1) shall not be made if the person’s certificate was suspended or revoked for committing an act of professional misconduct that consisted of or included any of the following:

1. Sexual abuse of a student.
2. Sexual misconduct.
3. A prohibited act involving child pornography.
4. A prescribed sexual act.

18 (1) Paragraph 6.1 of subsection 40 (1) of the Act is repealed.

(2) Paragraph 9 of subsection 40 (1) of the Act is amended by striking out “the Discipline Committee, the Fitness to Practise Committee and the Public Interest Committee” at the end and substituting “the Discipline Committee and the Fitness to Practise Committee.”

(3) Paragraph 9 of subsection 40 (1) of the Act, as amended by subsection (2), is amended by striking out “other than the Investigation Committee, the Discipline Committee and the Fitness to Practise Committee.”

(4) Paragraph 10 of subsection 40 (1) of the Act is amended by striking out “other than the Public Interest Committee” at the end.

(5) Paragraph 11 of subsection 40 (1) of the Act is amended by striking out “other than the Public Interest Committee” at the end.

(6) Paragraph 14 of subsection 40 (1) of the Act is repealed and the following substituted:

14. governing the establishment, composition, powers and duties of panels of committees required by this Act;

(7) Paragraph 14.1 of subsection 40 (1) of the Act is repealed.

(8) Paragraph 14.2 of subsection 40 (1) of the Act is amended by striking out “subsection 17 (3)” in the portion before subparagraph i and substituting “subsection 17 (4)”.

19 (1) Paragraph 17.1 of subsection 41 (1) of the Act is amended by striking out “other than the Public Interest Committee”.

(2) Paragraph 21 of subsection 41 (1) of the Act is amended by striking out “other than the Public Interest Committee” at the end.

(3) Paragraph 23 of subsection 41 (1) of the Act is amended by striking out “other than the Public Interest Committee”.

(4) Paragraph 26 of subsection 41 (1) of the Act is amended by striking out “other than the Public Interest Committee” at the end.

20 (1) Subsection 42 (1) of the Act is amended by adding the following clause:

- (a.1) prescribing the number of persons elected to the Council under clause 4 (2) (a) and the number of persons appointed to the Council under clause 4 (2) (b);

(2) Clause 42 (1) (b.1) of the Act is repealed and the following substituted:

- (b.1) respecting the appointment of the Chair of the Council;
- (b.2) prescribing duties of the Chair of the Council, in addition to any duties that may be set out in a by-law made by the Council under paragraph 7 of subsection 41 (1);

(3) Clause 42 (1) (c) of the Act is amended by striking out “subsection 17 (4)” and substituting “subsection 17 (5)”.

(4) Subsection 42 (1) of the Act is amended by adding the following clause:

- (c.0.0.1) respecting examinations that relate to proficiency in mathematics for the purposes of clause 18 (1) (c), including but not limited to the development, form, content, administration and provision of such examinations, any exemptions from such examinations and any other matters the Lieutenant Governor in Council considers necessary or advisable in connection with the implementation of such examinations;

(5) Clause 42 (1) (c.1) of the Act is repealed and the following substituted:

- (c.1) prescribing provisions under the *Criminal Code* (Canada) that are prescribed sexual acts;

(6) Subsection 42 (1) of the Act is amended by adding the following clause:

- (d.2) providing for any transitional matters the Lieutenant Governor in Council considers necessary or advisable in connection with the implementation of the amendments to this Act made by Schedule 3 to the *Safe and Supportive Classrooms Act, 2018*.

(7) Subsection 42 (2) of the Act is repealed and the following substituted:

Regulations — transition

- (2) A regulation made under clause (1) (d.1) may provide that it applies despite this Act.

Same

- (3) A regulation made under clause (1) (d.2) may provide that it applies despite this Act and any by-laws or other regulations made under this Act.

(8) Section 42 of the Act is amended by adding the following subsections:

Conflicts

- (4) If there is a conflict between a regulation made under clause (1) (b.1) and a by-law made under paragraph 11 of subsection 41 (1), the regulation prevails.

Same

- (5) If there is a conflict between a regulation made under clause (1) (b.2) and a by-law made under paragraph 7 of subsection 41 (1), the regulation prevails.

(9) Section 42 of the Act is amended by adding the following subsection:

Same

- (6) If there is a conflict between a regulation made under clause (1) (c.0.0.1) and a regulation made under paragraph 18 of subsection 40 (1), the regulation made under clause (1) (c.0.0.1) prevails.

21 (1) Paragraph 1 of subsection 63.1 (2) of the Act is repealed and the following substituted:

- 1. Subsection 17 (2.1), as it read on the day before section 5 of Schedule 3 to the *Safe and Supportive Classrooms Act, 2018* came into force, applies to the matter, in the case of a committee to which the matter was referred on or after the commencement date but before the day section 5 of Schedule 3 to the *Safe and Supportive Classrooms Act, 2018* comes into force.

- 1.1 Subsection 17 (2) applies to the matter, except in the case of a committee to which the matter was referred before the commencement date.

(2) Subsection 63.1 (5) of the Act is amended by striking out “that involved sexual abuse of a student, as described in paragraph 1 of subsection 30.2 (2)” and substituting “that consisted of or included sexual abuse of a student”.

(3) Subsection 63.1 (6) of the Act is amended by striking out “involved” and substituting “consisted of or included”.

22 Section 63.2 of the Act is repealed and the following substituted:

Transition: *Safe and Supportive Classrooms Act, 2018*

Sexual abuse

63.2 Section 30.2, as amended by section 14 of Schedule 3 to the *Safe and Supportive Classrooms Act, 2018*, applies to an act of professional misconduct that consists of or includes sexual abuse of a student that occurred before the day section 23 of that Schedule came into force if no order has been made in respect of the matter under subsection 30 (4) of this Act before that day.

Plan for Care and Opportunity Act (Budget Measures), 2018

23 Subsection 1 (4) of Schedule 19 to the Plan for Care and Opportunity Act (Budget Measures), 2018 is repealed.

Revocation

24 Ontario Regulation 370/07 (Public Interest Committee — Members), made under the Act, is revoked.

Commencement

25 (1) Subject to subsection (2), this Schedule comes into force on the day the *Safe and Supportive Classrooms Act, 2018* receives Royal Assent.

(2) Sections 2, 4, 5, 7, 8, 11 and 12 and subsections 18 (3) and (8), 20 (1) to (4) and (8) and (9) and 21 (1) come into force on a day to be named by proclamation of the Lieutenant Governor.

SCHEDULE 4
TEACHING PROFESSION ACT

1 Section 12 of the *Teaching Profession Act* is amended by adding the following subsection:

Exception

(3.1) For the purposes of clauses (b) and (c) of the definition of “sexual abuse” in subsection (3), “sexual nature” does not include,

- (a) touching or behaviour that is necessary for the purpose of diapering, toileting, washing or dressing a student as part of a teacher’s professional responsibilities, or
- (b) remarks that are pedagogically appropriate.

Commencement

2 This Schedule comes into force on the day the *Safe and Supportive Classrooms Act, 2018* receives Royal Assent.



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 1, 2018

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: Catholic Education Week Branding/Design Files



OCSTA is pleased to once again provide to CDSBs high and low resolution files containing the visual branding for this year's Catholic Education Week (CEW) theme: *Living as Joyful Disciples*. We hope you will use these files to help brand your board documents and promote the use of CEW resources (prayers, reflections, liturgies and class curriculum) to be shared throughout the year. OCSTA Director of Catholic Education, Brian O'Sullivan will be issuing the Catholic Education Week Advance Kit in the coming weeks.

Catholic Education Week graphic design/branding files have been uploaded to the OCSTA website and can be accessed at the following URL (no login is required):

<https://www.ocsta.on.ca/resources/catholic-education-week-resources/cew-2019-graphics-logos/>

If you have questions or need assistance accessing these files, please contact Ashlee Cabral at acabral@ocsta.on.ca. Additional file formats are available upon request.

Thank you.



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 2, 2018

TO: Trustees and Directors of Education
– Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2019 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2019 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

The recipient(s) of the Trustee Award of Merit will be honoured during the Eucharistic Celebration on Friday, April 26, as part of the 2019 AGM & Conference.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 18, 2019.**

OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only current and former Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another current or former trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to current and former trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

PROCESS

- Up to three awards may be presented in any given year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- For information purposes, a list of past winners will be provided to the OCSTA Board of Directors (included in this package).
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse each award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be preceded by the Nomination Cover Sheet and submitted using the three sheets following it, each headed by one of the criteria (please see below).
- The response in support of the nominee for each of the three criteria must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 18, 2019**. The deadline is firm and will not be extended.

“To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve.”

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee's strong Catholic leadership qualities exemplify his/her faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions has he/she held? (20 points)



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients since 1974

YEAR	RECIPIENT
2018	John Curry , Trustee, Ottawa CSB
2017	Andy Bray , Vice Chair, Renfrew County CDSB
2016	Norm Bethune , Vice Chair, Bruce-Grey CDSB
2015	Wilf Garrah , Former Trustee, Algonquin & Lakeshore CDSB
2014	John Grisé , Former Trustee, Simcoe-Muskoka CDSB
2013	Gerald Beerkens , Huron-Superior CDSB Betty-Ann Kealey , Ottawa CSB
2012	Mike Favreau , Kenora CDSB
2011	Bernard Murray , Huron-Perth CDSB
2010	Ronald Eamer , CDSB of Eastern Ontario Alice Anne LeMay , Halton CDSB
2009	Kathy Ablett , Ottawa CSB
2008	Ron Marcy , Huron-Perth CDSB Ken Adamson , Dufferin-Peel CDSB Donald Clune , Toronto CDSB
2007	Louise Ervin , Waterloo CDSB
2006	Joe Corey , Durham CDSB Barbara McCool , Nipissing Parry Sound CDSB Ed McMahon , Toronto CDSB
2005	Philip Colosimo , Thunder Bay CDSB Regis O'Connor , Huron Superior CDSB Ed Viana , Halton CDSB
2004	Patrick Daly , Hamilton-Wentworth CDSB
2003	Dave McCann , Kenora CDSB
2002	Donald Sunstrum , Huron-Superior CDSB
2001	Patrick Meany , Dufferin-Peel CDSB
2000	A. J. M. (Art) Lamarche , Ottawa-Carleton CDSB
1999	Robert Hubbard , St. Clair CDSB

	Joseph Kraemer , London DSCB
1998	Jacqueline Legendre-McGuinty , Ottawa-Carleton RCSS Board Tina Rotondi-Molinari , York Region County RCSS Board Donald Schrenk , Halton County RCSS Board
1997	Mary Hendriks , Lincoln County RCSS Board Rev. Tom Day , Metropolitan Separate School Board
1996	Monsignor Edward Boehler , Metropolitan Separate School Board Michael Kelly , Ottawa RCSS Board Ray Voll , Waterloo Region RCSS Board
1995	Fr. Carl J. Matthews , Metropolitan Separate School Board John Shrader , London & Middlesex County RCSS Board
1994	James V. Sherlock , Halton County RCSS Board Mary O. O'Connor , Kirkland Lake-Timiskaming District RCSS Board Roberta B. Anderson , Ottawa RCSS Board
1993	Jim Carpenter , London & Middlesex County RCSS Board Robert Flanagan , Welland County RCSS Board Paul Duggan , Metropolitan Separate School Board
1992	Dr. Angelo Albanese , Welland County RCSS Board Robert O'Brien , Halton County RCSS Board Charles (Chuck) Yates , Waterloo Region RCSS Board
1991	Joseph H. Duffey , Frontenac-Lennox & Addington County RCSS Board Bertram R. Garrett , Frontenac-Lennox & Addington County RCSS Board William J. Hillyer , Bruce-Grey County RCSS Board
1990	Robert Hall , Dufferin-Peel County RCSS Board Lillian O'Connor , Hastings-Prince Edward County RCSS Board Ferbie St. Cyr , Kirkland Lake & Timiskaming District RCSS Board
1989	Martha Joyce , London-Middlesex County RCSS Board Angus MacLellan , Dryden District RCSS Board
1988	Kathleen Nolan , Hamilton-Wentworth County RCSS Board Cecil Poirier , Kenora District RCSS Board William Winters , Renfrew County RCSS Board
1987	Gerry Meehan , Dufferin-Peel RCSS Board
1986	Rev. Raymond Durocher, O.M.I. , Metropolitan Separate School Board Frank Furlong , Waterloo Region RCSS Board John Hourigan , Wellington County RCSS Board

	James Jordan , Lanark, Leeds & Grenville County RCSS Board Dr. N. A. Mancini , Hamilton-Wentworth County RCSS Board B. E. Nelligan , Metropolitan Separate School Board Pat Whelan , Lincoln County RCSS Board
1985	Betty Biss , Dufferin-Peel RCSS Board Rev. Patrick H. Fogarty , Metropolitan Separate School Board T. T. Joyce , York Region County RCSS Board Phil McAllister , Metropolitan Separate School Board Chris Asseff , Lakehead District RCSS Board
1984	Gerald E. Dwyer , Windsor-Essex County RCSS Board Frank E. Shine , Durham Region RCSS Board Archbishop J.L. Wilhelm , Frontenac-Lennox & Addington County RCSS Board Archbishop Philip F. Pocock , Metropolitan Separate School Board
1983	Lorne Charbonneau , Kirkland Lake & Timiskaming District RCSS Board A.F. (Al) Dunn , Elgin County RCSS Board C.F. Gilhooly , Ottawa RCSS Board Carl Mundy , Lambton County RCSS Board
1982	Sr. Emeline Forbes , Windsor-Essex County RCSS Board Rev. Ken A. Burns , Welland County RCSS Board Mary Cowley , Lambton County RCSS Board Joseph Hugel , Dufferin-Peel RCSS Board Monsignor Percy Johnson , Metropolitan Separate School Board Rev. Cornelius Siegfried , Waterloo Region RCSS Board Les Silaj , North Shore District RCSS Board
1981	Aime Arvisais , Ottawa RCSS Board John Trepanier , Brant, Haldimand & Norfolk County RCSS Board Janis Bunkis , North of Superior District RCSS Board Rev. L.P. Casartelli , Hastings-Prince Edward County RCSS Board Dr. Joseph W. Fyfe , Sudbury District RCSS Board Albert (Al) Klein, Q.C. , Nipissing District RCSS Board
1980	Almon Doolan , Frontenac-Lennox & Addington County RCSS Board John Pearson , Lincoln County RCSS Board Alexander Kuska , Welland County RCSS Board
1979	Rev. Blake Ryan , Wellington County RCSS Board Nicholas Marino , Lincoln County RCSS Board Rita Desjardins , Ottawa RCSS Board A.C. Thompson , Dufferin-Peel RCSS Board

	Rosario Paquet , Nipissing District RCSS Board Robert Butler , Huron-Perth County RCSS Board
1978	Monsignor Charles Colgan , Hamilton-Wentworth County RCSS Board Dr. John Andrachuk , Metropolitan Separate School Board Jean Paul Parent , Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board Daniel Murawksy , Waterloo Region RCSS Board Sylvia Brown , Windsor-Essex County RCSS Board Eugene Jacobs , York Region RCSS Board Dr. Bernard Nolan , Windsor-Essex County RCSS Board
1977	Edward J. Brisbois , Metropolitan Separate School Board James Copeland , London & Middlesex County RCSS Board Eileen Coombs , London & Middlesex County RCSS Board Sr. Bernadette Boivin , Kirkland Lake-Timiskaming District RCSS Board Joseph Donihee , Frontenac-Lennox & Addington County RCSS Board John Johnson , Windsor-Essex County RCSS Board Morgan O'Connor , Durham Region RCSS Board Monsignor Delaney , Lincoln County RCSS Board Rev. Francis Grant , Peterborough Victoria Northumberland & Newcastle County RCSS Board Rev. Bernard Cox , Hamilton-Wentworth County RCSS Board
1976	Joseph Gruzleski , Wellington County RCSS Board Joseph Mahoney , Lakehead District RCSS Board Millard McGill , Bruce-Grey County RCSS Board
1975	George Charron , Lincoln County RCSS Board J. Lamarche , Frontenac-Lennox & Addington County RCSS Board
1974	T. Meyers , Hamilton-Wentworth County RCSS Board T. Melady , Metropolitan Separate School Board A. Eastdaile , London-Middlesex County RCSS Board

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 2, 2018

MEMORANDUM

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

FROM: Brian O'Sullivan, Director of Catholic Education

SUBJECT: **Vatican's Synod of Bishops on Young People, the Faith & Vocational Discernment**

Dear Colleagues,

You may recall during my regional presentations to our Ontario Catholic trustees last month that the Vatican would be holding its Bishops' synod on **"Young People, the Faith and Vocational Discernment."** This is an exciting time to see the importance that Pope Francis places on the role of the church in the lives of young people.

As I mentioned in our presentation, the importance of forming Catholic leaders for the next generation is an important part of succession planning if we are to have new, capable and informed Catholic leaders in the future. You will recall that there was a pre-meeting with some 300 "youth" worldwide to inform the Bishops and the preparatory document leading up to this Synod.

The volume of material published on this Synod is quite daunting, so I have organized several key sites to assist you to follow the Synod this month.

General Overview of the Synod

<https://www.catholicregister.org/home/international/item/28119-synod-helps-to-renew-the-church-to-help-young-catholics-cardinal-says>

Letter of Pope Francis to Young People at the Start of the Synod

<http://www.synod2018.va/content/synod2018/en/pope---young/letter-of-his-holiness-pope-francis-to-young-people.html>

Preparatory Document for the Synod

http://www.vatican.va/roman_curia/synod/documents/rc_synod_doc_20170113_documento-preparatorio-xv_en.html

...Continue

Excerpt:

“It should not be overlooked that many societies are increasingly multi-cultural and multi-religious. In particular, the presence of different religious traditions is a challenge and an opportunity. The situation can lead to uncertainty and the temptation of relativism, but, at the same time, can provide for increased possibilities for fruitful dialogue and mutual enrichment. From the vantage point of faith, the situation is seen as a sign of our times, requiring greater listening, respect and dialogue. Today’s generation of young people live in a world which is different from that of their parents and educators. Economic and social changes have affected the gamut of obligations and opportunities. Young people’s aspirations, needs, feelings and manner of relating to others have changed as well. Furthermore, from a certain point of view, young people, because of globalization, tend to be more homogeneous in all parts of the world. Nevertheless, they remain in their local surroundings and their unique cultural and institutional settings, which have repercussions in the process of socializing and forming a personal identity.

...Walking with Young People – Accompanying young people requires going beyond a preconceived framework, encountering young people where they are, adapting to their times and pace of life and taking them seriously. This is to be done as young people seek to make sense of the reality in which they live and to utilize the message which they have received in words and deeds in their daily attempts to create a personal history and in the more-or-less conscious search for meaning in their lives.

Address by Pope Francis on the Opening of the Synod on Young People, the Faith and Vocational Discernment

<http://www.synod2018.va/content/synod2018/en/news/address-by-pope-francis-at-the-opening-of-the-synod-of-bishops-.html>

Message of the Synod of Bishops to the People of God, at the conclusion of the XII Ordinary General Assembly of the Synod of Bishops (October 24, 2008)

www.vatican.va/roman_curia/synod/documents/rc_synod_doc_20081024_message-synod_en.html

Final Report & the Process Involved in the Synod of Bishops’ Conference

<https://www.catholicnewsagency.com/news/synod-document-calls-for-participatory-co-responsible-church-47910>

Conclusion of the Vatican Synod (Catholic Register)

https://www.catholicregister.org/home/international/item/28296-synod-document-focuses-on-listening-to-youth-women-welcoming-their-contributions-to-church?mc_cid=f3f771eef7&mc_eid=957128775c

1. Action steps you would take to celebrate:

The Road to Emmaus – The reminder that Jesus is always present with us.

- Model through our interactions. Greet every stranger as a friend on the road.
- Use outward signs and symbols that remind us of Christ’s presence.
- Budgets need to reflect our commitment to faith.
- “Finding God in all things” (example. nature, spirit of gratitude).
- Liturgical celebrations – through joyful moments, times of struggle, illness. How we wrap support around those in our community in need.
- Recognized the presence by the breaking of the bread.
- They did not recognize Jesus – not ready to receive
- Everything we do in life can be a reminder of Christ (example. a person on the street asking for money or food can prompt us to be charitable to others).
- When things don’t go well in our lives, we fall back on our faith.
- In Catholic education, we are blessed to be able to start days and meetings with prayer. This can be a reminder of Christ and his mission.
- The support that we receive from our Catholic community, particularly during times of trouble, is a reminder of Christ (example. bereavement, prayer during tragedies).
- We all encounter troubles in our life. Not to have faith in our life to ground us, would make us poorer.
- Having faith in our life grounds us and makes us peaceful.
- We feel the power strongly when we see children and students at play and in learning (assemblies, lessons, impromptu moments with kids, can be very affirming that Jesus is among us).
- Many parents consciously choose Catholic education. Some of our non-Catholic students become leaders in faith and/or choose to become Catholic.
- An attitude of gratitude can remind us of God’s presence.
- We see Jesus both in the joy and the sorrow.
- In every part of our lives, in our families and schools, in all the witnesses to the faith that we see each day, we know Christ is with us.
- We have so many opportunities to experience the love of Christ if we open our eyes.
- We see Christ in the food drives done by each of us.
- Doing a good deed each day fosters happiness.
- Some people manage to separate church-going from good deeds. This is not helpful as Religion – going to church and our good deeds/acts, are one in the same – that is how we live our faith.
- Do our actions match-up to our beliefs as Catholics?
- The word “remember” is relevant, because if we become so busy that we are not paying attention to God’s voice, than we do have the problem of remembering. If we walk with Jesus each day, we will feel his presence.
- Many young people are drifting away from church. How do we bring them back? We have to make our faith relevant.

- You start with sharing/embracing the security of the church – too much focus on the rules
 - Who the church is
 - How it is helping humanity
 - Social justice – attracts youth to the church
- “My heart literally burns” where Christ is present.
- Meeting people – walking with them without judgement and assisting as we can
- Somethings should not be compromised – like our core values
- How do we remain true to our core values and accept them all?
 - Empathy
 - Mercy
 - Non-judgmental
 - All core values
- Personal prayer.
- Supporting each other via prayer, right path.
- Students are our focus – foster their gifts as the eyes, ears, etc. – individual gifts.
- Through openness to Jesus – recognize that Christ is with us.
- Jesus is our servant leader and calls us all to be servant leaders.
- Rooted in Christ.
- Evangelizing.
- Walking together in grief, in joy, etc.
- Sacraments, rooted in faith.
- Sense of a larger group community.
- Need to be intentional about how we share faith stories (especially our own) and to create a safe space for doing so.

2. Action steps you would take to celebrate:

A Community that Accompanies – About walking with each other on the journey.

- Boards filter what we do in our community.
- We need to look and ask to be invited.
- We are “part of community”
- “Support of community” is important
- Charity begins at home
 - Losing the over-the-fence neighbors
 - Community break-down
- Put our school kids in the community
 - Look in our own backyard (boards, communities)
 - Kids are then able to do it again
- Keep the message simple.
- Listen to other people’s opinions and stories.
- Remember, as anxious as we are to tell our stories, our neighbors are eager to tell theirs.
- Everyone is at a different place on their journey.
- Being able to take church into the community where people can see the difference in how we live (with faith, hope and love).
- Build Home/School/Church/Community

- Public actions to demonstrate our faith.
- Engage priests to be active in schools.
- Number of communities.
- Must be committed to the destination which is the gift of Catholic education.
- Must be disciples, spreading the message of Catholic education.
- As trustees, in all we do in strategic planning and policy decision, we are creating a road map. We must ensure that we keep Christ as our compass.
- Must be willing to lead and be led.
- Make sure the tank is never empty.
- Our hearts must be filled with love in order to continue the journey.
- Must accompany if we have the ability to articulate how this ties to our faith – good works, Catholic values – if not, message fades. (example. do our kids see the Terry Fox Run differently than public school students?) When you teach this, they can do it individually.

3. Action steps you would take to celebrate:

A Community that Builds Relationships – How do we build meaningful relationships between our families, our schools and our communities?

- “Linkages Committee”
 - Community leaders’ breakfast
- Welcome/Commission
 - New admin
 - Build community within
- Beacons of Hope
 - Families of schools at parish
 - Students
 - Adult learning
 - Celebrate, appreciate within
 - Target special events across board, acknowledge committee members (example. SEAC, CPIC), letters of thanks
- Community events (example. food drives) – broader community
- Pastoral community works with Linkages – trustees and senior staff (example. community soup for shelters)
- Parish Priest dinner – trustees and senior staff
- MPP – meetings, school visits
- Update website, Twitter, active communication strategy – board, schools, local papers, radio
- Terry Fox, special Olympics, etc. – proactive
- Press releases – active ambassadors
- School events/outreach to community
- Communication
- School websites, Twitter accounts, good citizens; share these stories

- Partnerships/Collaborations/Messaging
 - Work with local agencies (example. family and children services)
 - Partnerships
 - SEAC – goes out to local organization; tour and presentation goes out into community
 - United Way
 - Coterminous board – positive relationship
 - Between Directors of Education
 - Chairs meet
 - Lunches, etc.
 - Try to send common messages when possible
- Transportation – messaging the community about this issue
- Projects (example. skilled trades)
- Bishops' Banquet
 - Unites Catholic community to fundraise
 - Businesses
- Acknowledge variety of voices.
- Engages.
- All ways of engaging.
- Network/Partnerships
- Start where they are in learning.
- Listen to needs and strive to address these needs.
- Use parents to open issues to communicate about issues and receive feedback.
- Identify communication strategies that work for families.
- Use school/board climate surveys.
- Brand – share successful ideas for your school board
- Teachers could do sacramental prep in our schools with a parish coordinator. Part of Religion class. This would build relationships between school, family, parish and community.
- Have all faith priests come together for a roundtable discussion with trustees at table as well – maybe a lunch date.
- Consult/meet/include First Nations at the table, events, etc.
- Promote Catholic education publically (example. mall displays, possibly in CEW).
- Host events at parishes where schools/students are heavily involved in organizing, etc.
- Excellent working relationships with Indigenous people re: trustee rep acknowledgement, staff, curriculum, JK program, celebrations/pow wows, Orange Shirt Day.
- Faith Day, community masses, school masses
- Invite parents into our schools (example. families, celebrations)
- A lot of outreach programs (inner city and in the North)
- Social media, website, newsletter – communication, kid page, little things that make a difference
- Appreciation days – summer programs, breakfast programs, fundraising for local charities
- Equity and inclusivity action plans that support building relationships

4. Action steps you would take to celebrate:

A Community that Encourages Engagement and Instills Hope – How do we build Catholic schools of social conscience where people put their faith into action?

- Really is an innate sense in our kids as well as social justice clubs with planned efforts.
- Our student councils and trustees of today are more in tune with this than school dances – recognizing needs at home and in community.
- We don't blow our own horns well – we just “do” so. Sometimes no recognition – we just serve where the need is.
- We often don't get recognized in media. We shouldn't be afraid to show our efforts/gifts.
- Engage students in social justice and awareness. Classroom instruction must make students aware of these matters. Schools do collections and other initiatives to pursue social justice issues.
- Mission trips. Ensure students realize why doing it – for the right reason. They are not March Break parties.
- The Poverty Challenge is a simulation of what is happening for homeless on the street.
- Always make the connection between actions and why doing them (example. gospel values).
- Engagement schools. Faith is basis for action. Families and students help families which are less fortunate.
- Schools gather and deliver gift hampers for schools which may have challenges.
- Dioceses – those in south are helping those in north, both for education and economic supports.
- Indigenous learning and reconciliation initiatives are part of all this.
- If students themselves develop an initiative or project, they are more apt to understand why they are doing it.
- Catholic education by its very nature, encourages inclusiveness and treating everyone equally.
- Encourage youth to practice their faith in their way.
- Values are rooted in their faith – it's not conscience but practicing their faith.
- Social justice – rooted in ethics – the “do” things (example. food drives) – do it because it's right, not because we have to.
- Social justice – looking after others
- As trustees,
 - We have the expectation that this will happen and facilitate it
 - Or do it ourselves – as individuals be what we expect others to be
 - Actively prioritize social justice in schools. Build schools around the idea of social justice.
 - Making social justice an important aspect of school life (as important as athletics and music programs)
 - Prioritize social justice at each system level in the school (from superintendents to teachers)
 - Don't have to choose between social justice and let's say athletics – you can incorporate social justice
 - Should be started at elementary – teach kids to care for one another
 - Target volunteer experience where they experience social justice, so they realize that they are getting as much back as they are giving
 - More experiences we can provide them with – experience about what social justice is – they tell their friends how they felt there – it becomes a moment

- Focusing on the ordinary
 - Supporting your neighbor, even just in your community
 - Teach kids to see the poverty in your community – easier for them to connect
- Encourage teachers to “live the truth”, help in community – this would encourage kids to do the same
- Develop pastoral plan – for your neighbor – has to be in your strategic plan and school improvement plan
- Building individuals through social justice which builds a community
- Understand difference between charity and justice – Catholic board encourages justice vs charity

NOTES:

- High skills major in non-profit/red seal (community partners)
- Build relationship with L’arche/nursing homes
- Bishops’ Dinner – partnerships in community that sing our praises for us too.

5. Action steps you would take to celebrate:

A Community that Forms Joyful Disciples – How do we transform our schools to be places of faith in action?

- They already are used to this.
- Social justice – convey the gospel message of helping our neighbors locally and around the world.
- Public schools doing school justice too.
- 3-year plan - faith in action plan for schools and school board.
- Continue to support all students as part of our faith on LGBTQ – level of acceptance rooted in our faith
- School-level – family of schools – local and global food banks and charities
- What can we do to develop students who will change the world? Why do we need food banks?
- “Neighbor” includes everyone – definition is who we are.
- Always need to be building our faith – need to do what we are doing rooted in our faith
- Need to understand our history – sacrifices made to get here
- Need to ensure staff and students are developing the faith.
- Value people – celebrate differences
- Transformational piece is the kids who will change the world.
- We are leaders in this area and we need to make sure everyone is aware of this.
- Social justice trips, fundraising like Terry Fox Foundation, blood donor clinics, etc.
- Our schools, especially in rural areas are the centers for community gathering.
- Huge amounts of money is raised in our schools for community needs.
- This needs to continue to demonstrate that we are places of faith in action.
- Structure is there to learn about faith and we have the discipline for bringing mass into our schools, so we need to continue doing this and need to work with the diocese to ensure that they are reflecting the present generation to be able to share with our youth and not just focusing on the past.

- For many students, school has become their parish.
- Need to listen to new parish priests and recognize their challenges and look to see how we can support them in the parish as they support us in our schools.
- Some parishes have pushed youth away and so we can work to build relationships and provide ideas to help our parish priests.
- Some parishes have lost the Knights so we need to build through the community supports to them.
- In some communities, the parish council may have community infighting and this remains a challenge. The bright side – in one parish, the priest asked to be the parish rep on the school council.
- For some of our teachers who feel challenged by some of the past actions of the church or slowness of change, we need to focus on adult faith development to ensure that we provide them with language to continue to promote school activities using Catholic values and promoting our Catholicism as unique to our distinctiveness from our coterminous boards.
- Constantly doing food drives, adopting a family and buying equipment. Living, breathing disciples – preaching the word with action.
- Public board course on morals from our Catholic curriculum.
- Take away our crosses, uniforms – the public boards are doing the same.
- Eliminate bullying, alcoholism – address it. A student should be leading the charge. Make them understand that bullying effects students for life.
- We walk the walk, live the life of a faithful Catholic.
- Prayer service – line-up office – not to go to school – kids embrace prayer service, even grade 9 – student embrace faith
- Church – senior elementary – have to bus or will not
- Teachers discuss situation in every classroom.
- Faith formation of adults – teachers
- Faith throughout our subjects.
- Not enough leaders in students to stop bullying.
- Talk about bullying when it occurs.
- Phones banned.
- Generation – recording digital
- Transform – let kids understand what is happening
- Admin, teachers, principals, trustees and faith base – “walk the talk” as examples of faith to the students
- Prayers
- Mass
- Opportunities for students to give back.
- Education on global events to give them inspiration and ideas on what they can get involved with.
- Increase of maturity, expected to take on our own Catholic education.
- Give students the choice to attend.
- In elementary schools, there is more of a faith component – focus on sacraments. Secondary schools, there is more of a service-centered approach.
- Secondary schools are more of a transition to the whole world.
- How do we get secondary students to be joyful disciples?

- Should we try to evangelize more to non-Roman Catholic students? Can't force evangelization – should give tools/opportunities to participate in Catholic initiatives, having a choice to participate and learn/reflect on the need for faith.
- Hold pilgrimages to raise money.
- We as individuals, leaders, trustees, have to show who we are through our actions, not just words.
- Our policies have to reflect our beliefs.
- Equity and respect among us before we can influence others.
- The last shall be first and the first shall be last.
- We are all connected to each other.



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Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 5, 2018

MEMORANDUM

TO: Trustees and Directors of Education
– Catholic District School Boards

CC: Student Trustees
Secretaries & Administrative Assistants
– Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2019 OCSTA Student Trustee Alumnus Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumnus Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2019 OCSTA Student Trustee Alumnus Award.

The recipient of the Award will be honoured during the Eucharistic Celebration on Friday, April 26, as part of the 2019 AGM & Conference.

Please see the attached guidelines and nomination form.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 18, 2019.**

OCSTA Student Trustee Alumnus Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - an effective communicator
 - a reflective and creative thinker
 - a lifelong learner
 - a collaborative contributor
 - a caring family member
 - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumnus Award each year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumnus Award Nomination Form.
- The response in support of the nominee must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 18, 2019**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumnus Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee (month/year): _____ / _____ to _____ / _____

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca or by mail, courier, or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EST, Friday, January 18, 2019.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumnus Award Recipients since 2017

YEAR	RECIPIENT
2018	Dr. Anthony Silva , Kenora CDSB
2017	Ben Verboom , Durham CDSB Kristine Soufian , York CDSB

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Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 6, 2018

MEMORANDUM

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

FROM: Brian O'Sullivan, Director of Catholic Education

SUBJECT: **Adult Faith Formators' Conference 2019**

It is my pleasure to share with you the upcoming Faith Formators' Conference to be held at Our Lady of Mount Carmel Monastery in Niagara Falls, Ontario on January 24-25, 2019. The featured speaker will be Bishop Bergie and he will present on the importance of *"Renewing the Promise,"* the 2018 Pastoral Letter on Catholic education issued by the Ontario Catholic Bishops. This invitation is intended for all who work in Ontario Catholic education. We would ask that you share this memo with the staff in your Board of Education who teach Religious Education.

The yearly Faith Formators' Conference has become a regular event in Ontario – with various Ontario Catholic boards agreeing to host the event each time. The planning team is made up of Faith Animators and Religious Education Consultants from Ontario Catholic school boards. In previous years it has been held in Toronto Catholic, Halton Catholic, Durham Catholic and Simcoe Muskoka Catholic.

The web link <https://goo.gl/forms/kI5DaJ52G9TgxkQZ2> will provide you with all the necessary costs, details and supplication to attend the conference.