



Ontario Catholic School
Trustees' Association

2017 AGM & CONFERENCE

RESOLUTIONS



Ontario Catholic School Trustees' Association

Our Mission

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

Our Vision

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

Explanation of Committee Recommendations & Resolution Session Procedures

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

Explanation of Committee Recommendations

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

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

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

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

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

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

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

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

Resolutions Handled Individually

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

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

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

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

If the amendment is defeated:

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

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised March 9, 2017

MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY:

SECONDED BY:

THAT:

the grouping of the Resolutions be approved.

APPROVE & REFER
RESOLUTIONS # 1-4

Moved by: Anna da Silva

Dufferin-Peel Catholic District School Board

Seconded by: Darryl D'Souza

Topic: Student Transportation Funding

Whereas: funding for student transportation by the Ministry of Education has not been reviewed in a comprehensive manner for several years, save for the Effectiveness and Efficiency (E&E) reviews; and

Whereas: the provision of student transportation services is paramount in ensuring school safety and safe arrival of students to and from school, as well as being relied upon by many families to transport all students including the very young and students with special needs; and

Whereas: costs associated with transportation to increase (i.e., fuel costs, cap and trade program, fleet costs, etc.); and

Whereas: cost adjustment increases have been provided only to school boards with transportation deficits.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review transportation funding in an effort to increase funds to allow school boards to provide a level of service that meets the needs of all eligible students and families within their respective districts.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Sharon Hobin

Dufferin-Peel Catholic District School Board

Seconded by: Luz del Rosario

Topic: Funding for Students with Diverse Learning Needs Including Special Education Needs

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

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

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

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health's mental well-being, special education and renewed mathematics strategies will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways; and

Whereas: School boards continue to be faced with challenges related to providing specialized programming, support and human resources to ensure that all students achieve their fullest potential.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review on-going equitable and sustainable funding and continue to address the changing nature and complexity of student needs and required supports by providing adequate funding that reflects the actual need without resulting in the reallocation of funding from other budget lines.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Patrick Daly **Hamilton-Wentworth Catholic District School Board**

Seconded by: John Valvasori

Topic: **Ontario's Renewed Mathematics Strategy Funding to School Boards**

Whereas: the goal in Ontario is that 75 per cent of all elementary students achieve a level 3 or higher on provincial assessments in reading, writing and mathematics; and

Whereas: the Ministry is committed to continuing to work with teachers, principals, supervisory officers, directors of education and their professional associations to identify and share effective and innovative learning, teaching and leading practices; and

Whereas: the Renewed Mathematics Strategy calls on all of us to leverage our collective knowledge and skills from shared past successes to focus on improving student achievement in math; and

Whereas: support for schools will focus on providing release time for teams of educators to engage and network in professional learning and capacity building opportunities; and

Whereas: focused support, both in terms of funding and professional learning, will be provided to strengthen mathematics learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities.

Therefore be it resolved that:

The Ontario Catholic School Trustees Association petition the Ministry of Education to fund the Ontario Renewed Mathematics Strategy adequately on a per pupil basis so to ensure equity/fairness and in such a way as to provide flexibility/autonomy at the local school board level.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Fulvio Valentinis

Windsor-Essex Catholic District School Board

Seconded by: Susan Tope

Topic: **Honouring the Truth, Reconciling the Future**

Whereas: the Truth and Reconciliation Commission of Canada in its final report made the following recommendations regarding education:

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

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.”

Whereas: it is essential that the recommendations of the committee be implemented to ensure education of students on the issues highlighted by the above recommendations to build student capacity for intercultural understanding, empathy, and mutual respect and to advance Canadian cultural development; and

Whereas: Catholic schools deliver religion curriculum as developed by ICE.

Therefore be it resolved that:

1. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendations #62(i) and (ii) to develop age-appropriate Catholic curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada for Kindergarten to Grade Twelve students and to develop and deliver the professional development programs necessary to enable teachers to deliver the curriculum effectively to elementary and secondary students.
2. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendation #64 including revisions to the religion curriculum on comparative religious studies, to include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
3. OCSTA convey to the Ontario Ministry of Education, the support of Catholic Boards for the above recommendations and actively lobby the Ministry to provide the funding necessary for ICE to develop the Catholic curriculum necessary to advance the recommendations as above noted.
4. OCSTA continue to educate its members to advance the recommendations of the Truth and Reconciliation Commission as above noted.

Committee Recommendation:

Approve and refer to Catholic Education & Trustee Enrichment Committee.

RECEIVE & REFER

RESOLUTIONS # 5-8

Moved by: Sharon Hobin

Dufferin-Peel Catholic District School Board

Seconded by: Esther O'Toole

Topic: Daily Occasional Teacher Roster Caps

Whereas: daily occasional teacher roster caps are articulated in local collective agreements; and

Whereas: recent local OECTA – OT negotiations were restricted with respect to addressing daily occasional teacher list caps by OECTA Central Agreement status quo clauses as a result of central table negotiations; and

Whereas: certain school boards are faced with challenges in providing adequate coverage for permanent teacher absence due to restrictions as a result of the daily occasional teacher cap size as found in local agreement language pre-dating the 2012 round of negotiations; and

Whereas: seniority based hiring as per Regulation 274 negates the original intent of an Occasional Teacher CAP; and

Whereas: the ability to call upon and place qualified occasional teachers is critical to ensure student well-being, achievement and safety.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to remove reference to a daily occasional teacher list cap from all central table discussions, thereby giving boards the opportunity to renegotiate this item locally between individual school boards and their local bargaining unit.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

Moved by: Frank Di Cosola

Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Ontario Regulation 274/12 – Hiring Practices

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

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

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

Whereas: Regulation 274 stipulates consistency in teacher assignment supports student achievement and well-being; and

Whereas: Regulation 274 has ramifications in terms of providing consistency and continuity of teachers in classrooms; and

Whereas: Regulation 274 has ramifications in terms of hiring practices addressing individual student needs and ability to hire staff who are reflective of the diversity in the school communities they serve; and

Whereas: School Boards are directed to hire from the top five qualified candidates limiting management rights.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review Regulation 274 – Hiring Practices, to allow school boards to exercise management rights in hiring at the local school board level thereby ensuring consistency of continuous teacher assignments in classrooms for both long term vacancies and permanent vacancies.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

Moved by: Bob Michaud

Renfrew County Catholic District School Board

Seconded by: Judy Ellis

Topic: School Organizational Models (*see attached Rationale*)

Whereas: the Ministry of Education Capital Branch in the interests of perceived efficiencies appears to favour a K-12 school organizational model in low population density areas; and

Whereas: a K-12 model may not be the preferred choice of the school board or community; and

Whereas: the board may have concerns over distances pupils will need to travel to their local school if there are fewer, larger schools; and

Whereas: current school models such as K-7 and 8-12 may support the board's student well-being and achievement initiatives; and

Whereas: School Boards should not be financially penalized for selecting a school organizational model that meets the needs of their community.

Therefore be it resolved that:

OCSTA petition the Ministry of Education to recognize the authority of school boards to:

- a. Determine school organizational models based primarily on community consultation, student achievement and well-being; and
- b. further that the Ministry respect the right of school boards to select the organization model that meets the needs of their community and not financially penalize a board for selecting an organizational model other than K-12; and
- c. that the Ministry operates in a transparent and open manner with Boards as they engage in open, transparent ARC processes in their communities.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.

Rationale provided by Renfrew County CDSB re: School Organizational Models

Through discussions with the Ministry of Education Capital Branch regarding options to reduce and eliminate excess space, the Ministry appears to favour a K-12 school model for capital funding purposes, at least in rural areas, to realize building economies of scale. This financial pressure may force boards to alter their school organizational models (K-7, 8-12) that support student well-being and achievement and are preferred by the community and the Board. This resolution seeks to have the authority to determine school organization reside with school boards. School Boards should not be financially penalized for selecting a school organizational model that is not a K-12 model. School Boards should retain the right to determine school organizational models based on local needs and circumstances.

Moved by: Fulvio Valentinis

Windsor-Essex Catholic District School Board

Seconded by: Susan Tope

Topic: Transportation Funding

Whereas: the Ministry of Education established current transportation funding grants in 1998 at the time of amalgamation of school boards;

Whereas: transportation funding levels were based on transportation spending by school boards prior to amalgamation;

Whereas: amalgamation resulted in combining rural and urban boards whose transportation needs and models were different at the time of amalgamation;

Whereas: the difference in transportation services in rural and urban areas of boards has now created a perception of inequity of service within boards;

Whereas: urban infrastructure provides for public transportation services that also struggle to build and maintain ridership to sustain public transportation services.

Therefore be it resolved that:

OCSTA establish a committee to study, evaluate and propose changes to the transportation grant system currently provided by the Ministry of Education; and

The committee established also evaluate opportunities to lobby the Ministry of Transportation to partner with the Ministry of Education to provide funding to boards interested in collaborating with public transportation services to address student transportation needs while building ridership for public transportation services.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.