



OSTA  AEEO  
Ontario Student Trustees' Association      l'Association des élèves conseillers et conseillères de l'Ontario

# STUDENT TRUSTEE HANDBOOK

A STUDENT VISION, A UNITED VOICE | UNE VISION ÉTUDIANTE, UNE VOIX UNIE

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## **Student Trustee Handbook**

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Trustees' Association

(l'Association des Elèves conseillers et  
conseillères de l'Ontario)

2011

**<http://www.osta-aeco.org>**

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Dear Incoming Student Trustee:

Congratulations! Your election into this important role is not only indicative of your strong leadership skills, but also shows that students in your school board have great confidence in your abilities. You have an exciting opportunity that only a handful of students across the province are given each year, so be sure to take full advantage of it! As a Student Trustee, you are automatically a member of the Ontario Student Trustees' Association – l'Association des Elèves conseillers et conseillères de l'Ontario (OSTA-AECO), the largest student stakeholder organization in the Ontario Education System representing over 2 million students in our province.

Your transition into this important role may be overwhelming at first, but it is also an exciting time. OSTA-AECO will facilitate your transition from a leader within your school community to a leader in the education system – both locally and provincially – and foster strong leadership and confidence in your role. You will have the opportunity to meet many different people, voice your opinion and enact change within your board.

This package is filled with information that will allow you to develop a strong knowledge base and assist you throughout your term. It aims to answer common questions asked by incoming Student Trustees and provide firsthand advice and insight as compiled by many individuals who were once in the same situation you find yourself in currently. This handbook is a valuable resource and is a result of years of collective experience and collaboration by Student Trustees across the province.

The OSTA-AECO executive council welcomes you to your new role and congratulates you on becoming a Student Trustee. While the learning curve is steep, be confident and know you will quickly become a confident advocate for the student body. It is our hope that you will take advantage of your unique role and use the resources at your disposal to give students a strong and united voice.

Should you have any questions or concerns, please feel free to contact us at [exec@osta-aeco.org](mailto:exec@osta-aeco.org). We are always here for you every step of the way.

Yours in Leadership,

The OSTA-AECO Executive Council

The position of Student Trustee first began in the early 1990s when the Ontario provincial government, under Premier Bob Rae, appointed a Royal Commission on Learning to explore innovative ways of revitalizing the province's education system. In its final report published in December 1994 titled *For the Love of Learning*<sup>1</sup>, the Commission recommended sweeping changes that would revolutionize the Education Act. Among the many recommendations was the implementation of a student member on all school boards in the province who is able to vote.<sup>2</sup>

The final report of the commission was tabled in January 1995 just as Premier Bob Rae was reaching the end of his term. In the spring of 1995, the Progressive Conservatives, under the leadership of Premier Mike Harris, were elected. They promised significant changes in the education system and based much of their campaign on the recommendations made by the Royal Commission on Learning.

It became increasingly evident that changes to the Education Act would be necessary to accomplish the vision and goals that were set out. Shortly after the summer of 1997, the provincial government introduced Bill 160, The Education Quality Improvement Act. Bill 160 included drastic changes to the education system, including the transfer of much of the power from school boards to the provincial government, and the probability of a budget and labour cut. Such changes were not well received from the teachers' unions and consequently led to a strike that marked one of the largest organized labour disruptions in North American history. The legislation passed, with few amendments made despite the obvious discord.

Among the voluminous changes set out by Bill 160 was the creation of a "pupil representative," now referred to as a Student Trustee. This marked the first time in Canadian history that political representation by youth was legislatively assured. "Pupil Representatives" were to provide student representation on the district school boards, but the legislation specifically prohibited Student Trustees from acquiring voting rights or attending meetings closed to the public.

1 <http://www.edu.gov.on.ca/eng/general/abcs/rcom/full/royalcommission.pdf>

2 Although this was the first official government document to mention the creation of Student Trustees, several school boards in Ontario had already created the position independently. The first board to do so was the Kenora Board of Education in 1989.

The legislation also permitted boards to design and implement policies that reflected their own visions of the “Pupil Representative”. Although the bill laid out guidelines and restrictions, school boards were given a great deal of flexibility to meet these new requirements. As a result, the position of Student Trustee varied across the province and is largely unique in every board.

By the start of the 1998/1999 school year, every school board in Ontario had chosen a Student Trustee to represent the student population at the board table. While some boards welcomed Student Trustees, others were more reluctant to listen to students.

As time went on, policies evolved in each board to best accommodate Student Trustees and provide opportunities to consult the student body. Although much of the uncertainty surrounding the inclusion of Student Trustees in the education system had eventually dispersed; some inconsistencies still existed between different school boards.

When the 2000/2001 school year began, the need for student representation at the board table was increasingly evident. Labour disputes between teachers’ unions and the Provincial Government was deteriorating the quality of the school community. Students’ voices were being lost in the political rhetoric and jargon.

By the end of September of that year, several Student Trustees who had been re-elected in their respective school boards discussed the need to create an association of Student Trustees either with or without the guidance of the Ministry of Education. Early on in the process, it was decided to invite Student Trustees from the Catholic and Francophone district school boards to a founding meeting despite no formal contracts in any of those boards. It was thought that representation from all branches of publicly funded education would expand experience and understanding. By providing a “unified voice”, the movement was a contrast to the deteriorating situation amongst other education groups in the province. Such an association would stand out because it would be the only organization to represent students from French, English, Catholic, and Public school boards.

The inaugural meeting of the Ontario Student Trustees’ Association- l’Association des Elèves conseillers et conseillères de l’Ontario (OSTA-AECO) was held in November 2000. Almost fifty Student Trustees were represented from English Catholic, English Public, French Catholic and French Public District School Boards.

Since its inception, OSTA-AECO has provided students across the province an avenue to influence the decisions that affect their lives. Today OSTA-AECO represents students from divisions of publicly funded education in Ontario and works to provide a student vision and a united voice within Ontario's education community. The strength of this student organization is in its unity across the public sectors of education. This feat has not been accomplished by any other stakeholder in education and is the pride and power of the student voice

To this day, OSTA-AECO continues to lobby and consult with the provincial government to ensure the best interests of Ontario's students are considered and acted upon. Along the way, it strives to equip Student Trustees across the province with the support, direction and professional development that an individual in this boards.

A Student Trustee is essentially the same as an adult trustee, with several subtle and distinct differences. Both sit on boards of Education across the province and make decisions that affect local education.

The major difference between the two is who they represent: Student Trustees represent students, while adult trustees represent taxpayers. Student Trustees are also responsible for linking the board to its students: communicating events in the board to the student body and gathering student input on issues the board is facing.

Variation between Student Trustee policies means that the role-played by each Student Trustee is different from board to board. This position has some degree of autonomy in developing policies. In all boards,

Student Trustees have the potential to improve the quality of education in their own board and throughout the province.



- Students



- Student Trustee



- School Boards

## General Meetings

Each year, OSTA-AECO holds three main conferences: a Fall General Meeting (FGM), the Board Council Conferences (BCCs), and an Annual General Meeting (AGM). These conferences feature speakers, workshops and roundtable discussions that focus on issues in education and the position of Student Trustee. The conferences are also a unique networking opportunity. All Student Trustees in the province are strongly encouraged to attend these conferences as OSTA-AECO offers high quality professional development that benefits both Student Trustees and their constituents.

The Fall General Meeting (FGM) is held near the beginning of the school year with the goal of addressing specific issues and the challenges Student Trustees are facing in their position.

The Board Council Conferences (BCCs) is held in February with the goal of empowering student trustees with the knowledge, resources, and leadership to make a meaningful impact in issues pertaining to their respective school boards.

The Annual General Meeting (AGM) is held towards the end of the school year and is dedicated to the election of a new Executive Team to lead the organization through the upcoming year. In addition, incoming Student Trustees are transitioned into their new roles.

## Alumni Network Board of Directors

Established in 2004, the Alumni Network Board of Directors is a way to ensure that the expertise and advice of past Student Trustees is accessible to the current Executive Council. Each member on the Board of Directors holds two year terms, allowing them to aid in the transition from one Executive Council to the next. The mission of the OSTA-AECO Alumni is to create and facilitate opportunities for former members to keep in contact and celebrate their place in OSTA-AECO's history.

## Communications Committee

The Communications Officer chairs the Communications Committee and works to articulate the association's vision for students through press releases, media relations and publicity campaigns. The team works to frame discussions on how to improve education and engage students.

## Policy Committee

The Policy Committee is chaired by the Policy Officer and works to draft the association's vision through position papers and research reports. The

committee consults widely with students to ensure that the student voice is included throughout the education community. The committee is also charged with leading annual reviews of the association's constitution and administrative procedures.

## Executive Council

The Executive Council is elected by the Student Trustees in attendance at the Annual General Meeting (also known as the General Assembly). Each school board has one vote in electing the Executive Council regardless of the number of Student Trustees present. Every Student Trustee who will hold office in the upcoming school year is eligible to run for a position. The Executive Council is comprised of positions that have a specific set of duties meant to ensure the organization is running efficiently and working towards a stronger student voice in education.

OSTA-AECO is divided into two board councils to allow for the optimum expression of opinion by its members. The Board Councils are the Catholic Board Council and the Public Board Council. Councils are responsible for addressing the needs specific to the students of their respective school boards. They are led by an elected Board Council President and Cabinet (elected at the Annual General Meeting), which together undertake projects that are specific to the values of each branch of education.

Every Cabinet is an integral structure within OSTA-AECO. The Student Trustees who serve in these positions must be willing to put forth the required effort to ensure high quality representation of students in their jurisdiction. This entails frequent meetings, planning and support.

### Catholic Board Council

The Catholic Board Council is the section of OSTA-AECO that represents the Catholic school boards of Ontario. The mission of CBC is to adequately represent the concerns and values specific to Catholic Education. CBC fulfills this mandate by interacting with Catholic stakeholders, the Ministry of Education and advocating for Catholic students in various capacities across the province. The Cabinet facilitates communication between CBC Student Trustees and the Executive Council of OSTA-AECO.

### Public Board Council

The Public Board Council (PBC) is one of the branches of OSTA-AECO that represents students in the Public school system. PBC voices the views and concerns of Public Student Trustees to the Executive Council, school boards, education stakeholders, and the Ministry of Education. The Public Board Council is not a separate identity from OSTA-AECO; all work and initiatives that are undertaken are supervised and approved by the Executive Council. PBC is one of the two Board Councils that are united under the umbrella of OSTA-AECO. The Public Board Council Cabinet is responsible for supporting the work of their Student Trustees, raising awareness of the needs of Public students, and liaising with appropriate stakeholders.



In order for the students to have provincial representation, it is essential that the position of Student Trustee be implemented uniformly across the province. School boards who do not give enough responsibility, integration and resources to their Student Trustees hinder the voice of the students on both the local and provincial stage. Student Trustees today have proven themselves willing and able to provide a strong, united voice for the students of Ontario.

## Bill 78

The former Minister of Education, Gerard Kennedy, introduced several of the recommendations from The Student Trustee: Today & Tomorrow report to the Legislature on March 2nd, 2006. Under the Student Performance Bill many changes to the role of Student Trustee were introduced.

- Non-binding vote that shall be recorded in the board's minutes upon request of the Student Trustee
- Change of the term pupil representative to "Student Trustee"
- The requirement of a democratic election of Student Trustees whether direct or indirect
- A non-retroactive scholarship at the completion of Student Trustees term with the amount to be determined in regulation
- Access to board resources and board professional development equal to the adult counterparts
- Required election of the Student Trustee by April 30th of the school year
- Participation in both public session and in-camera sessions of board meetings.
- A hard cap limit on the number of Student Trustees at a board to three (3)

These changes were introduced into the provincial legislature and established a strong foundation for the future development of student representation as well as unifying the role of Student Trustee across Ontario.

One of the first lessons you will learn as Student Trustee is that no two Student Trustees are alike. This is one of the greatest strengths of student representation: it is our diversity that unites us. That said, it is important that you take what is written here as merely an introduction to the position and points to consider as you begin your term. It is impossible to capture the essence of a Student Trustee in a few paragraphs. Varying circumstances and expectations within boards will inform you as to how you should approach your position. Regardless of specific circumstances, several of these lessons are applicable to all situations.

### Representing Students

The most important thing to remember is the people you represent. You are not speaking solely for your friends, students at your school or students with a specific set of needs – but every student in your school board. This includes elementary and secondary students, students with Individual Education Plans, students in specific programs (such as extended French or Enrichment), and students in all curriculum streams. Although at first this seems like an overwhelming task, begin by speaking to all these types of students. This consultation will provide you with a basic understanding of issues affecting your constituents (students).

The most conventional way of consulting students from a variety of schools and circumstances is through a Student Council or Student Senate (similar to a board-wide Student Council). This body is usually chaired by the Student Trustee(s) and has member students from each school in your school board. The Student Trustee(s) can then facilitate discussions on issues the board is facing through this student body. Other options for student consultation include visiting schools, website based forums or surveys, and informal discussion with students.

### Learn About the Education System

Take the initiative to learn about the education system as a whole. If you have a base of knowledge about how the system works, such as what power a board has, how funding is allotted and how programs are supposed to be implemented, your opinions will be informed and you will earn the respect of your board. As well, you will be able to answer questions that students ask you. It is not only your responsibility to represent students to the board, but to provide students with a perspective on the work and effort of the education system.

### Staying Informed

Knowing the current issues in the education system and how they apply specifically to your board is also vital to your success as Student Trustee. Anticipating topics of discussion in your board will allow you to consult with the students you represent. Ensure that you are well prepared for meetings by accessing and reviewing the

agendas. Also, political awareness will allow you to shape proposals that account for circumstances beyond your control.

## Involvement in Your Board

As Student Trustee, you are required to attend board meetings and depending on your Student Trustee policy, certain committee meetings. However, that is just the minimum requirements. To best represent students, your involvement must extend beyond the hours you spend in board meetings. Seek out opportunities for further involvement. Knowing the people you work with will be a great help as you start to take on specific projects or initiatives. Getting to know your Trustees, Administrative Staff and Director of Education provides you with a number of mentors/resources who you can ask for help or support on a project.

One of the simplest ways to meet these people is by attending board functions. There are usually many gatherings that are held to celebrate events, thank a sponsor, and acknowledge exceptional board employees or to showcase schools and/or students' work. Attending these types of functions allows you to interact with people in a less formal setting and network with others from your board.

Learning board policies and procedures will not only ensure that you are fulfilling all the requirements of a Student Trustee, but it will also ensure that you are utilizing every possible avenue to effectively represent students. Policies are the backbone and foundation upon which the operations of a school board and its schools function. Policy exists at many levels: Ministry, Board, school, and classroom. Reviewing board policies will also give you a chance to ensure that all policies are in the best interest of the students.

## Involvement at OSTA- AECO

OSTA- AECO is a great resource for all Student Trustees. As the only organization that gathers all Student Trustees in the province, it allows the wealth of experience and knowledge that exists amongst us to be shared. It is very likely that another Student Trustee has dealt with, or is dealing with issues that you are currently facing. Although you may not be able to apply the exact approach of another Student Trustee, the additional perspective gained by speaking with other Student Trustees can yield a more effective solution to your problem. Being able to discuss issues at your board with other Student Trustees will only strengthen your ability to represent students.

Additionally, working with your co-terminus Student Trustees (Student Trustees from other boards that encompass the same geographic area as yours, but serve a different branch of public education – Catholic/ Public, English/French) is a great way to take on a large-scale project and unite students from different boards, but

the same communities. These projects are a fantastic way of showing the power that students possess and our ability to enact change.

Other resources are the Board Council Cabinets and the Executive Council. Both of these groups are able to support your work through personal discussion and assistance in board presentations. They are dedicated to ensuring the success and effectiveness of all Student Trustees.

### BOARD MEETING TIPS

- Dress appropriately for a professional setting (talk to someone to see if what you plan to wear is correct for the setting you are to be in).
- Read over any material provided by the board before each meeting.
- Prepare your ideas and questions in advance.
- Pay attention to education issues reported in the media.
- If you do not already have one, ask if you can have a non-binding advisory vote (a vote that is recorded but not counted).

Success as a Student Trustee is directly correlated to your ability to express your ideas and thoughts. Having the ability to communicate effectively will assist you in gaining the support of others to your opinions. Being unable to communicate may dissuade support, regardless of how positive your intentions may be. The ability to project a professional image is heavily affected by your ability to communicate. A professional image will assist you in the political environment of the education system.

## Speaking to Board Staff

When collecting information on a particular topic, board staff are a great place to start. The Trustees' Secretary or Administrative Assistant is usually a good person to consult first. He/she will be able to direct you to the most appropriate person. Board staff have a wealth of information at their disposal and they are experts in their areas of expertise. They are more likely to be cooperative if you approach them in a humble, professional and respectful manner. Ask questions to assure that you understand the information that you are being told. Discussing this information will only help develop each person's perspective and knowledge.

## Presenting at Board or Committee Meetings

Whether you are speaking to the board in the form of a report, offering an opinion on an issue or making a presentation, it is important that you do so in a professional manner. Preparation will make your presentation go smoothly. The degree of preparation that is required varies with the presentation: you may need to think about the topic, write speaker's notes, develop handouts, visual presentation aids or draft your speech. Ultimately, you must have a degree of comfort with whatever you are presenting. However, there will be situations with which you are not fully comfortable; do not let this limit your participation. As relatively new members to the system you must seek out the opportunity to participate, as it will not always be handed to you.

## Speaking With School Administration or Staff

Speaking with administration or staff in a school is a great strategy for gaining support for a project and encouraging student participation and input. The impressions that you leave with these people are a factor in the success of any proposal you bring forward. Regardless of your position and stance at a board level, you should never look down upon authority at a school level.

## Correspondence

Written correspondence is also an effective way of communicating. Whether via emails or letters, correspondence is the perfect way for you to present an idea to a

person and allow them to think over the idea before you meet in person to discuss it. It can also be used to provide detail about an event or specifics about a thought you have had. Make sure that you proofread what you are sending and ensure that it reflects an appropriate degree of professionalism. Professionalism should also be evident in emails even if a basic message is being sent.

## Speaking With Students

As a representative of the students, speaking with students is the most important thing you will do as Student Trustee. Conversations with students are what will allow you to bring student opinion to the board. When speaking students it is extremely important not to be condescending. Although you are fulfilling a significant role as Student Trustee, the ideas and opinions of the students is what your position exists for. After providing any pertinent information, facilitate a discussion about the issue for which you are gathering feedback. Maximize the time that students have to talk about issues. Do your best to answer any questions or clear up any concerns or misconceptions; however, it is important that you do not dominate the discussion. Make sure you are hearing what students have to say and do not be afraid to approach people and ask about their feelings on something the board is looking at.

Even if you do not get what you are looking for you are at least making the student body that much more informed about what is going on. In the same respect, be sure not to share any sensitive or private board information with anyone as that would break confidentiality.

## Speaking With Media

When interacting with the media, you must take into account that what you say will be published and may be misinterpreted or taken out of context. Therefore, it is extremely important to be respectful of other members of the board and the community at all times. That said, you should never compromise your position on an issue. If the media requests an interview, take the time to learn about this issue and prepare a few points that summarize your stance. This will reduce the chance that you will become flustered and make an impulsive comment. At some school boards, it is customary for the Student Trustees to inform their Board Chair or a superintendent before engaging the media so they can be prepped with the appropriate public relations training; make sure to follow your school board's procedural guidelines and use all your resources are your disposal. Do not be afraid to decline the interview or to answer a specific question if you are uncomfortable. Once again, it is very important that you do not share private and confidential information with the media.

Robert's Rules of Order, or simply Robert's Rules, are a set of parliamentary procedures that many corporate organizations run by, including all the school boards in Ontario. As a student trustee, your first few meetings will likely be filled with incomprehensible political jargon. Not to worry though, it is not quite as complicated as it might sound at first. In order for you to contribute actively at the boardroom table, it is recommended that you familiarize yourself with some basic key terms that you will likely hear again and again. While entire books have been written on the subject, you will only need to know a handful. We have summarized some of the most important ones below:

## Point Of Personal Privilege

By calling a Point Of Personal Privilege, you are entitled to interrupt any discussion or speech that is currently underway to express an immediate need, which may be your inability to hear the speaker, or an actual emergency. Be sure to use this point under extreme discretion.

## Point Of Information

A point of information is called when a trustee seeks to ask a question related to the matter at hand to the speaker through the chair.

## Point Of Order

You may here a trustee call a Point Of Order when a parliamentary procedure is broken or misconduct is observed at the board table which requires the immediate attention of the Chair.

## Call to Question

A Call To Question is made when a trustee wishes to immediately cease all current discussion. In order for this to occur, it must be seconded and two-thirds of the board must be in favour.

## Subsidiary Motion

A Subsidiary Motion affects how the main motion is handled. It is voted on separately prior to the main motion. An example would be a motion to amend the main motion.

## Motion

Motions are the heart of every meeting. They are essentially a proposal of some sort made by a trustee to the board. Before a motion can go on a different trustee must second it. Seconding is a sign of approval that it is worth the board's time to discuss and potentially carry (pass) the motion. There are two possible outcomes for any motion. They can either be carried (approved), or defeated (declined). In order for either of the two to occur a vote by the board must be made and a majority of the board of trustees must be in favour of the motion.

### In order to propose a motion:

- Raise your hand and wait for your name to be called by the Chair
- Stand up and address the chair using either "Mr. Chair or Madame Chair"
- Say "I move that..."<sup>3</sup>
- Wait for a seconder (should no one second the motion, then the motion cannot go further at this time)

### When discussing a motion, remember:

- That the member who proposed the motion is entitled to speak first
- Every member is entitled to speak during the discussion
- Always address and speak through the Chair and never direct your thoughts towards another member during a debate

### tips

- Maintain an unbiased, objective point of view throughout your term.
- Make an effort to participate in all board functions, as you will learn a lot.
- Use initiative: the role is what you make of it. Work to make change!
- Mentor the Student Trustee that succeeds you for a smooth transition.

<sup>3</sup> Student Trustees are not legally allowed to move a motion; if you have a proposal for the board, you must seek another trustee to suggest the motion on your behalf.

## Amendments

An amendment is made when a trustee decides to change any part of a motion that is currently being discussed, whether it is inserting, striking out, and/or substituting words or paragraphs in the motion. Note that an amendment on an amendment can be made. This occurs when a trustee wishes to change (make an amendment) on top of another one. While an amendment has already been proposed, changes can only be made to the specific section, which the current amendment covers. Only after the amendment is carried or defeated can anyone else make an amendment in a different part of the motion. After an amendment is made, a vote is conducted before it can be carried.

## Table

This is a special type of motion requesting that the current discussion be called off until a later time or meeting.

## Adjourn

This is a special type of motion requesting that the meeting be ended. In order for this to be carried, it must be seconded and a majority vote must be cast.

At the boardroom table always remember to:

- Raise your hand and await for the Chair to acknowledge you before speaking. This is known as obtaining the floor. When someone else has the floor, show them the same respect you would like to receive when you are speaking.
- Always stand when speaking unless you are in an informal setting. If you are in doubt as to what is appropriate, do as the others trustees are doing as they will know the conduct expected at the time.
- Speak through the Chair and speak to him or her appropriately using the address: "Mister Chair" or Madame Chair".
- Never direct your thoughts towards another member of the board.
- Always be courteous!

The abilities and limitations of a student trustee can be found in the Ontario Education Act. Under Part II.1. with permission, we have reproduced that subsection below for your information. Read it carefully as it will define how you go about making change in your role.

## Student Trustees

The Minister may make regulations providing for elected student trustees to represent, on district school boards and on boards established under section 67, the interests of pupils in the last two years of the intermediate division and in the senior division. 2006, c. 10, s. 6.

## No Membership Or Binding Vote

A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees. 2006, c. 10, s. 6.

## Recorded Vote

A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be,

- (a) a recorded non-binding vote that includes the student trustee's vote; and
- (b) a recorded binding vote that does not include the student trustee's vote. 2006, c. 10, s. 6.

## Motion

A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. 2006, c. 10, s. 6.

## Certain Closed Meetings

A student trustee is not entitled to be present at a meeting that is closed to the public under clause 207 (2) (b). 2006, c. 10, s. 6.

## Participation

Subject to subsections (2) to (5), a student trustee shall have the same opportunities for participation at meetings of the board and of its committees as a member has. 2006, c. 10, s. 6.

## Resources And Training

A student trustee has the same status as a board member with respect to access to board resources and opportunities for training. 2006, c. 10, s. 6.

Without limiting the generality of subsection (1), a regulation under that subsection may,

- (a) provide for and govern the student trustee election process, which may be direct or indirect;
- (b) specify qualifications for electors of student trustees;
- (c) specify qualifications for student trustees and the consequences of becoming disqualified;
- (d) govern the number of student trustees who may sit on a board;
- (e) govern student trustees' terms of office;
- (f) authorize boards to reimburse student trustees for all or part of the out-of-pocket expenses reasonably incurred in connection with carrying out their responsibilities, subject to such limitations or conditions as may be specified in the regulation;
- (g) provide for transitional matters that, in the Minister's opinion, are necessary or desirable in connection with the implementation of section 6 of the Education Statute Law Amendment Act (Student Performance), 2006, c. 10, s. 6.

## Honorarium

A student trustee is entitled to receive an honorarium from the boards in accordance with the regulations, if the specified conditions are satisfied. 2006, c. 10, s. 6.

## Same

Without limiting the generality of subsection (1), a regulation under that subsection dealing with the honorarium described in subsection (8) may,

- (a) specify a method for calculating the amount of the honorarium;
- (b) specify conditions for the purposes of subsection (8);
- (c) provide that the honorarium for a student trustee who serves two or more terms shall be multiplied by the number of terms served or increased in some other way;
- (d) relate the amount of the honorarium to the honoraria received by members of the board;
- (e) govern the manner and timing of payment of the honorarium;
- (f) provide for the payment of the honorarium to a third party on the former student trustee's behalf;
- (g) prescribe classes of student trustees or former student trustees and treat the members of different classes differently. 2006, c. 10, s. 6.

## Same

Without limiting the generality of clause (9) (a), a regulation under subsection (1) may provide for and govern,

- (a) student trustee elections at different times in the school year; and
- (b) by-elections to fill vacancies. 2006, c. 10, s. 6.

## Same

In a regulation under subsection (1), the Minister may provide for any matter by authorizing a board to develop and implement a policy with respect to the matter, and may require that the policy comply with policies and guidelines established under paragraph 3.5 of subsection 8 (1). 2006, c. 10, s. 6.

## General or Particular

A regulation under subsection (1) may be general or particular. 2006, c. 10, s. 6.

### Transition

The pupil representatives elected or appointed under Ontario Regulation 461/97 for the 2006-2007 school year are deemed to be student trustees elected under this section for that school year. 2006, c. 10, s. 6.

“Super Councils”, commonly called “Student Senates”, are the most conventional way of gathering student opinion and demonstrating what students can accomplish to your board and community.

Student Senates are generally comprised of students from every high school in a board, but may include other groups. For instance, the attendance of co-terminus Student Trustees is often important. They are used to keep students informed of events at the board and facilitate discussion amongst students. Senates often organize board-wide events such as fundraisers, awareness campaigns or student leadership events. Senates can be used to recognize outstanding students, schools or programs and promote accomplishments in the community.

If there is a Student Senate established in your board, talk to your outgoing Student Trustee(s) about what the Senate has undertaken in the past and how the board responded. As well, attending Senate meetings before the beginning of your term will allow you to see how the meetings progress and to determine what you would like to see improved.

Before your first Senate meeting you should speak with the board member who acts as a supervisor or resource at the meeting. This will give you a good idea of what is expected and how much flexibility you have. It is also a good idea to review your Senate’s policies or by-laws and see if there are any changes you would like made.

Allowing students to choose the direction of your Senate is a great way to ensure students will attend meetings. Setting an agenda prior to the meeting encourages Senators to be prepared for topics of discussions and assures amore effective meeting. Make sure the agenda reflects what the Senators desire and that the board is willing to support initiatives.

## TIPS

There are several methods of voting:

- Verbal: members state their response.
- Roll Call: Used when a verbal vote is recorded.
- General Consent: Membership shows agreement by remaining silent, if opposition is voiced, a vote is called.
- Secret Ballot: Members write their choice on a ballot which is collected and counted

While the Ontario Ministry of Education oversees education system, its success is not as a result of the one government department alone, but is accomplished through the contributions of various stakeholders. Stakeholders in the Ontario education system are groups of individuals who have vested interest in a particular aspect of the education system. Stakeholder organizations represent everyone from students, parents and teachers to trustees and even directors of education. As a student trustee you will be exposed to a number of stakeholder organizations both directly and indirectly. You might hear about them through staff in the board or at the boardroom table. We have listed a number of stakeholders in alphabetical order below along with their abbreviations:

### ABC

Association for Bright Children of Ontario supports and informs parents of bright/gifted children and voices their needs to stakeholders, the Ministry of Education and school boards.  
<http://www.abcontario.ca/>

### ADFO

L'Association des directions et directions adjointes des écoles franco-ontariennes is composed of school administrators from French language schools in Ontario.  
<http://www.adfo.org>

### AEFO

L'Association des enseignantes et des enseignants franco-ontariens is the French language affiliate of the Ontario Teachers' Federation.  
<http://franco.ca/aefo>

### AFOCSC

L'Association franco-ontarienne des conseils scolaires catholiques is the association of school boards and trustees serving Ontario's French Catholic school system.  
<http://www.afocsc.org>

### ASFO

Association des agents et agentes de supervision franco-ontariens is composed of supervisory officers for French-language school boards in Ontario.

### CCPA

Canadian Centre for Policy Alternatives provides analysis and substitute policies for all levels and all areas of government.  
<http://www.policyalternatives.ca>

### CMEC

Coalition for Music Education in Canada is a group dedicated to ensuring all Canadian students have access to music education.  
<http://www.coalitionformusiced.ca>

## CMHA

Canadian Mental Health Association (Ontario) is a source of information and policy in regards to mental health and mental illness.

<http://www.ontario.cmha.ca>

## CODE

Council of Ontario Directors of Education is composed of directors of education from all four school board systems – English Public, English Catholic, French Public, French Catholic.

<http://www.ontariodirectors.ca>

## CODELF

Conseil ontarien des directions d'éducation de langue française is comprised of French-language directors of education in Ontario.

## CPCO

Catholic Principals' Council of Ontario delivers professional development and qualification courses for Catholic principals and vice principals.

<http://www.cpco.on.ca>

## CPF

Canadian Parents for French is a network of parent volunteers throughout Canada that work to promote French as a Second Language learning opportunity.

<http://www.cpf.ca>

## CSBA

Canadian School Boards' Association is comprised of provincial school board associations across the country and has a goal of strengthening the public education systems in the nation.

<http://www.cdnsba.org>

## ECCODE

English Catholic Council of Directors of education is the directors of education for the English Catholic school boards and is an affiliate of the Council of Ontario Directors of Education

## ETFO

Elementary Teachers' Federation of Ontario is an affiliate of the Ontario Teachers' Federation that represents English Public elementary teachers.

<http://www.etfo.on.ca>

### FESFO

Fédération de la jeunesse franco-ontarienne is an organization that promotes student involvement in communities, student leadership and French culture in francophone schools.

<http://www.fesfo.ca>

### ICE

Institute for Catholic Education unites those groups responsible for English Catholic Education in Ontario to promote and maintain Catholic schools.

<http://www.tcdsb.org/ice>

### OASBO

Ontario Association of School Business Officials is composed of administrators in school boards throughout Ontario.

<http://www.oasbo.org>

### OCCB

Ontario Conference of Catholic Bishops is the association of Ontario's Catholic Bishops and provides the teachings of the church to Ontarians.

<http://www.occb.on.ca>

### OCSBOA

Ontario Catholic School Business Officials Association is composed of administrators in Catholic school boards throughout Ontario.

<http://www.ocsboa.ca>

### OCSSOA

Ontario Catholic Supervisory Officers' Association is composed of supervisory officers for Catholic school boards throughout Ontario.

<http://www.ocsoa.ca>

### OCSTA

Ontario Catholic School Trustees' Association provides leadership, service and a provincial voice for Catholic School Boards to promote and protect Catholic education.

<http://www.ocsta.on.ca>

## OCT

Ontario College of Teachers is a self-regulating professional body which may confer, suspend or rescind the teaching certificates of its members. The Ontario College of Teachers establishes and implements standards for certification, teaching practice, and professional development. It also accredits faculties of education.  
<http://www.oct.ca>

## OECTA

Ontario English Catholic Teachers' Association is an affiliate of the OTF that provides support specifically to English Catholic teachers.  
<http://www.oecta.on.ca>

## OFHSA

Ontario Federation of Home and School Associations is a parental voice that supports public education at the school, school board and provincial level.  
<http://www.ofhsa.on.ca>

## OPC

Ontario Principals' Council facilitates numerous professional development and qualification opportunities as well as representing principals at the provincial level.  
<http://www.principals.on.ca>

## OPHEA

Ontario Physical and Health Education Association works to improve the physical well-being of children and youth.  
<http://www.ophea.net>

## OPSBA

Ontario Public School Boards' Association represents Trustees serving in English and French Public school boards.  
<http://www.opsba.org>

## OSSTF

Ontario Secondary School Teachers' Federation is an affiliate of the Ontario Teachers' Federation that represents English Public Secondary Teachers.  
<http://www.osstf.on.ca>

## OTF/FEO

Ontario Teachers' Federation is a professional body of teachers created by the Teaching Profession Act of 1944.

<http://www.otffeo.on.ca>

## OUSA

Ontario Undergraduate Student Allegiance represents university students on a provincial level.

<http://www.ousa.on.ca>

## People For Education

People For Education is a stakeholder that publishes a variety of reports on issues facing elementary and secondary schools.

<http://www.peopleforeducation.com>

## PPE

Parents Partenaires en Éducation is a resource for francophone parents in Ontario and advocates for French-language education.

<http://www.franco.ca/ppe>

## TIPS

As Student Trustee, you will encounter several instances in which you are required to deal with very important documents. One important piece that you will deal with or have dealt with at the beginning of your term is a Declaration and Oath of Allegiance that needs to be signed.

Remember the following:

- It is very crucial that you understand every document that you are signing and are familiar with the what each document you are dealing with pertains to.
- If you are not comfortable with certain portions of a document or the context it is in, ask for help or clarification as you want to completely know the conditions and meaning behind what you are signing.
- If you do not want to make a misinformed decision related to your approval of a document, never be afraid to ask for some time to go over what is written.

## Co-Instructional Activities

Activities other than instruction that support the operations of a school and enrich the school-related experiences of students.

## Coterminous Boards

District school boards with the same or overlapping boundaries. The English Public, French Public, English Catholic, and French Catholic boards make up all the publicly funded school boards in Ontario that serve some or all of the same geographical area.

## DSB

District school board

## ALF

Actualisation linguistique en français

## PDF

Perfectionnement du français

## PAL

Politique d'aménagement linguistique

## FSL

French as a Second Language

## ESL

English as a Second Language

## PD

Professional Development

## EQAO

Education Quality and Accountability Office is a crown agency established in 1996 to measure and communicate the achievements of students, schools and school boards, through province-wide assessments of students and through other indicators.

## IPRC

Identification, Placement and Review Committee is a committee comprised of at least three individuals, at least one of whom must be a principal or a supervisory officer, who decide whether individual students should be formally identified as exceptional for the purpose of providing special education support.

## OSR

Ontario Student Record

## SAIP

Student Achievement Indicators Program is Canada-wide tests conducted through the Council of Ministers of Education of Canada.

## SEAC

Special Education Advisory Committee is a committee established by each school board to monitor the board's special education programs, services and plans.

## OSSLT

Ontario Secondary School Literacy Test

## OSSD

Ontario Secondary School Diploma



OSTA-AECO represents all 2 million students in the province. It is impossible to do that without speaking with Student Trustees. Increasingly, email and web-based surveys allow the Executive Council to stay in touch with every Student Trustee and gather opinions. Although OSTA-AECO tries to include opinions from each Student Trustee, it cannot be done without your participation. You are always welcome to email the Executive Council if you feel that an issue needs to be addressed provincially or if you would like help with local concern.

## Executive Council

Executive Council	<a href="mailto:exec@osta-aeco.org">exec@osta-aeco.org</a>
President	<a href="mailto:president@osta-aeco.org">president@osta-aeco.org</a>
Catholic Board Council President	<a href="mailto:cbc.president@osta-aeco.org">cbc.president@osta-aeco.org</a>
Catholic Board Council Vice-President	<a href="mailto:cbc.vp@osta-aeco.org">cbc.vp@osta-aeco.org</a>
Public Board Council President	<a href="mailto:pbc.president@osta-aeco.org">pbc.president@osta-aeco.org</a>
Public Board Council Vice-President	<a href="mailto:pbc.vp@osta-aeco.org">pbc.vp@osta-aeco.org</a>
Chief Executive Officer	<a href="mailto:ceo@osta-aeco.org">ceo@osta-aeco.org</a>
Communications Officer	<a href="mailto:communications.officer@osta-aeco.org">communications.officer@osta-aeco.org</a>
Operations Officer	<a href="mailto:operations.officer@osta-aeco.org">operations.officer@osta-aeco.org</a>
Policy Officer	<a href="mailto:policy.officer@osta-aeco.org">policy.officer@osta-aeco.org</a>
Professional Development Officer	<a href="mailto:development.officer@osta-aeco.org">development.officer@osta-aeco.org</a>
Chief Financial Officer	<a href="mailto:cfo@osta-aeco.org">cfo@osta-aeco.org</a>
Executive Secretary	<a href="mailto:secretary@osta-aeco.org">secretary@osta-aeco.org</a>
Bilingual Secretary	<a href="mailto:secretaire.bilingue@osta-aeco.org">secretaire.bilingue@osta-aeco.org</a>
Past President	<a href="mailto:past.president@osta-aeco.org">past.president@osta-aeco.org</a>

As always, the most current contact information can be found on our website:

[www.osta-aeco.org](http://www.osta-aeco.org)