

NOVEMBER 28, 2016
BOARD OF TRUSTEES MEETING
OCSTA COMMUNICATIONS ADDENDUM



Ontario Catholic School
Trustees' Association

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November 17, 2016

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

FROM: Patrick J. Daly, President

SUBJECT: Access Copyright - Fair Dealings Communications Materials

Further to our memorandum of August 22, 2016, we have received communications materials related to the “Fair Dealings Guidelines” from the Council of Ministers of Education, Copyright Consortium. Additional materials will be forthcoming from the Ministry of Education in the next few weeks.

As you know, all school boards have committed to jointly develop and implement a system to monitor copyright compliance with Fair Dealings Guidelines, or those rules that specify what can and cannot be copied or communicated by staff without the permission or payment of copyright fees. The attached documents are designed to assist school boards in communicating to their staff the key features of the Fair Dealings Guidelines.

Of note is the “Copyright Decision Tool” that facilitates information and answers questions teachers and school board staff may have about compliance with the Fair Dealings Guidelines. This tool can be found at www.copyrightdecisiontool.ca.

If you have any questions, please do not hesitate to contact me.

Attachments:

Fair dealings poster in colour
Fair dealings poster in black and white
Consumables poster in colour
Consumables poster in black and white
Updated Fair Dealings Guidelines, 4th edition

Copyright Matters!



**Some Key
Questions & Answers
for Teachers**

**4th
Edition**



cmec

**Wanda Noel & Jordan Snel,
Barristers and Solicitors**

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Council of Ministers of Education, Canada
Canadian School Boards Association
Canadian Teachers' Federation

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Available at www.cmec.ca, www.cdnsba.org, and
www.ctf-fce.ca.



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Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

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© Introduction

The publication of this 4th Edition of *Copyright Matters!* takes into account key changes that have occurred in the area of copyright since the 3rd Edition, published in 2012. Copyright law continues to evolve in response to existing and emerging technologies, international agreements, and the need for reasonable balance between users and creators of copyright-protected works.

We hope that teachers will continue to find *Copyright Matters!* a valuable tool in acquainting themselves with basic copyright rules. This booklet is a starting point for increasing the awareness of your rights and obligations, as a teacher, in selecting and using copyright-protected materials at your educational institution.

The authors have sought to simplify a very complex subject. The booklet is not a substitute for legal advice, which should be sought in cases where the application of general principles is unclear.

1. What is the purpose of this booklet?



This booklet gives teachers user-friendly information on copyright law, covering items from the Canadian *Copyright Act* and its regulations, contractual and tariff arrangements with copyright collectives, and court decisions. This booklet is available in print and on-line. The on-line version is updated as changes in the copyright law take place. It provides information about copyright law and copyright collectives and how they relate to the use of resources on and off school premises. More detailed information is available from many printed sources, from the Internet, and from your ministry or department of education. A list of sources appears at the end of this booklet. **Education departments and ministries, as well as school boards across the country, encourage awareness of and respect for copyright in our education systems.**

2. Why is copyright important?



Just as you would want to protect anything that you own, creators want to protect their works. As students, we were all taught the value of original thinking and the importance of not plagiarizing the works of others. Since teachers use copyright-protected materials as well as educate the copyright owners and users of tomorrow, they have a unique responsibility to set the right example. The works of others should not be used without their permission unless the use is permitted by the *Copyright Act*. Teachers must be cognizant of the copyright status of resource materials in their possession.

3. What is fair dealing?



The *Copyright Act* provides that it is not an infringement of copyright to deal with a work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody, provided the dealing is “fair.”

The following guidelines describe the activities that are permitted under fair dealing in non-profit K–12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and decisions of the Supreme Court of Canada.

FAIR DEALING GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a. as a class handout;
 - b. as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c. as part of a course pack.

4. A short excerpt means:
 - a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b. one chapter from a book;
 - c. a single article from a periodical;
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e. an entire newspaper article or page;
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

4. Does fair dealing permit the making of a digital copy from a print source?



Yes, as long as the copying is within the rules set out in the *Fair Dealing Guidelines*.

5. Can teachers copy or post an entire musical score or does the 10 per cent limit in the *Fair Dealing Guidelines* apply?



Musical scores are usually sold individually — that is, one musical work at a time. The 10 per cent limit applies, and a teacher may copy 10 per cent of a musical score under fair dealing.

Music is also contained in music books. An example is a music book containing several musical works. For such a music book, one may copy 10 per cent or one musical work in the book because it contains other musical scores. See 4(f) of the *Fair Dealing Guidelines*.

6. Can a teacher copy for instruction?



A teacher can copy (or take any other necessary action) to display a work protected by copyright. This permits the use of whiteboards and similar tools, overhead projection using a device such as an LCD screen, overhead, opaque, or slide projector, provided the work is used for the purpose of education and training and is not already commercially available in a medium that is appropriate for this purpose.

7. Can a teacher copy materials intended for one-time use?



No. Copying, scanning, or printing materials intended for one-time use is strictly prohibited.

“Materials intended for one-time use” are workbooks and exercise books into which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student completes the answers, these materials are of no use to another student.

Any copying from materials intended for one-time use exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement.

This prohibition does not apply to reproducibles. A reproducible is not intended for one-time use, but is sold or provided with the rights holder's authorization to reproduce it for educational use.

8. Can a teacher copy for tests and examinations?



Yes. Teachers in Canada may copy, translate, communicate electronically, show, or play any copyright-protected work for a test or examination, provided the work is not already commercially available in an appropriate medium for the purpose of a test or examination.

9. Can teachers and students use statutes, regulations, and court decisions?



Teachers and students can copy and communicate the text of federal, provincial, and territorial statutes, regulations, and judicial decisions for educational purposes from every province and territory except Manitoba, Quebec, and Nunavut.

10. What rights do students with perceptual disabilities have?



- Students with perceptual disabilities, including blind and visually impaired students as well as students with learning disabilities and other physical disabilities, are provided with alternative formats through production centres scattered across Canada. The alternative formats may include audiobooks, Braille, and e-text.
- Students, and educational institutions on behalf of students, may make a copy in an alternative format of a literary, dramatic, musical, or artistic work (but not an audiovisual work) in a format designed for a person with a perceptual disability.
- Translation, adaptation, and performance in public for the purpose of serving students with perceptual disabilities, as long as the work is not already commercially available in that format, are permitted.
- Educational institutions may not make a large-print book for a student with a perceptual disability without permission from the copyright owner.

11. What rights do school libraries have?



School libraries can:

- make a copy for the purpose of cataloguing, internal record keeping, for insurance purposes, or police investigation;
- make a copy for the purpose of restoration;
- use digital technology to deliver an interlibrary loan copy of a copyright-protected work.

Provided a replacement copy is not commercially available in a medium and of a quality that is appropriate for these purposes, school libraries can also:

- make a copy of a work “if the original is rare or unpublished and is deteriorating, damaged, or lost”;
- make a copy of a fragile document or recording for on-site consultation if the original cannot be viewed, handled, or listened to because of its condition;
- make a copy if the original is in an obsolete format, or is in danger of becoming obsolete, or the technology to use the original is unavailable or is in danger of becoming obsolete.

12. Can teachers play a sound recording or turn on a radio for students to listen to, or turn on a television for students to watch?



Yes. You can play sound recordings and turn on televisions and radios in the classroom, subject to all of the following conditions:

- it must take place on the premises of an educational institution;
- it must be for educational or training purposes;
- it must not be for profit;
- it must take place before an audience consisting primarily of students of the educational institution, persons acting under its authority, or any person who is directly responsible for setting a curriculum for the educational institution; and
- it must not involve a “motive of gain.”

This users’ right does not apply to recorded radio and television programs, but only to playing radio and television programs while they are being transmitted (by over-the-air broadcast, cable, satellite, or over the Internet).

Where music is performed for a non-educational objective, SOCAN and Re:Sound tariffs apply. Examples that require royalty payments include music performed for extracurricular activities such as an assembly, background music, a school dance, or a fashion show. Current statements of applicable fees can be found on the SOCAN Web site at www.socan.ca and on the Re:Sound Web site at www.resound.ca.

13. Can students perform a work protected by copyright, such as a play, on school premises?



Yes. An example is the performance of a play in a drama class. The same five conditions as those cited for playing sound recordings, listening to the radio, or watching television listed in the answer to the previous question must be met before this users' right applies.

14. Can music be performed without the copyright owner's permission?



The *Copyright Act* permits educational institutions to perform music, whether recorded or live, without payment or permission from the owner of the copyright. A person acting under the authority of a non-profit educational institution can:

- perform a musical work live if the performance is primarily by students of the educational institution;
- play sound recordings containing a musical work; and
- play radio and television programs containing a musical work while the program is being transmitted (by over-the-air broadcast, cable, satellite, or over the Internet).

The following conditions apply. The performance must:

- take place on the premises of an educational institution;

- be for educational or training purposes;
- not be for profit; and
- take place before an audience consisting primarily of students of the educational institution, persons acting under its authority, or any person who is directly responsible for setting a curriculum for the educational institution.

The *Copyright Act* permits the public performance of music in schools when it is “in furtherance of an educational object.” Performances that are not in furtherance of an educational object must be authorized by the copyright owner, or by a collective that represents the owner.

The following uses of live and recorded music are permitted by the *Copyright Act* and therefore **do not require** permission and payment:

- in school assemblies (e.g., a recording of “O Canada”);
- by a student in a presentation to other students, teachers, assessors, or parents (e.g., as part of a presentation during music class);
- in demonstration activities by students, primarily for other students, teachers, assessors, or parents, and for which any admission fee charged covers costs but does not make a profit (e.g., a concert by the school choir, gymnastic routines, shows by school bands);
- during school hours for teaching/learning (e.g., music/dance/dramatic arts classes); and
- before and after school, and during recess, if the use is for educational purposes (e.g., school radio operated by students for credit and supervised by a teacher).

The following uses of live and recorded music are not permitted by the *Copyright Act* and therefore require permission and payment:

- at school dances;
- at school sporting events;
- while people are on hold when they telephone the school;
- at an event where the admission fee is intended to make a profit; and
- on school premises for no other reason than as background music (e.g., in the classroom, cafeteria, halls, over the PA system, at school events such as fairs, carnivals, or sociocultural events).

SOCAN and Re:Sound can provide licences to schools and school boards across Canada. Applicable rates can be found on the SOCAN Web site at **www.socan.ca** and on the Re:Sound Web site at **www.resound.ca**.

The following uses of live and recorded music are not permitted by the *Copyright Act*, and SOCAN and Re:Sound cannot provide licences to schools and school boards for music used:

- in a play performed live (e.g., a drama class's production of *My Fair Lady*). In this case, the educational institution must obtain copyright authorization from a theatrical agent;
- in performances on school premises by outside performers (e.g., invited singers, magicians, etc.). In this case, obtaining copyright authorization is the responsibility of the outside performers; and
- in activities held in school facilities that are rented or are provided free of charge to outside groups. In this case, obtaining copyright authorization is the responsibility of the outside group.

The factors to consider when determining whether music use requires permission include:

- Did the music use occur during school hours?
- Will the student be graded on the activity involving the music use?
- Does the music use involve a demonstration by a student or teacher for other students, teachers, assessors, or parents?
- Is it reasonable to consider the music use to be for educational purposes? The phrase “educational purposes” is not defined in the *Copyright Act* but can be described as an activity that is planned and where the objective is for students to meet one or more subject or program outcome.
- Was the music used on school premises?
- If admission was controlled, was it free?
- Was the music use for a non-profit purpose?

If the answer to the majority of these questions is “yes,” then the performance of the music is most likely permitted by the *Copyright Act*.

15. Can students and teachers use copyright-protected works to create new works?



The *Copyright Act* contains a users' right permitting anyone, not just students and teachers, to use copyright-protected works to create new works. This users' right is referred to in the *Copyright Act* as "non-commercial user-generated content." This users' right can be found in section 29.21 of the *Copyright Act* as amended by the *Copyright Modernization Act*. The following conditions apply to the creation of non-commercial user-generated content:

1. It can be used for only non-commercial purposes.
2. The original source must be mentioned, if it is reasonable to do so.
3. The original work used to generate the content must have been acquired legally.
4. The resulting user-generated content does not have a "substantial adverse effect" on the market for the original work.

This users' right permits students to use copyright-protected works to create videos, DVDs, or mash-ups, as long as all four conditions above are met.

The users' right permits user-generated content created under provision of the *Copyright Act* to be disseminated. Dissemination includes uses such as posting a video to YouTube or a Web site.

16. Can teachers copy programs from radio or television?



Yes. An educational institution or a person acting under its authority may make a single copy of a radio or television program and show that copy provided the following four conditions are met:

1. The copy must be made at the time the program is aired by the broadcaster or communicated over the Internet.
2. The showing of the single copy must be for an audience consisting primarily of students.
3. The showing of the single copy must be for educational or training purposes.
4. The showing of the single copy must take place on the premises of the educational institution.

17. Can teachers show an audiovisual work (such as a DVD or video) on school premises without infringing copyright?



The *Copyright Act* permits showing an audiovisual work such as a DVD or video on the premises of an educational institution provided the following five conditions are met:

1. The showing must take place on the premises of an educational institution.
2. The showing must be for an audience consisting primarily of students, instructors, or persons directly responsible for setting a curriculum.
3. The showing must be for educational or training purposes.
4. The showing must not be for profit.
5. The copy shown must not be infringing or the person responsible for the performance has no reasonable grounds to believe that it is an infringing copy.

If all five conditions listed above are met, an audiovisual work may be shown for educational purposes without permission from the copyright owner and without the payment of royalties pursuant to section 29.5(d) of the *Copyright Act*.

Teachers can show audiovisual works purchased or rented from a retail store, a copy borrowed from the library, a copy borrowed from a friend, or a YouTube video.

Showing audiovisual works for non-educational purposes, such as fundraising or a family movie night, requires permission and the payment of copyright royalties.

Showing movies from subscription services in the classroom is governed by the terms of the agreement between the subscriber and the subscription service. If the agreement provides that use is limited to “personal” or “household” use, for example, then classroom use is not permitted.

18. Can teachers copy an audiovisual work at home and show it in the classroom?



No. Teachers cannot copy an audiovisual work at home and then show it in the classroom. Teachers can, however, show a legally obtained copy in the classroom. A legally obtained copy includes a copy purchased or rented from a retail store, a copy borrowed from the library, a copy borrowed from a friend, or a YouTube video.

19. Can lessons be streamed live to students or recorded and made available on-line for students at a time of their choosing?



Yes. Educational institutions can transmit lessons to students in real time over the Internet or make a recording of a lesson available on-line. For example, a student in one school is able to access an on-line course containing copyright-protected material offered in a different school. The student is permitted to make a copy of the lesson and keep the copy until 30 days after the final evaluation (final report card) is received. Both the student and the educational institution are required to destroy any recording of copyright-protected material contained in an on-line lesson within 30 days after the students who are enrolled in the course receive their final evaluations.

20. Can teachers copy computer software for educational use?



Owners of legal copies of computer programs may make a single reproduction of these programs in only two situations:

1. An owner of a legitimate copy of a computer program may make one backup copy of that program. The person must be able to prove that the backup copy is erased as soon as he or she ceases to be the owner of the copy of the computer program from which the backup was made.
2. An owner of a legitimate copy of a computer program may also make a single copy of that program by adapting, modifying, or converting the computer program or translating it into another computer language, provided that:
 - (i) the reproduction is essential for the compatibility of the program with a particular computer;
 - (ii) the reproduction is solely for the person's own use; and
 - (iii) the copy is erased when the person ceases to be the owner of the copy of the program from which the copy was made.

21. Can teachers and students copy from the Internet?



Yes. Educational institutions, teachers, and students may save, download, and share publicly available Internet materials, as well as use that material in the classroom and communicate it to students or others within their education circle.

“Publicly available” materials are those posted on-line by content creators and copyright owners without any technological protection measures, such as a password, encryption system, or similar technology intended to limit access or distribution, and without a clearly visible notice prohibiting educational use.

Routine classroom uses may be made of publicly available Internet materials, such as incorporating on-line text or images into homework assignments, performing music or plays on-line for peers, exchanging materials with teachers or peers, or reposting a work on a restricted-access course Web site.

To encourage copyright awareness and respect in all circumstances, students and educators are required to cite the source of the Internet materials they use.

22. Can teachers and students break digital locks to use copyright-protected materials they have the legal right to use?



No. A digital lock is a technological protection measure (such as encryption or a password) that restricts the ability of users of digital content from sharing or copying the content. The *Copyright Act* prohibits breaking a digital lock even for educational uses that are otherwise permitted by the *Copyright Act*. For example, the encryption on most commercial DVDs, or the serial-key validation required by many software programs, protects these DVDs and software programs from unauthorized use. These protections cannot be broken even if the purpose of the use is otherwise allowed.

23. Are student-created works protected by copyright?



Yes. Any original work created by a student — whether in the form of an essay, a video or DVD, a sound recording, Web site, or art work — is protected. The student — or if the student is a minor, the student's parent or legal guardian — must authorize the further use of a student's work, such as its use in a school publication, a teaching workshop, a student exemplar, or in a Web posting.

24. Where can I get more information on copyright?



Copyright can be, and often is, very complicated. This booklet provides the basics to point you in the right direction toward increasing your own copyright awareness. Exploring additional resources to obtain more in-depth information on the topics that are covered in this booklet will increase your knowledge. **Awareness of copyright is important because you are educating the copyright owners and users of tomorrow. More detailed information is available from the following sources:**

WEB SITES

A Web site by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), that helps teachers assess when they can use copyright-protected materials without getting copyright permission under the fair dealing provision of the Copyright Act.

www.copyrightdecisiontool.ca

The Council of Ministers of Education, Canada (CMEC) site contains an electronic version of *Copyright Matters!* and information about CMEC's copyright activities.

www.cmec.ca/copyrightinfo

The Canadian School Boards Association

www.cdnsba.org/resources/canadian-copyright-reform

The Canadian Teachers' Federation

www.ctf-fce.ca

The Department of Canadian Heritage site on copyright issues and developments

www.canada.ca/en/canadian-heritage.html

The 2Learn.ca Education Society's "Your Digital Presence" site. A useful site on obtaining copyright permissions, written from a teacher's perspective.

www.2learn.ca/ydp/copyrightabout.aspx

Canada's *Copyright Act*

www.laws-lois.justice.gc.ca/eng/acts/C-42/index.html

Canadian Intellectual Property Office. A guide to copyright basics

www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home

TED: Ideas Worth Spreading. Thousands of free video lectures on a wide variety of subject matter that are usable by teachers in the classroom.

www.ted.com

Canadian Library Association. Copyright tools for librarians and educators

www.cla.ca/resources/copyright-information

Library and Archives Canada. A guide to citing copyright materials, tools for detecting plagiarism, and other copyright-related links for educators

www.collectionscanada.gc.ca/notices/016-200-e.html

Canadian Teacher Magazine. Links to freely available educational resources

www.canadianteachermagazine.com/freeresources.html

PRINT RESOURCES

Dryden, J. (2001). *Demystifying copyright: A researcher's guide to copyright in Canadian libraries and archives*. Ottawa: Canadian Library Association. ISBN: 0-0-88802-298-0, \$21.00.

Harris, E.L. (2012). *Canadian Copyright Law*, 4th ed. Hoboken, NJ: Wiley. ISBN-13: 978-1118078518, \$39.95.

Murray, L.J., & Trosow, S.E. (2013). *Canadian copyright: A citizen's guide*. Toronto: Between the Lines. ISBN-13: 978-1771130134, \$20.56.



WARNING

DO NOT COPY WORKBOOKS OR OTHER CONSUMABLES

Copying, scanning, or printing materials intended for one-time use is strictly prohibited.

“Materials intended for one-time use” are workbooks and exercise books in which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student completes the answers, these materials are of no use to another student.

Any copying from materials intended for one-time use exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement.

This prohibition does not apply to reproducibles. A reproducible is not intended for one-time use, but is sold or provided with the rights holder’s authorization to reproduce it for educational use.



Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.





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Patrick Daly, *President*
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Nick Milanetti, *Executive Director*

November 14, 2016

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Fall Economic Statement**

On Monday November 14, the Minister of Finance delivered his Fall Economic Statement. The statement and background documents highlight a number of programs and investments the government has made over the course of 2016. The overall theme is “building Ontario up for everyone”, and the focus is on those investments and policy decisions that impact the cost of living in Ontario. For example, the Minister reiterated the commitment to remove the HST on residential electricity bills as of January 1, 2017. The Economic Statement also forecasts a balanced budget by 2017-2018.

In terms of specific commitments impacting school boards, the Minister of Finance announced:

- Investments of \$65.5 million in 2016-2017 to support the creation of roughly 3,400 new licensed child care spaces. This is the first step in the government’s plan to create 100,000 new spaces by 2022.
- Providing \$12 billion over the next ten years in the education sector to build infrastructure and create contemporary learning environments for students.

The Statement also outlines a number of specific commitments that have been made in 2016 that include:

- Investing \$60 million to implement a **renewed math strategy**, which includes 60 dedicated minutes per day of math learning time in Grades 1 to 8.
- An additional **\$1.1 billion** over two school years to improve existing school infrastructure across Ontario.
- The creation of 29 new schools across Ontario.

For further information, please see the attached background document on “Helping Early Learners, Students and Workers” and the Minister’s speech to the Ontario Legislature.

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

Attachment

BACKGROUND – November 14, 2016

BUILDING ONTARIO UP FOR EVERYONE**2016 ONTARIO ECONOMIC OUTLOOK AND FISCAL REVIEW**

Helping Early Learners, Students and Workers

Ontario is committed to helping everyone develop the skills necessary to succeed in the knowledge-based economy, from investing in child care and early learning programs to expanding access to postsecondary education and training. Providing an excellent education, from kindergarten through to postsecondary, and making advanced education and skills training accessible to all, will give the next generation more opportunities in life.

Ontario's Actions

Announced today:

- Ontario is investing \$65.5 million this school year to support the creation of approximately 3,400 new licensed spaces for infants, toddlers and preschoolers, as a first step to creating [100,000 additional child care spaces](#) by 2022.

- Transforming student financial assistance through the new Ontario Student Grant, which will make average tuition free for more than 150,000 postsecondary students. In addition, more than 50,000 students from families earning over \$50,000 in annual income will receive increased grants.
- Ending fees for child care waitlists, improving access to child care and helping families in their everyday lives.
- Providing an additional \$1.1 billion over two school years to improve existing school infrastructure across Ontario, which will benefit more than 2,100 schools with repair and renewal projects, in addition to many other smaller projects.
- Building three new postsecondary sites in York, Peel and Halton Regions to support students with new learning options in their communities.
- Expanding five existing child and family programs on reserve in M'Chigeeng First Nation, Nibinamik First Nation, Six Nations of the Grand River, Walpole Island First Nation and Wikwemikong Unceded Indian Reserve.

- ☀ Investing \$60 million to implement a [renewed math strategy](#), which includes 60 dedicated minutes per day of math learning time in Grades 1 to 8.
- ☀ Investing \$3 billion over the next 10 years to improve postsecondary infrastructure and expand access to high-quality college and university education.
- ☀ Launching the [Youth Job Link](#) to help young people ages 15 to 29 plan their careers, prepare for the labour market and connect to job opportunities.
- ☀ Investing \$3.4 million over two years in the [Ontario Bridge Training program](#) to help internationally trained new Ontarians find jobs that match their skills and experience through 11 new bridge training projects.
- ☀ Implementing an integrated [Highly Skilled Workforce Strategy](#) to bridge education, training and skills development with the demands of an evolving economy.

Going Forward

- ☀ Providing \$12 billion over the next 10 years in the education sector to build infrastructure and create contemporary learning environments for students.
- ☀ Collaborating with the federal government, colleges and universities to implement the [Post-Secondary Institutions Strategic Investment Fund](#), which will lead to investments of more than \$1.9 billion in research, innovation and training infrastructure at Ontario postsecondary institutions.
- ☀ Launching SkillsAdvance Ontario, a sector-focused pilot to provide employers with access to job-ready, skilled workers and to offer job seekers sector-focused employment and training services.
- ☀ Working closely with the federal government to ensure that renewed labour market agreements are better able to meet the training needs of Ontarians.



BUILDING ONTARIO UP FOR EVERYONE



2016 ONTARIO ECONOMIC OUTLOOK AND FISCAL REVIEW



The Honourable
CHARLES SOUSA
Minister of Finance

Statement

BUILDING ONTARIO UP FOR EVERYONE



2016 ONTARIO ECONOMIC OUTLOOK AND
FISCAL REVIEW



The Honourable
CHARLES SOUSA
Minister of Finance

Check Against Delivery
STATEMENT

For general inquiries regarding the *Building Ontario Up for Everyone: 2016 Ontario Economic Outlook and Fiscal Review, Statement*, please call:

Toll-free English & French inquiries: 1-800-337-7222

Teletypewriter (TTY): 1-800-263-7776

For electronic copies of this document, visit our website at ontario.ca/fallupdate

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*Favoriser l'essor de l'Ontario pour tous — Perspectives économiques
et revue financière de l'Ontario 2016, Documents d'information*



Introduction

Mr. Speaker, I rise to present the *2016 Ontario Economic Outlook and Fiscal Review*.

All of us in this Chamber seek to improve the lives of people across Ontario.

To respect their hard work.

Our actions today are building a better future.

People across our province got up this morning ...

Went to school or work or volunteer ...

They're making a difference.

And they're doing their part to make our Province stronger.



Our Plan

Mr. Speaker ... people from all over our great province are building Ontario up, but not alone.

They expect government to do its part, too.

Our role in this legislature is to foster more opportunity for them.

When we support one person, it makes their life a little bit easier.

And when we do that ... in the lives of 14 million Ontarians ...

It makes our economy stronger — it makes our future more prosperous.

Mr. Speaker, our plan is about helping everyone to succeed.

It's about helping moms and dads get to work and back home, safely and quickly ...

It's about helping businesses to grow our economy and create jobs.

It's about offering kids a promising future with great schools, colleges and universities.

It's about ensuring that everyone has high-quality health care at a hospital or at home.

Mr. Speaker, all of us share a desire to improve Ontarians' quality of life.

It is why we support the public services and programs that they rely on.

And, Mr. Speaker, in order to afford those critical services and programs, we must remain on track and be disciplined in balancing the budget next year ... and thereafter.



Fostering a More Innovative and Dynamic Business Environment

Mr. Speaker ...

Our role is to help create the conditions for our businesses to be competitive.

To enable them to create an innovation-driven, entrepreneurial economy.

To help Ontario firms become global leaders and exporters.

To help companies take advantage of expanding export markets and the emerging low-carbon economy.

Clean tech is one of many sectors of Ontario's growing and diversified economy.

Many of our clean tech companies got their start when Ontario cut coal and switched to clean electricity, becoming a world leader in emissions-free power.

Ontario's Climate Change Action Plan will invest proceeds from cap-and-trade directly to green projects ... helping more businesses and households save on energy.

From advanced manufacturing to food processing to mining to biotechnology ...

Ontario has many great success stories, and we want more of them.

So today, in keeping with our Business Growth Initiative, we are announcing \$32.4 million over four years to help more small and medium-sized enterprises grow into larger, export-oriented firms under Ontario's scale-up voucher program that tailors support for high-impact companies.

Because we know that strengthening our companies results in more jobs and opportunities.



Mr. Speaker, we are also staying at the forefront of financial technology. It is reshaping Ontario's traditional financial services sector, our second largest industry.

By embracing fintech and its disruptive technologies, we can maintain our position as a global leader in the financial services sector.

We recognize that our regulatory bodies need to evolve to ensure companies are not unduly burdened, while protecting consumers and investors.

So today, we are also announcing further details of our plan to establish the new Financial Services Regulatory Authority.

This will be an independent regulator that will modernize regulation of financial services and pensions. It will be more consumer-focused and offer improved protection for customers, investors and pension-plan beneficiaries.



Building Tomorrow's Infrastructure Now

Mr. Speaker, Ontarians lead busy lives.

Parents rush in the morning to get their kids ready for school or child care.

And many fight traffic on their way to work.

We want to help them get to work and back home faster and safely.

Some start their commute on local roads or at their neighbourhood bus stop.

Many rely on the 400-series highways.

In a few years, many Ontarians will have easier commutes thanks to our investments in Moving Ontario Forward.

In the Greater Toronto and Hamilton Area, they'll be able to use new subways, LRT and expanded GO services — all closer to home.

In the meantime, new construction continues to improve the 401 ... the new 407 extension is underway ... and Highway 69 between Sudbury and Parry Sound is being expanded.

In small and rural communities, we're building and repairing roads, bridges and other critical infrastructure.

Helping goods get to market quickly is key.

It's part of our plan to make the largest public infrastructure investment in our province's history.

More than \$160 billion is being invested over 12 years ... supporting more than 110,000 jobs on average each year.

From Windsor to Stratford to Cornwall.

From Thunder Bay to Sault Ste. Marie to Niagara.



Investing in People's Talents and Skills

Mr. Speaker ...

This morning, 260,000 kids went to full-day kindergarten — right across our province.

My three kids are older now, but I remember how at times it was not always easy to get them out the door.

I am sure it wasn't easy for some parents.

No doubt, someone didn't want to get up.

Or felt that their sweater was too itchy.

Or worse ... one of them forgot their item for show and tell.

But when they got to school ... and saw their friends ... and their teachers ... their day got better.

And so did their parents' day.

Full-day kindergarten is giving them a stronger start in school and in life.

And to help even more families give their kids a great start in their early years, we will be creating 100,000 new licensed child care spaces within the next five years.

In fact, Mr. Speaker, we are proud to announce today that \$65.5 million will be invested in this school year to support the creation of 3,400 spaces to get it started.

Mr. Speaker, we are committed to supporting all children.



That is why we increased support for families living with autism in the *2016 Budget*.

Ontario's new autism program will provide all children, regardless of age, with more flexible services based on their unique needs.

As well, Mr. Speaker, over 150,000 students will head to college or university next September without worrying about tuition costs.

Whether at La Cité collégiale in Ottawa or Lakehead University in Thunder Bay.

From St. Clair College in Windsor to Queen's University in Kingston

Thanks to the new Ontario Student Grant, their tuition will be more affordable ...

And for many, it will be free.

This is an investment in our future, building opportunity for more people.

Mr. Speaker, we choose to invest in our children and in our schools.

That's why, just this year, we are opening 29 new schools ... creating stronger communities and serving the needs of Ontario families.

We chose to prepare people of all ages for success in a changing workforce.

It's critical to Ontario's growth and competitiveness.

That includes Ontario's new Highly Skilled Workforce Strategy to help our people get the skills and credentials they need for the jobs they want ...

And further attract more businesses to invest in Ontario, confident that we have the best and the brightest.



Health Care

Mr. Speaker, one of Ontario's strengths and a priority for families is our publicly funded, high-quality health care system.

We introduced our Patients First legislation to ensure that our health care continues to improve.

We are supporting our dedicated teams to tackle mental health and addictions with increased resources.

We are proud of our caring practitioners who are helping to expand immunization protection and extending support for pregnancy and infant loss.

We understand the importance of specialized care for families in need.

That's why we improved access to high-quality cardiac services through a \$162 million investment in the University of Ottawa Heart Institute.

Universal health care is critical to all of us.

And that's why ... today, Mr. Speaker ... we are announcing that Ontario's public hospitals will receive an additional \$140 million in funding this year.

That means that every public hospital in the province will have more resources to better support patients and reduce wait times.

This is above the \$345 million announced in the *2016 Budget* for hospital operating costs.

Furthermore, Mr. Speaker, we are building new hospitals.

To better serve local communities right across the province, we are building, expanding or renovating 37 hospitals on top of the 20 projects that have been completed since 2013.

Mr. Speaker, building modern hospitals is key to meet the demands of today and tomorrow.



Strengthening Retirement Security

Mr. Speaker, tens of thousands of young people across the province are at the beginning of their careers.

Many are on contract or at small businesses and they don't benefit from a workplace pension plan.

For many, it's hard to start saving for the future.

That's why we are strengthening retirement security.

And taking steps to modernize existing pension plans.

Our work on the Ontario Retirement Pension Plan was the catalyst in reaching a national consensus to enhance the Canada Pension Plan this past summer.

This extraordinary national agreement would not have been possible without the inspired leadership and the tenacity of our Premier, Kathleen Wynne.

Her efforts will significantly improve retirement security for future generations.



Improving Housing Affordability

While retirement may not be top of mind for many young people today, their ability to own a home is becoming a concern in today's real estate market.

Purchasing your very first home is one of the most exciting decisions in a young person's life.

But many are worried about how they will be able to afford their first condo or house.

So Mr. Speaker, we're announcing today that, as of January 1, 2017... we are proposing to double the maximum Land Transfer Tax refund for first-time homebuyers to \$4,000.

For many, this will mean no Land Transfer Tax on the purchase of their first home.

We will also be modernizing the Land Transfer Tax system for the first time in a generation.

The housing market is an important source of economic growth and employment in Ontario.

And improving housing affordability will help more Ontarians to participate.



A Fair Society and Helping People in their Everyday Lives

Changing times are impacting how Ontarians work, live and conduct business.

Our commitment to building a fair society is also about inspiring growth that is more inclusive.

To lift people out of poverty...

And ensure we all reach our full potential.

That is why we are developing a Basic Income Pilot...

As well as addressing the gender wage gap.

It is why we are helping refugees settle in Ontario.

It is why we support reconciliation with Indigenous peoples.

Taking action to help people in their everyday lives is important to all of us, Mr. Speaker.

We are all concerned about rising costs.

So we took action.

Starting in January 2017, we will rebate an amount equal to the eight per cent provincial portion of the HST on residential electricity bills ... helping five million families, small businesses and farms.



Path to Balance

Mr. Speaker, those are just some of the aspects of our plan to grow the economy and create jobs.

Our plan is working.

Over the last two years, our economy has grown by 5.3 per cent.

Last year, our growth was double the national average.

In fact, for the first quarter of this year, Ontario's growth was faster than that of the United States and the G7.

More than 641,000 net new jobs have been created since the depths of the 2008 global recession.

The majority of these jobs are full time, in the private sector, and in above-average wage industries.

The unemployment rate is at an eight-year low.

These are positive signs of economic growth, but we know global challenges continue to exist.

And we must continue to be prepared.

But our goal has always been clear.

We have never wavered from our fiscal plan ... to balance the budget.

The *2015–16 Public Accounts of Ontario* confirmed that the deficit projection was a \$3.5 billion improvement compared to the 2015 Budget plan.



It was the seventh year in a row that we have beaten our deficit target.

And, Mr. Speaker ... I am pleased to confirm today that, consistent with the *2016 Budget*, Ontario's deficit for 2016–17 is projected to be \$4.3 billion ... on target — on plan.

We will balance the budget in 2017–18 and remain balanced in 2018–19, as scheduled.

It's not going to be easy.

But we will continue to make strategic investments to grow our economy ...

And we will make the right choices to bring Ontario to balance.

Conclusion

Mr. Speaker... I began this speech by talking about our common desire to ensure a bright future for all Ontarians.

I believe if we go around this room ...

Or go outside ...

And we ask the people of Ontario ...

What are your hopes?

What are your dreams for your children or your grandchildren?

What is most important to you?

I think we would hear a common theme.



No matter your faith ...

No matter your culture ...

Or your heritage, or your party ...

We all want the same things.

Jobs that fulfil us.

Universal health care when we need it.

Strong public education that enables us.

A good quality of life for our families.

We may disagree on the means ... and in this Chamber, we often do robustly.

But for each of us, the ends are the same.

People go about their business across this province to better their lives.

And improve the lives of those they love.

So every day, in this place, we will work to support them.

To support each other ...

In building Ontario up.

Thank you, Mr. Speaker.



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

November 17, 2016

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

FROM: Paul Landry, Chair, First Nation Trustees Advisory Council
Dr. Brian O'Sullivan, Director of Catholic Education

SUBJECT: New Jesuit Site on Truth & Reconciliation

Dear Colleagues,

In June 2016, the Jesuits of English Canada held a conference at the University of St. Michael's College in Toronto entitled, "*Truth & Reconciliation and Hope*" that addressed the Truth & Reconciliation Commission and its Calls to Action. The conference speakers included many prominent government and Indigenous leaders such as:

- Noel Starblanket, Past Chief of the Assembly of First Nations
- Rt. Hon. Paul Martin, Former Prime Minister of Canada and Head of the Martin Aboriginal Initiative
- Bruce Roundpoint, Former Grand Chief of the Mohawk Council of Akwesasne
- Marie Wilson, Commissioner of the Truth & Reconciliation Commission
- Fr. Peter Bisson, Provincial Superior of the Jesuits in English Canada
- Joseph Norton, Grand Chief of the Mohawk Council of Kahnawake
- Charlie Angus, M.P.
- Indigenous Youth Leaders

Video clips of these and other conference speakers have been posted on a new site by the Jesuits at www.Jesuits.ca/trh and www.InMyOwnWords.ca. You are encouraged to share this new site with your board FNMI leaders, chaplains, student leaders, school leaders and teachers. We think you will find this to be a very useful resource to use in your classrooms with your school councils and for professional development days.

If you have any further questions about this conference and the new resource, please contact Fr. Robert Foliot, S.J. at bfoliot@jesuits.ca.

INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

The screenshot shows the OCSTA Community Forum login page. The browser's address bar at the top shows the URL www.ocsta.on.ca/ocsta/smf-mb/, which is circled in red. The page header includes the forum title and a search bar. A welcome message for guests is present, along with a login button. A central box contains the text: "Login Page: www.ocsta.on.ca/ocsta/smf-mb/". Below this is a "Warning!" box stating that only registered members can access the section. The "Login" section features a red circle around the "Username:" and "Password:" input fields, with a blue arrow pointing from a text box to the "Username:" field. The text box contains the instruction: "If you do not have your login information please contact Ashlee Cabral at OCSTA – acabral@ocsta.on.ca". Other elements include a "Minutes to stay logged in" dropdown, an "Always stay logged in" checkbox, a "Login" button, and a "Forgot your password?" link. The footer shows the forum version (SMF 2.0.11) and copyright information.

www.ocsta.on.ca/ocsta/smf-mb/

OCSTA Community Forum

Welcome, **Guest**. Please login or register.
Did you miss your activation email?
 Forever
Login with username, password and session length

Home Help Search Login Register

OCSTA Community Forum

Warning!
Only registered members are allowed to access this section.
Please login below or register an account with OCSTA Community Forum.

Login

Username:
Password:
Minutes to stay logged in: 00
Always stay logged in: ☐

[Forgot your password?](#)

If you do not have your login information please contact Ashlee Cabral at OCSTA – acabral@ocsta.on.ca

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 XHTML WAP2

INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

The screenshot shows the OCSTA Community Forum interface. At the top, the browser address bar displays www.ocsta.on.ca/ocsta/smf-mb/. The forum header includes the title "OCSTA Community Forum" and the "simplemachines forum" logo. A user greeting "Hello sharonmc" is visible, along with a search bar and a "Search" button. A callout box with a black border and white text states: "Once you've entered your login information you will see this screen. Click on 'OCSTA Community Forum'". A blue arrow points from this box to the "OCSTA Community Forum" link in the navigation menu, which is circled in red. The navigation menu also includes links for Home, Help, Search, Admin, Moderate, Profile, My Messages, Members, and Logout. Below the navigation menu, there are sections for "General Category" with "Unread Posts" and "New Posts" status, and "OCSTA Community Forum - Info Center". The footer contains the text "SMF 2.0.11 | SMF © 2015, Simple Machines" and links for XHTML, RSS, and WAP2.

www.ocsta.on.ca/ocsta/smf-mb/

OCSTA Community Forum

simplemachines forum

Hello sharonmc
Show unread posts since last visit.
Show new replies to your posts.
November 16, 2016, 02:08:14 PM

Once you've entered your login information you will see this screen. Click on "OCSTA Community Forum"

Home Help Search Admin Moderate Profile My Messages Members Logout

OCSTA Community Forum

General Category

Unread Posts

New Posts No New Posts Redirect Board

MARK ALL MESSAGES AS READ

OCSTA Community Forum - Info Center

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INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

← → ↻ www.ocsta.on.ca/ocsta/smf-mb/index.php ☆

OCSTA Community Forum

simplemachines forum

Hello sharonmc
Show unread posts since last visit.
Show new replies to your posts.
November 15, 2016, 09:27:47 PM

Search

News:
SMF - Just Installed!

Home Help Search Admin Moderate Profile My Messages Members Logout

OCSTA Community Forum

General Category

		Unread Posts
	General Discussion An area for Ontario's Catholic trustees to discuss questions and issues in Catholic education, current government consultations, legislation and other topics that might help to support and inform Catholic trustees.	2 Posts 2 Topics Last post by sharonmc in Good News at Your CDSB on October 17, 2016, 04:37:18 PM
	Reference Documents Posts in this category contain documents that have been uploaded for trustees' reference.	3 Posts 3 Topics Last post by sharonmc in Digital Advocacy on Today at 09:15:00 PM

 New Posts  No New Posts  Redirect Board

MARK ALL MESSAGES AS READ

OCSTA Community Forum - Info Center

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INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

← → ↻ www.ocsta.on.ca/ocsta/smf-mb/index.php?board=1.0 ☆ 📧 ⚙

OCSTA Community Forum

simplemachines forum

Hello sharonmc
Show unread posts since last visit.
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November 15, 2016, 09:29:04 PM

[Home](#) [Help](#) [Search](#) [Admin](#) [Moderate](#) [Profile](#) [My Messages](#) [Members](#) [Logout](#)

OCSTA Community Forum » General Category » **General Discussion**

Pages: [1]

Subject / Started by	Replies / Views	Last post
Welcome from OCSTA Staff - S. McMillan Started by sharonmc	0 Replies 6 Views	September 22, 2016, 02:32:19 PM by sharonmc
Good News at Your CDSB Started by sharonmc	0 Replies 2 Views	October 17, 2016, 04:37:18 PM by sharonmc

Pages: [1]

OCSTA Community Forum » General Category » General Discussion

Topic you have posted in

Normal Topic

Hot Topic (More than 15 replies)

Very Hot Topic (More than 25 replies)

Locked Topic

Sticky Topic

Poll

Jump to:

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The “General Discussion” Board

Topics

Click on “New Topic” to add a new post or message to this discussion board

INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

The screenshot shows the OCSTA Community Forum interface. The browser address bar displays `www.ocsta.on.ca/ocsta/smf-mb/index.php?topic=3.0`. The forum header includes the OCSTA logo and the Simple Machines Forum logo. A navigation bar contains links: Home, Help, Search, Admin, Moderate, Profile, My Messages, Members, and Logout. The breadcrumb trail reads: OCSTA Community Forum » General Category » General Discussion » Good News at Your CDSB. The main content area shows a post by user 'sharonmc' (Administrator, Newbie) titled 'Good News at Your CDSB'. The post content is: 'Please feel free to share new information about outstanding achievements by your students and staff. If you'd like this information to be shared in the Association's Good News blog please include pictures and contact information. Thank you. Sharon'. A red oval highlights the post content. A red circle highlights the 'REPLY' button. Annotations with arrows point to the 'Discussion Board' (General Discussion), 'Topic' (Good News at Your CDSB), 'Message/Post' (the post content), and 'To reply to message click on "Reply"' (the REPLY button). The footer shows 'SMF 2.0.11 | SMF © 2015, Simple Machines XHTML RSS WAP2'.

Discussion Board

Topic

Message/Post

To reply to message click on “Reply”

REPLY

INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

www.ocsta.on.ca/ocsta/smf-mb/index.php?action=post;topic=3.0;last_msg=3

OCSTA Community Forum

simplemachines forum

Hello sharonmc
Show unread posts since last visit.
Show new replies to your posts.
November 16, 2016, 02:42:34 PM

Home Help Search Admin Moderate Profile My Messages Members Logout

OCSTA Community Forum » General Category » General Discussion » **Post reply (Re: Good News at Your CDSB)**

Post reply

Subject: Re: Good News at Your CDSB
Message icon: Standard

Font Face Font Size Change Color

Type in this window the comment you want to add in reply to a post or message that you have read on a discussion board.
Hit the POST button located below this text box (and to the right of screen).
If you want to add a document click on the PLUS sign located below this text box, and to the left of the screen

Attachments and other options
shortcodes hit alt+p to add a post or alt+p to preview

To upload a document you wish to share with trustees, click on the + sign and follow instructions on screen.

When you've finished writing your reply/message, click on "Post" to publish.

Post Preview

Topic Summary

Posted by: sharonmc
on: October 17, 2016, 04:37:18 PM

Please feel free to share new information about outstanding achievements by your students and staff. If you'd like this information to be shared in the Association's Good News blog please include pictures and contact information.

Thank you.

INSTRUCTIONS FOR USING THE “OCSTA COMMUNITY FORUM” FOR TRUSTEES

← → ↻ www.ocsta.on.ca/ocsta/smf-mb/index.php?board=2.0 ☆ 📱 📺 ⋮

OCSTA Community Forum



Hello sharonmc
Show unread posts since last visit.
Show new replies to your posts.
November 15, 2016, 09:26:24 PM

Home Help Search Admin Moderate Profile My Messages Members Logout

OCSTA Community Forum » General Category » **Reference Documents**

Pages: [1]

Subject / Started by	Replies / Views	Last post
  Digital Advocacy Started by sharonmc	0 Replies 1 Views	Today at 09:15:00 PM by sharonmc
  Template - Community Outreach Plan Started by sharonmc	0 Replies 1 Views	Today at 09:13:25 PM by sharonmc
  Community Outreach for Ontario's Catholic School Trustees Started by sharonmc	0 Replies 1 Views	Today at 09:12:07 PM by sharonmc

Pages: [1]

OCSTA Community Forum » General Category »

Topic you have posted in

Locked Topic

Normal Topic

Sticky Topic

Hot Topic (More than 15 replies)

Poll

Very Hot Topic (More than 25 replies)

Jump to: => Reference Documents ▾ Go!

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The “Reference Documents” Discussion Board

Document attachment – click on paper clip to download document deposited here.