



LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Committee of the Whole Board

(EDUCATION, POLICY & OPERATIONS)

MEETING

Wednesday, October 30, 2019

Limestone District School Board Education Centre

Barry C. O'Connor Boardroom

4:30 p.m.

Acknowledgement of Territory:

"The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land."

Private Session

Approval of Agenda

Declaration of Conflict of Interest

Section A –Matters Requiring Action at the Meeting

1. Reports for Information

- a) Choices at Seven – (Strat. Plan Ref. W2.2, I3.1) – Associate Superintendent Sartor
- b) Strengthening Indigenous Voice (Strat Plan Ref. W2.2, C2.1) – Superintendent Burra

2. Reports Requiring Decision

- a) Revisions to Policy 18- Purchasing – Superintendent Young
- b) Indigenous Student Trustee - Policy Revisions (Strat Plan Ref. W2.2, C2.1, C2.2) – Superintendent Burra

Section B –Information Items

1. Internal Reports and Other Communication

2. External Reports and Other Communication

Other Business

Next Meeting Date

January 29, 2020 at 5:00 p.m.

Adjournment



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: CHOICES AT 7

OCTOBER 30, 2019

Purpose:

To provide Trustees with an overview of the Choices at 7 programming offered by the Limestone District School Board to Grade 7 and Grade 8 students.

Background:

The Limestone District School Board currently offers four different Choices at 7 programs.

Challenge:

The Challenge Program was initiated in September 1995 at Calvin Park Public School and was extended to Odessa Public School and Loughborough Public School in 2000. Students apply to a site based on the location of their home. The Challenge Program is designed to meet the needs of academically motivated and/or formally identified gifted students who are seeking new learning challenges while maintaining a healthy and balanced lifestyle. The purpose of the program is to engage students in the provincial grade level curriculum through enriched experiences in a fast-paced, dynamic and multi-faceted learning environment. Students have the opportunity to extend their learning and maximize their potential alongside peers from a variety of schools.

LEAP (Limestone Education through the Arts Program):

LEAP was initiated at Calvin Park Public School in 2000. LEAP allows students to learn the Grade 7 and 8 curricula through an integrated, hands-on approach that uses the arts as a foundation. Taught by teachers who are specialists in their field, the purpose of the LEAP program is to provide students with the opportunity to achieve their personal best through arts-based activities that emphasize teamwork, self-direction, motivation, innovation and creativity.

ATLAS (Applying Technology for Learning, Aptitude and Success):

The ATLAS program began in 2004. ATLAS was designed to provide focused, structured learning opportunities for students who are experiencing significant difficulties with communication and organization, and whose academic performance is not necessarily reflective of their potential. Through intensive, direct teaching experiences, the use of assistive technology and more hands-on learning, students have opportunities to develop the knowledge, skills, strategies and attitudes that lead to success in elementary and secondary school and beyond. The ATLAS program is offered at Calvin Park Public School. Class sizes are capped at 20, and technology is offered in a 1:1 environment.

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Extended French Immersion:

The Extended French Immersion Program is designed to develop Grade 7 and 8 students' skills in reading, writing, listening and oral communication in French. Through this experience, students will communicate and interact in French with growing confidence and fluency. All students with a Core French background who have a strong desire to complete extra academic activities and have the desire to learn French across most of the curriculum may register. The Extended French Immersion Program is offered at Module Vanier, Harrowsmith Public School and Module de l'Acadie. Students register at one of these three sites depending upon their home address.

Recent Changes to the Application Process:

The information below is applicable to three of the Choices at Seven programs: Challenge, LEAP and ATLAS. Entry into these programs require an application process. Students wishing to attend Extended French Immersion register at a school depending on their home address. Students gain automatic entry into this program.

There were several revisions made to the application process for Choices at Seven 2019-2020 programs (Challenge, LEAP and ATLAS) for alignment and equity purposes. The changes addressed the following:

- 1) Clear communication to families regarding dates and application process
 - a. Website was revised and a FAQ section was added
 - b. Social media (twitter) messages were initiated
 - c. Dates for Choices at 7 Information Nights were strategically scheduled to support families
 - d. Paper brochures were eliminated
- 2) Improved alignment of application requirements across the Choices at 7 programs
 - a. All applicants were required to create a one-minute video addressing questions/ideas
 - b. The same general application was used for all Choices at 7 programs
- 3) Improved alignment of assessments during the Challenge workshop to reflect current classroom practices of collaboration, problem solving, innovation and critical thinking
 - a. Math and language assessments were eliminated
 - b. Addition of a group problem solving task using technology
 - c. Video reflection/critical thinking from all participants following the problem solving task
- 4) Altering the focus of the LEAP program to embrace an equity lens
 - a. Individual auditions were removed from the LEAP program
 - b. The application and assessment criteria were modified to focus on "a passion to learn through the arts," rather than assessing a student's existing talents
- 5) Improved alignment of assessment requirement for ATLAS to reflect the purpose of the program
 - a. Elimination of "ATLAS for a Day"
 - b. Addition of student advocacy card
 - c. Addition of in-school team questionnaire
- 6) Significant budget reduction allocated to the assessment/workshop process
 - a. 12 full-day workshops were reduced to 5 half days (2 ½ full days)
 - b. Workshops were organized and facilitated centrally by the Associate Superintendent, program consultants and retired LEAP teachers
- 7) Reduced disruption to the Choices at 7 programs
 - a. Educators from the programs were removed from organizing and facilitating the workshop, and the assessment/selection process. This allowed them to remain in class

Application Data:

General Information:

Information	2019-2020 School Year	2018-2019 School Year
Total # Applicants	262 <ul style="list-style-type: none">• 245 Grade 7s• 17 Grade 8s	412 <ul style="list-style-type: none">• 389 Grade 7s• 23 Grade 8s
Applications from LDSB	216 (82%)	352 (85%)
External Applications	46 (18%)	60 (15%)
Multiple Applicants	22	106
Students with IEP/IPRC	56	95
Students with IPRC (Gifted)	3	3
Students placed in 19/20 Choices at 7 Programs	180 <ul style="list-style-type: none">• 173 Grade 7s• 7 Grade 8s	190 <ul style="list-style-type: none">• 177 Grade 7s• 13 Grade 8s

Summary Chart of Grade 7 Applications – 2019-2020 School Year

Programs	Number of Gr. 7 Applications			Applications with IEP/IPRC Gifted	Applications with IEP/IPRC	Number of Students Placed in Classes for Sept 2019	
All Grade 7s	Total: 245			3	55	173	
	Internal	External	Multiple			Internal	External
	199	46	20			147	26
Challenge (Calvin Park)	Total: 84				7	56	
	Internal	External	Multiple			Internal	External
	73	14	8			48	8
Challenge (Loughborough)	Total: 33				5	27	
	Internal	External	Multiple			Internal	External
	31	2	1			26	1
Challenge (Odessa)	Total: 23				3	13	
	Internal	External	Multiple			Internal	External
	22	1	0			12	1
LEAP	Total: 80				15	56	
	Internal	External	Multiple			Internal	External
	55	25	9			42	14
Atlas	Total: 26				25	21	
	Internal	External	Multiple			Internal	External
	24	2	2			19	2

Summary Chart of Grade 8 Applications - 2019-2020 School Year

Programs	Number of Gr. 8 Applications			Applications with IEP/IPRC Gifted	Applications with IEP/IPRC	Number of Students Placed in Classes for Sept 2019	
All Grade 8s	Total: 17				1	Total: 7	
	Internal	External	Multiple			Internal	External
	14	3	1			5	2
Challenge (Calvin Park)	Total: 9				1	3	
	Internal	External	Multiple			Internal	External
	7	2	1			2	1
Challenge (Loughborough)	Total: 0				0		
	Internal	External	Multiple			Internal	External
	0	0	0			0	0
Challenge (Odessa)	Total: 3				0		
	Internal	External	Multiple			Internal	External
	2	1	0			1	1
LEAP	Total: 5				0	2	
	Internal	External	Multiple			Internal	External
	5	0	1			2	0
Atlas	Total: 0				0	0	
	Internal	External	Multiple			Internal	External

Summary Chart of Grade 7 Applications - 2018-2019 School Year

Programs	Number of Gr. 7 Applications			Applications with IEP/IPRC Gifted	Applications with IEP/IPRC	Number of Students Placed in Classes for Sept 2018	
All Grade 7s	Total: 389			3	93	177	
	Internal	External	Multiple			Internal	External
	335	54	104			152	25
Challenge (Calvin Park)	Total: 114				10	56	
	Internal	External	Multiple			Internal	External
	92	22	27			48	8
Challenge (Loughborough)	Total: 52				5	28	
	Internal	External	Multiple			Internal	External
	52	0	10			28	0
Challenge (Odessa)	Total: 27				2	17	
	Internal	External	Multiple			Internal	External
	23	4	2			16	1
LEAP	Total: 156				28	56	
	Internal	External	Multiple			Internal	External
	134	22	51			42	14
Atlas	Total: 44				37	20	
	Internal	External	Multiple			Internal	External
	38	6	9			18	2

Summary Chart of Grade 8 Applications - 2018-2019 School Year

Programs	Number of Gr. 8 Applications			Applications with IEP/IPRC Gifted	Applications with IEP/IPRC	Number of Students Placed in Classes for Sept 2018	
All Grade 8s	Total: 23				2	Total: 13	
	Internal	External	Multiple			Internal	External
	16	6	1			10	3
Challenge (Calvin Park)	Total: 7						
	Internal	External	Multiple			Internal	External
	6	3	1			3	1
Challenge (Loughborough)	Total: 2						
	Internal	External	Multiple			Internal	External
	2	0	0			2	0
Challenge (Odessa)	Total: 2						
	Internal	External	Multiple			Internal	External
	2	0	0			2	0
LEAP	Total: 8				0		
	Internal	External	Multiple			Internal	External
	6	2	1			2	2
Atlas	Total: 2				2		
	Internal	External	Multiple			Internal	External
	1	1	0			1	0

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Stephanie Sartor, Associate Superintendent of Education
Reviewed By: Debra Rantz, Director of Education

Attachments:
N/A



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: STRENGTHENING INDIGENOUS VOICE

OCTOBER 30, 2019

Purpose:

To provide Trustees with an update regarding consultations stemming from the September 25, 2019 Education Policy and Operations Committee Meeting.

Background:

At the September 25 Education Policy & Operations Committee Meeting, the following recommendations were accepted by Board of Trustees:

1. Adding an Indigenous student trustee to the Board of Trustees. A process will have to be developed with the Indigenous Education Advisory Council (IEAC) and InterSchool Council to determine the selection of a student. This process may need to mirror our current process and timeline for selecting student trustees. As noted, consultation with the IEAC will take place in the next few weeks, and further research will occur on how other boards select Indigenous student trustees; and
2. Transitioning the IEAC from an advisory council to a formal committee of the Board. This would require policy changes at the October Policy Meeting, and the selection of a trustee to sit on the IEAC at the caucus meeting later this fall.

Current Status:

Consultation occurred with the Indigenous Education Advisory Council on October 10 focusing on both transitioning the IEAC into a Board Committee, and the process for selecting an Indigenous student trustee. The IEAC members were supportive of both changes. Regarding the transition into a formal committee, the IEAC members want the opportunity for a sub-committee of the IEAC to draft terms of reference. Based on the work of the sub-committee of the IEAC, we will receive recommended terms of reference.

IEAC members feel the Indigenous student trustee should be selected by Indigenous students of the board. Members felt that the Indigenous student trustee should be a senior student (Grade 11 or 12) and should be selected by students who self-identify as First Nations, Métis, or Inuit. The council also suggested an Indigenous Student InterSchool Council would be a useful structure to select an Indigenous student trustee. In addition, members thought appointing two Indigenous student trustees would be beneficial: one representing more rural, Indigenous students, and a second to represent more urban Indigenous students. However, under Ontario Regulation 7/07, Section 55 of the Education Act, school boards have the discretion to establish up to

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three student trustee positions. As a result, we can only add one Indigenous student trustee. The IEAC recognized the process of adding an Indigenous student trustee may take some time and should include consultation with students.

Consultation with the InterSchool Council occurred on October 15. This consultation focused on the addition of an Indigenous student trustee. The Interschool Council approved of the change, but recommended the change occur aligned with current processes for selecting student trustees. Alignment of timing would allow time to establish the process and provide the incoming Indigenous student trustee with the same mentoring experience as the other two student trustees. The group also expressed that this process would allow a more seamless transition and would prevent the Indigenous student trustee from being singled out by being named outside of the usual timeline and process. The InterSchool Council also stated that the current process of their council electing the student trustees should be maintained by simply adding a third trustee named to the Board.

In summary, both the IEAC and InterSchool Council supported the addition of an Indigenous student trustee and recognized the process would take some time to be conducted effectively and collaboratively. However, both groups have different visions for the selection process of the Indigenous student trustee. Consequently, more time will be required to formalize the selection process, and potential school-based structures, prior to the appointment of an Indigenous student trustee in the spring of 2020.

Next Steps:

- 1) Conduct further research and consultation regarding the process for selecting an Indigenous student trustee
- 2) Work with the IEAC to draft terms of reference for a Board Committee.

Recommendation:

That this report be received for information purposes.

Report Prepared By: Krishna Burra, Superintendent of Education
Reviewed By: Debra Rantz, Director of Education

Attachments:
N/A



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT

REVISIONS TO POLICY NO. 18 - PURCHASING

OCTOBER 30, 2019

Purpose:

To provide Trustees with suggested revisions to Board Policy No. 18 – Purchasing.

Current Status:

It is the policy of the Limestone District School Board to comply with legislation contained in the Education Act, Broader Public Sector Procurement Directives and amendments thereto, for the procurement of goods and/or services that meet the needs of students through a process that ensures efficiency, transparency, financial accountability, quality and value for money.

Next Steps:

There have been some changes to international trade agreements and provincial purchasing directives which are reflected in a revised purchasing policy as outlined in Appendix A.

Recommendation(s):

That the Board approves the proposed revised Policy No. 18 – Purchasing, as attached in Appendix A.

Report Prepared By: Craig Young, Superintendent of Business Services & Treasurer
Reviewed By: Debra Rantz, Director of Education

Attachments: Appendix A: Policy No. 18 - Purchasing

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SEE YOURSELF IN LIMESTONE



**LIMESTONE DISTRICT SCHOOL BOARD
POLICY NO. 18**

PURCHASING

It is the policy of the Limestone District School Board (Board) to comply with legislation contained in the Education Act, Broader Public Sector Procurement Directives and amendments thereto, for the procurement of goods and/or services that meet the needs of students through a process that ensures efficiency, transparency, financial accountability, quality and value for money.

1.0 General Parameters

1.1.0 Sound and ethical business practices shall be followed at all times including adherence to the:

- a) ~~adherence to the~~ Supply Chain Code of Ethics as outlined in Appendix 1;
- b) ~~adherence to the~~ Broader Public Sector Supply Chain Guidelines as issued by the Ministry of Finance Procurement Directive; ~~and~~
- c) Canada Free Trade Agreement (CFTA);
- d) Canada-European Union Comprehensive Economic and Trade Agreement (CETA);
- e) Trade and Cooperation Agreement between Ontario and Quebec (OOTCA);
and
- f) ~~adherence to the p~~ Principle that there shall be no unwarranted interference/involvement by staff or trustees in the purchasing process including receiving or reviewing of confidential information (unless authorized to receive or review) or promoting a product or service by a vendor.

1.2.0 The purchase of the required quantity and quality of products and services shall be within the Board's established criteria for that particular product or service.

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1.3.0 Centralized purchasing and ~~or~~ cooperative purchasing with other school boards and public agencies shall be encouraged whenever the best interests of the Board will be served.

1.4.0 Environmentally responsible products and services shall be purchased where the acquisition of such is cost effective, does not significantly alter the effectiveness of the product or service, and is in adherence to the ethics, directives and trade agreements contained herein, and is compliant with the provincial Supply Chain Management Guidelines.

1.5.0 Unauthorized purchases made in the name of the Board shall be considered an obligation of the individual making the purchase and not an obligation of the Board.

2.0.0 Communication of Policy

2.1.1 All Supervisory personnel are responsible for ensuring that their staff are properly informed of and comply with this policy and the associated procedures.

Reference Documents:

Education Act, Sections 170, 171 and 217
Broader Public Sector ~~Supply Chain Guideline~~ Procurement Directive (Ministry of Finance Management Board of Cabinet)
Provincial Supply Chain Management Guidelines
Supply Chain Code of Ethics
Board Procedure 515 – Purchasing
Board Procedure 520 – Purchasing Cards

January 2012

Appendix 1

Purchasing Policy

Supply Chain Code of Ethics

To ensure an ethical, professional and accountable Broader Public sector supply chain.

Professional Integrity and Professionalism

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other and the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that Board resources are used in a responsible, efficient and effective manner.

Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with the Code of Ethics and the laws of Canada and Ontario. All individuals should

continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.



LIMESTONE DISTRICT SCHOOL BOARD POLICY NO. 9

BOARD OPERATIONS

A. STUDENT REPRESENTATION ON THE BOARD

25.0.0 Limestone District School Board has established ~~the two~~ three positions for Student Trustees on the Board in order to provide for the interests of students within its school system. One Student Trustee will be elected from the following group of schools: Ernestown Secondary School, Napanee District Secondary School, North Addington Education Centre, Sharbot Lake High School and Sydenham Secondary School. ~~A second~~ ~~The other~~ Student Trustee will be elected from the following group of schools: Bayridge Secondary School, Frontenac Secondary School, Kingston Collegiate and Vocational Institute, Loyalist Collegiate and Vocational Institute, and LaSalle Secondary School. This is to ensure accurate representation for all secondary students in the Board. The third position for student trustee will be an Indigenous student. The Student Trustee positions provide for the active involvement of students in their education and provides an opportunity for students to express their views and to listen to and evaluate the opinions of others.

The Student Trustee:

- i) provides greater insight into student activities, programs and needs;
- ii) encourages more student involvement in the district's governance activities;
- iii) provides a greater awareness and understanding of mutual issues between and among the Board, school staff and students;
- iv) ~~both~~ Student Trustees have non-binding votes on Board motions; and
- v) ~~both~~ Student Trustees may suggest motions, but are not allowed to move and/or second a motion. If no member of a Board moves the suggested motion, the record shall show the suggested motion.

25.1.0 Responsibilities of Student Representative

- i) By-Laws

The ~~two~~ Student Trustees shall act in accordance with the policies and administrative procedures of the Board. Each of the Board's policies and procedures will pertain, as appropriate, to the election and duties of the Student Trustee.

ii) Duties on Board

The ~~two~~ Student Trustees shall attend monthly regular meetings of the Board and its committees, including closed sessions (in-camera), but shall not remain in closed session (in-camera) when the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee or a pupil or his or her parent or guardian is discussed. The student representative does not affect a quorum.

The ~~two~~ Student Trustees may be a non-voting participating member of identified Board committees, and otherwise involved as requested by the Board. The votes of the two student Trustees shall be non-binding.

Student Trustees have non-binding votes on Board motions. Student Trustees may request a recorded vote on any Board motion. If a recorded vote is requested there must be two votes:

- i) a non-binding vote that includes the Student Trustees' vote; and
- ii) a recorded binding vote that does not include the Student Trustees' vote.

iii) Conduct

The Student Trustees shall conduct themselves in accordance with the Trustee Code of Conduct.

iv) Private Session

- a) The Chair of the Committee or Board shall determine and communicate in advance which of the matters on a Private Session agenda are appropriate for Student Trustee presence and participation.
- b) Student Trustees shall only receive Private Session materials during the In-Camera section of a meeting related to those matters for which they will be present, and shall return all documentation to the Chair of the Board prior to the Board rising and reporting.

v) Representation

- a) The Student Trustees may represent the Board only when

- specifically delegated.
- b) The Student Trustees shall represent the student voice through his or her seat on the Board.
- c) The Student Trustees shall inform Limestone District School Board Student Council Executive and thereby all students, of issues within the Board and act as liaison with Student Council Executive in the district.
- d) The Student Trustees shall comment on and/or bring forth any issues deemed to be pressing and of concern to the Board.
- e) The Student Trustees may bring forward motions as a co-named representative sponsored by an elected Trustee.
- f) The Student Trustees shall, upon receipt of complaints, questions or suggestions regarding a school or service, direct the person or persons to the appropriate principal or supervisor of the service. Student Trustees are in the position to receive complaints regarding issues, but shall not involve themselves with complaints about individual employees of the Board. Should the complaint continue, the Student Trustees may discuss the matter with the Director of Education or designate.
- g) The payment of membership fees to the Ontario Student Trustees' Association (OSTA-AECO) and all appropriate expenses to enable Student Trustees' participation in approved OSTA-AECO events shall be incurred by the Board.

vi) Safety and Supervision of Student Trustees

- a) The Director of Education shall ensure that Student Trustees are responsibly supervised during approved overnight events to the satisfaction of the Director and parents/guardians if the Student Trustees are under the age of majority; and
- b) Such supervision may include a written plan of supervision related to an event, signed parental and student forms, communication regarding a supervision plan with conference hosts or organizations, and communication of such plan with other Board members, as appropriate.

25.2.0 Term of Office

i) School Year

The term of office for the Student Trustees shall begin August 1st following their election and shall end on July 31st. The Student Trustees shall normally commence office at the September Board meeting unless there is a Board meeting(s) in August. In the event

an incumbent resigns the position during the course of the school year, another student may be asked to complete the term. The vacant position shall be filled by a by-election following the procedures established in 25.5.0(i). The newly elected Student Trustees may seek a briefing and guidance from the current representative in the month of June, following their election, but will not assume the position until the following September.

ii) One Year Term

The Student Trustees may occupy the position for a one-year term only unless he/she is re-elected at his/her school and subsequently re-elected during regular Student Trustee elections.

25.3.0 Mentorship

The Director of Education or designate shall serve as a Student Trustee advisor to guide and assist the Student Trustee in fulfilling the required responsibilities of the position.

25.4.0 Selection/Election Process

i. Date

Elections shall be held prior to the end of April. The Board shall inform the Minister of Education of the names of the ~~three~~two elected Student Trustees prior to the end of May following the election.

ii. Electors

- a) All secondary school students of Limestone District School Board in regular attendance shall be eligible to be electors.
- b) The panel of electors will be composed of 22 students: two students from each secondary school in Limestone District School Board, and the current Student Trustees. The Student Council Executive staff advisor is a non-voting support person.
- c) Electors will be the two highest-ranking officers of their school's student council.
- d) Electors must be 16 years of age or older.

25.5.0 Election Procedures

i. Selection Process

- a) All candidates must be prepared to make a three- to five-

Commented [RD1]: This section will be updated when process is determined, based on appropriate consultation.

minute speech to the electors and be prepared to answer questions from the floor.

- b) On each ballot, there will be one list containing the names of all candidates. From this list, electors will choose one candidate. Any spoiled ballot will be discarded.
- c) The Student Trustee will be chosen by a simple majority of the electors. The vote will be held by secret ballot.
- d) There will be a separate election for each Student Trustee.
- e) The two geographically based Student Trustees must be from different schools.

Note: The process for the selection of the Student Trustee representative shall be reviewed on an annual basis by the Secretary of the Board or designate.

ii. Role of Staff Advisor During Election

The staff advisor will oversee the presentation of speeches and the discussion and voting by electors.

The staff advisor cannot make suggestions to the panel of electors, influence the votes of electors, or vote.

iii. Eligibility of Candidates

To be eligible, a candidate must:

- a. be registered as a full-time Senior division student in one of the Board's secondary schools for the upcoming year or an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools –General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced;
- b. have obtained an overall average of at least seventy per cent in the current school year;
- c. have demonstrated respect for the school's code of student conduct;
- d. have appropriate parental permission if the student is under 18 years of age;
- e. have sufficiently completed the required written application at least 24 hours prior to the election.

25.6.0 Regular School Program

Limestone District School Board
Board Policy Handbook

i. Impact of Student Trustee Role

The holding of the position of Student Trustee should enhance the student's regular school program.

ii. Parent Consent

Before assuming the position of Student Trustee, the student must consult with his or her parent(s), if under the age of 18, to ensure that the role will have a positive impact on his or her regular school program.

25.7.0 Expenses

As stipulated in the *Education Act Regulation 7/70* Student Trustees will be reimbursed for expenses related to the Student Trustee role. Other resources, with the exception of the Student Trustee honorarium, shall be provided to Student Trustees. Student Trustees shall have access to the same professional development opportunities as provided to other Trustees.

25.8.0 Disqualification of Student Trustee

The Director of Education or designate, in consultation with the Student Trustee's principal, will bring a recommendation for disqualification to the Board during a closed session (in-camera).

Disqualification may occur for one of the following reasons:

- i. Failure to attend three consecutive Board meetings.
- ii. The Student Trustee ceases to be enrolled as a full-time student in one of the Board's secondary schools.
- iii. The Student Trustee commits a serious breach of his or her school's code of conduct.
- iv. The Student Trustee's behaviour is deemed to be incompatible with the roles and responsibilities of the position.

25.9.0 Recognition of the Student Trustees

Upon completion of the Student Trustees' terms of office, the Student Trustees will be suitably recognized by the Board. Types of recognition include, but are not limited to, confirmation of the accumulation of community service hours and a letter of service signed by the Chair. Each of the Student Trustees shall receive an honorarium in the amount of \$2,500.00 which shall be presented to each Student Trustee at the June Board meeting prior to the end of their term of office. The amount shall be pro-rated if the Student Trustee serves less than a full term.