



LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Committee of the Whole Board

(EDUCATION, POLICY & OPERATIONS)

MEETING

Virtual Meeting Link: <https://bit.ly/LDSB-EPOCMeetingMay2020>

Wednesday, May 13, 2020

Limestone District School Board Education Centre

Barry C. O'Connor Boardroom

5:00 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."

Approval of Agenda

Declaration of Conflict of Interest

Section A –Matters Requiring Action at the Meeting

1. Reports for Information (Pages 3-11)

- a) Discover Kindergarten in Limestone Update (Strat. Plan Ref. C1.3, C3.2) - Superintendent Babcock
- b) Alternative & Continuing Education Program and Summer Learning Program Update (Strat. Plan Ref I3.1) - Superintendent Silver and Associate Superintendent Sartor
- 3) Transportation Update (Strat. Plan Ref. I1.1) - Superintendent Young

2. Reports Requiring Decision (Pages 12-17)

- a) Indigenous Student Trustee – Policy Update (Strat. Plan Ref. C2.1) - Superintendent Burra

Section B –Information Items

1. Internal Reports and Other Communication

2. External Reports and Other Communication

Other Business

Next Meeting Date

TBD.

Adjournment



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: DISCOVER KINDERGARTEN IN LIMESTONE

MAY 13, 2020.

Purpose:

To provide Trustees with an overview of Discover Kindergarten in Limestone during COVID-19 and school closure.

Background:

Full-day Kindergarten was fully implemented in 2014. The full-day Kindergarten program is optional for children four and five years old; however, research shows that children who participate in full-day early learning programs – like full-day Kindergarten – get a stronger start in school and life. The two-year program is designed to create a strong foundation for learning that promotes all areas of a child's development in an environment that supports learning through relationships, play, exploration and inquiry. The Limestone District School Board offers full-day Kindergarten in both English and French. The Kindergarten program is supported by an educator team of an Ontario certified teacher and a Registered Early Childhood Educator.

Each Spring, schools host a Discover Kindergarten Open House. This Open House happens during the day or an evening with the goal of allowing new families to see the school environment, meet the educator teams, and engage in a sample of activities reflective of what their child may do during their Kindergarten day such as a Read-Aloud, a 'cut and paste' station, a 'working with letters' station, a physical or music activity, a counting activity, and a 'Ride the Bus' opportunity. Families who attend the Open House may or may not have registered their child. The Open House is a wonderful opportunity for families to have their questions answered and to take the mystery out of Kindergarten.

Registration for Kindergarten is done through the Limestone District School Board's online registration.

Current Status:

With the current pandemic and school closure, Kindergarten Open Houses are unable to happen this Spring. To assist families and schools during this time, materials have been created to support schools in building connections with their new families.

Support Materials:

1. Slideshow for the school website – Each school has the option of personalizing the slideshow in order to share with families what to plan for and expect when their child begins Kindergarten. The slides include images of the schoolyard and the classroom. Information slides speak to the daily schedule, what to pack in the knapsack (ex. clothing with labels), what to pack for nutrition breaks, as well as

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- links to online resources for families.
2. Home Connection – This package will be mailed out and the family will be asked to return the pages to the school in a stamped pre-addressed envelope.
 - a. Student Profile Page – the student is asked to draw and colour images that share their likes / dislikes, their favourite activity, who is in their family, etc. The page begins with the child’s name which they may print independently or with assistance.
 - b. Student Information Page – the family completes this page that shares more details about the student so that the school can plan for the best class placement for the student; ex. allergies, what upsets the student and what helps them calm down.
 3. Kindergarten FAQs – A page of frequently asked questions will be included for parents for the family to keep.

Transition to Kindergarten for Students with Special Education Needs

The Limestone DSB in collaboration with our community partners (KidsInclusive, Early Expressions, Community Living Kingston and District, the Maltby Centre and Family and Children’s Services Frontenac Lennox and Addington) are continuing to follow our **Community Protocol for Transition to Kindergarten for Students with Special Education Needs** during this period of emergency remote learning. This process allows students with special education needs to enter Kindergarten more successfully by ensuring staff at their home school are aware of their special education needs and by ensuring that applicable resources and supports are in place.

Currently, there are 75 students being served through the Transition to Kindergarten for Students with Special Education Needs process.

Steps for this process during emergency remote learning are as follows:

1. Community agencies complete the ‘Student Information Form’ and email the form to the LDSB Transition to Kindergarten Lead with either verbal consent noted on the bottom of the form or an attached consent form.
2. One of the LDSB Special Education Program Coordinators will contact the community agency who filled out the form to gather more information through the lens of the 6 Fs Framework in order to gather more information about the student and to begin a student profile.
3. The student profile is shared back to the student’s home school. In-school teams are then reaching out to parents/guardians to make a connection, answer any questions they have and to support online registration.
4. The student profile is also shared with Educational Services to inform decisions around services and supports.
5. While no face to face meetings are taking place at this time, ongoing conversations with community agencies are occurring about how to prioritize meetings once we are able to meet face to face as well as consider alternate strategies should face to face meetings not be possible.

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Michele Babcock, Superintendent; Alison McDonnell, Associate Superintendent
Reviewed By: Debra Rantz, Director of Education
Attachments: Kindergarten FAQ



Discover Kindergarten in Limestone **Frequently Asked Questions**

How many students are in a Kindergarten class?

Class sizes vary from school to school and year to year. The Ministry sets the kindergarten class size limit as 29 students. The average kindergarten class size in the board is 26 students.

Who are my student's teachers?

Each kindergarten class of 16 or more students has one Ontario certified teacher and one Registered Early Childhood Educator. Kindergarten classes with 15 or less students have one teacher.

Are students in Junior Kindergarten (Year 1) separated from students in Senior Kindergarten (Year 2)?

Year 1 and Year 2 students learn together in a Kindergarten class.

My student's pronouns are they/ them. Will the school honour this?

Yes. A student's identity is important. Please be sure to share this information with the school. Staff will refer to the student using their preferred name and pronoun.

Can my student attend Kindergarten if they are not toilet trained?

Yes. Toileting can be an issue for a brief period of time at the start of the year for some students, especially if it is their first time away from home. Our priority is to respect the student and to help support their learning. Please discuss toileting with your educator team. Please help your student practise dressing and undressing independently and appropriate bathroom hygiene. Providing an extra change of clothes is helpful for every student in case of accidents.

What are Nutrition Breaks?

Nutrition Breaks are part of a Balanced Day school schedule. The break includes eating time and recess time (i.e. 20 minutes of eating time and 20 minutes of recess time).

My student finds new situations stressful (i.e. reacts by crying, getting upset).

How will the school support my student?

Staff are available to support your student. The school will want to know what upsets your student and what strategies are used to help them feel better. Please be sure to discuss this with the educator team.

When can I expect to hear from my student's school about their class placement and teacher?

Schools will communicate with families about the student's class placement and other kindergarten information near the end of August prior to the start of school.

Additional Resources:

KFL&A Public Health: Let's Go to Kindergarten! - a parent resource

<https://bit.ly/2YxhoCe>

Ministry of Education Kindergarten Fact Sheet

<https://bit.ly/3frrFGe>

Immunization

<https://bit.ly/3b7CfhS>



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Board Meeting

ADMINISTRATIVE REPORT: ALTERNATIVE AND CONTINUING EDUCATION PROGRAM AND SUMMER LEARNING PROGRAM UPDATE

MAY 13, 2020

Purpose:

To present the Board of Trustees with an update related to the Alternative and Continuing Education Program Changes, and Summer Learning Sessions for Summer 2020.

Background:

Alternative Education:

The Limestone District School Board has 6 Alternative Education Sites, and 1 Continuing Education Centre throughout the District. Current enrolment in Alternative Sites is 302 Full Time Equivalent Students, under age 21, and 262 Full Time Equivalent Adults, over age 21. Most of the alternative and continuing education sites are housed in locations owned by Limestone District School Board.

Summer Session:

Summer Session has been offered through the Limestone District School Board for many years. Last year, students had the option of taking courses in Summer Session through e-learning, or through cooperative education. Summer Session offers students with the opportunity to reach ahead to take a new credit, or to improve a credit.

Summer Learning Program:

Summer Literacy Camps have been offered through the Limestone District School Board for the past ten years. The In-School Team (Educator, Administrator(s), School Support teacher) identifies students working at least a grade below their current grade level, in literacy and/or math. Grade 1-8 students attend the camp. Classrooms consist of one instructor and one tutor for 15 students. Last summer, literacy camps and a math camp ran for a three week session. In 2019, Limestone DSB supported approximately 250 students throughout all of the sessions. In the past, the program has been funded by the Ministry of Education, through the Council of Director's of Education (CODE). Last year, Limestone DSB received \$60K to support the summer program.

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Current Status:

Alternative Education:

As leases expire, we review each program location. The lease for the Bayridge Learning Centre program site in Kingston's west end has expired, and renovations are planned at Collins Bay Public School, which is owned by LDSB. Once those renovations are complete, the Bayridge Learning Centre will move into its new location at the back of Collins Bay P.S., and will begin the 2020-2021 school year in its new location.

Summer Session:

The primary purpose of summer session is a reach-ahead opportunity for students, which is the trend seen both in Eastern Ontario, and Provincially. During summer 2020, LDSB will continue to offer Summer Session through e-learning. We are hoping to offer students the opportunity to take courses through co-operative education, but are currently waiting for direction from the Ministry, due to COVID 19.

Summer Learning Program:

To date, Ontario school boards have not yet received information on any Ministry funding for the summer learning programs. The Ministry is currently polling school boards about whether they are planning for in-class and/or remote sessions throughout the summer. Given the current global pandemic, the LDSB Summer Literacy Program team is currently discussing and planning for both remote and in-class sessions. In addition, the Eastern Region School Board superintendents responsible for summer learning are meeting at the beginning of May to share innovative ideas and possibilities for planning for remote learning. At this time, the summer learning program is still under development. Whatever the Ministry direction, the team will be prepared to adapt accordingly with short timelines.

Next Steps:

Alternative Education:

Bayridge Learning Centre will continue to be offered through Bayridge Secondary School, but housed in their new location at Collins Bay P.S. We continue to review alternative education programs going forward.

Summer Session:

Summer Session options for students reaching ahead in credits will continue to be offered through Limestone District School Board, and will include e-learning courses, and co-operative education, if possible.

Summer Learning:

The Summer Learning Program team will await more direction from the Ministry and will plan accordingly.

Recommendation(s):

That this report be received for information purposes.

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



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT- KINGSTON TRANSIT & TRI-BOARD EFFICIENCIES REPORT

MAY 13, 2020

Purpose:

To provide an information report for the Limestone District School Board Trustees about the feasibility of working with Tri-Board Student Transportation Services and Kingston Transit to find possible transportation efficiencies.

Background:

In Kingston, the Limestone District School Board and the City of Kingston/Kingston Transit has developed a simple but powerful model to transform public transportation and it starts with training youth. We are doing this from two systemic changes: 1) educating secondary students on how to ride the bus with “on bus” orientation, and 2) the municipality subsidizing transit fees (free passes) for student riders until the end of their Grade 12 year.

Through an innovative and unique partnership with the City of Kingston, the Kingston Transit High School Pilot, allowed Grade 9 students to receive a “free” Kingston Transit pass to ride city buses to access recreational programs, volunteer opportunities, jobs or school programs. The Board paid the city \$40,000 to subsidize the cost of the passes.

Through this program, students may collect their bus passes from city hall or a kiosk at the local mall. Many, however, obtain their passes at their school on an orientation day in early September. During this orientation session, Kingston Transit schedules school visits to distribute passes and Limestone staff conduct an orientation session on a chartered city bus that includes the opportunity to try out the rack-and-roll bike system, experience the use of the stop request system, learn about bus safety, and discuss appropriate bus etiquette and citizenship.

In the first year of the Kingston Transit High School Pilot, Grade 9 students took about 28,000 rides. Each year after the pilot, an additional grade level was added and granted a free year-long bus pass. By the end of 2016, there were 600,000 rides by secondary students. In addition to the increase in student trips, public transit ridership in Kingston increased by more than 87 percent since 2012, which is the highest ridership growth in the country.

Another part of this youth focused story is what the high school bus pass program has done to Kingston

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Transit's fare structure. Realizing minimal revenue from ages 14 and under, in January 2017 Kingston Transit eliminated fares for ages 0-14 to encourage young families to use transit. This allowed for the creation of our newest youth-focused program, the teacher field trip pass.

This program is available for all students from Kindergarten to Grade 12 and provides free access to Kingston Transit for school field trips. The purpose of the program is to reduce the cost of field trips, encourage experiential learning and to grow future transit ridership.

In 2018, our transit orientation project was the winner of the Sustainable Communities Award in the category of transportation at the Federation of Canadian Municipalities' (FCM) Sustainable Communities Conference. The initiative also received the inaugural Inspire Award for the project that best demonstrates creativity and innovation, as decided by a live vote of delegates at the conference. Since then, the Board has received over 40 inquiries from across Canada and the U.S., and have shared the TedxOttawa talk, "Throwing Our Transit Culture Under the Bus," and the Federation of Canadian Municipalities guidebook, "Engaging students to increase public transit ridership."

The enhancement of the collaboration between Kingston Transit and the Limestone District School Board comes at a very good time. On January 27, 2020, the Ministry of Education announced, "Ontario Reviews Student Transportation to Improve School Bus Service for Students and Families," and this review will focus on "More Effective, Equitable and Accountable Transportation Service."

Current Status:

At the Limestone District School Board Meeting on October 9, 2020, Trustees requested that staff report back to the Board on the possibility of replacing school buses with Kingston Transit within City of Kingston limits. Staff met with Kingston Transit and Tri-Board Student Transportation Services on December 11, 2019 and January 29, 2020 to discuss the possibility of reducing school buses. Certainly, this is a complex undertaking but open communication and ongoing collaboration between the three organizations could lead to possible opportunities. Some of these complexities are:

- Understanding the passenger capacity Kingston Transit has available in their transit network during arrival and dismissal times at secondary schools.
- Addressing scenarios where Kingston Transit may have passenger capacity to transport some, but not necessarily all, students to/from a particular secondary school.
- Gathering more complete information about secondary students who are already using Kingston Transit on a regular basis, even though they may be registered for school bus transportation.
- The uncertainty around changing student travel patterns with the planned opening of Kingston Secondary School in September 2020 and how that may impact the use of Kingston Transit.

Because of the large shift of student movement in the 2020-2021 school year from Kingston Collegiate and Vocational Institute (KCVI) to the soon-to-be opened Kingston Secondary School, Tri-Board, Kingston Transit and Board staff concluded it would be best to focus on ensuring a smooth transition in the short term, and look at possible transportation efficiencies the following school year, in 2021-2022.

Since the closure of the former Queen Elizabeth Collegiate and Vocational Institute (QECVI), as part of the transition strategy, every May/June Kingston Transit and Board staff conduct on-site orientation for Molly Brant Elementary School, Rideau Heights Public School and J.G. Simcoe Public School. Kingston Transit, KCVI and Board staff met on January 16, 2020 to prepare a plan to help with Kingston Secondary School transitioning.

Next Steps:

During May and June 2020, the Board will expand its catchment specific Grade 8 orientation to help with the transition of students to the new Kingston Secondary School. This will include maps and communications going out to students and parents as well as onsite bus orientation at feeder schools.

Kingston Transit is finalizing a Kingston Secondary School-specific transit map to be shared with students, families and staff. The intent of this map is to illustrate the route, approximate departure time, and the approximate arrival time at school. Students will still need to plan their specific trip from their local bus stop to get their precise departure time. Kingston Transit continues to work closely with the Board to support the Kingston Secondary School opening and to look for other opportunities to increase transit use by students.

The Board continues to share the success of this partnership. The Board was recently accepted to share our youth transit programming success at the Canadian School Boards Association (CSBA) Annual Congress in July. CSBA Congress is an annual professional development event that takes place in early July. Approximately 350 school trustees or commissioners gather for Professional Development and to share best practices, compare experiences and learn new ways of better serving Canadian students.

Here is a list of other municipalities (that we know of) that are exploring or have implemented youth transit programming because of our work: Peterborough, ON, Guelph, ON, Burlington, ON, North Bay, ON, Belleville, ON, St. John's NL, Charlottetown, PE, Victoria, BC, Nanaimo, BC, and Ithaca, NY.

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Dan Hendry, Sustainable Initiatives Coordinator
Reviewed By: Craig Young, Superintendent of Business
Debra Rantz, Director of Education

Attachments:

Ontario Reviews Student Transportation to Improve School Bus Service for Students and Families
Review Focuses on More Effective, Equitable and Accountable Transportation Service

https://news.ontario.ca/edu/en/2020/01/ontario-reviews-student-transportation-to-improve-school-bus-service-for-students-and-families.html?utm_source=ondemand&utm_medium=email&utm_campaign=p

TedxOttawa talk, "Throwing Our Transit Culture Under the Bus"

https://www.youtube.com/watch?v=BoQE_Tu0gTg

Federation of Canadian Municipalities guidebook, "Engaging students to increase public transit ridership".

<https://fcm.ca/sites/default/files/documents/resources/guide/guidebook-engaging-students-to-increase-public-transit-ridership-gmf.pdf>



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: POLICY CHANGES FOR THE ADDITION OF AN INDIGENOUS STUDENT TRUSTEE

MAY 13, 2020

Purpose:

To provide Trustees with an update regarding policy consultations stemming from the September 25 and October 30 Education Policy and Operations Committee Meetings and proposed changes to Policy 9.

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.
2. Transitioning the IEAC from an advisory council to a formal committee of the Board.

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 wanted the opportunity for a sub-committee of the IEAC to draft terms of reference. This sub-committee continues to meet and discuss formal terms of reference for the IEAC. Based on the work of the sub-committee of the IEAC, we will receive recommended terms of reference at some point in the future.

As indicated in the October 30 EPOC report, at the October 10 IEAC meeting, members felt the Indigenous Student Trustee should be selected by Indigenous secondary students within the Limestone District School 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, Metis, or Inuit. The council also suggested an Indigenous Student Interschool Council would be a useful structure to select an Indigenous Student Trustee.

Consultation with the Interschool Council occurred on October 15 and December 10. These consultations 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

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out by being named outside of the usual timeline and process. Initially, the Interschool Council thought the existing group could select the Indigenous Student Trustee. After the second consultation, the group understood why, and agreed, the Indigenous Student Trustee should be selected by Indigenous student representatives from each secondary school.

As a result of the consultations, processes were created, and policy changes drafted, to reflect the input provided by the IEAC and Interschool Council. Prior to COVID-19, the intent was to bring the draft policy changes to Trustees for adoption at the April EPOC meeting. However, this meeting was cancelled due to current circumstances. Given the required timeline for the selection of student trustees at the start of May, the drafted policy changes guided the selection for the first Indigenous Student Trustee in Limestone for the 2020-2021 school year.

Recommendation(s):

1. That this report be received for information purposes.
2. Approval of the Policy 9 edits.

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

Attachments:
Policy 9 Recommended Edits.



LIMESTONE DISTRICT SCHOOL BOARD POLICY NO. 9

EXCERPT from Policy No. 9 Changes made to Student Representation

BOARD OPERATIONS

C. STUDENT REPRESENTATION ON THE BOARD

25.0.0 Limestone District School Board has established 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, Granite Ridge Education Centre, Napanee District Secondary School, North Addington Education Centre and Sydenham Secondary School. A second 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) Student Trustees have non-binding votes on Board motions; and
- v) 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 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 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 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** elected Student Trustees prior to the end of May following the election.

ii. Electors for Urban and Rural Trustee

a) All secondary school students of Limestone District School Board in regular attendance shall be eligible to be electors.

b) The panel of electors for the urban and rural student trustees 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.

iii. Electors for the Indigenous Student Trustee

a) All secondary school students of the Limestone School Board in regular attendance shall be eligible to be electors.

b) The panel of electors for the Indigenous student trustee will be composed of 11 students: one Indigenous student from each secondary school in the Limestone District School Board. The Indigenous Education and Reconciliation Lead is a non-voting support person.

c) The Elector for each will be an Indigenous student leader selected at each school.