

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, October 6, 2021

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/3mgtKbULDSBEPOCOct6>

Public Meeting – 5:30 PM

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.”

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 2021-2024 Mental Health and Substance Use Strategy – Superintendent Gillam and Laura Conboy, Mental Health Lead (Pages 3-15)
 - 4.2 2021 Summer Learning Report – Superintendents Gillam and McDonnell and Associate Superintendents Hedderson and Sartor (Pages 16-22)
 - 4.3 Employee Vaccination Attestation – Superintendent McWilliams (Pages 23-24)
 - 4.4 Final Review of Policies 5, 7, 8, 10, 11, 13 and 20 (Final edits in track changes) – Director Burra (Pages 25-59)
 - 4.5 Article III – Board of Trustees – Section 3. Vacancies of the Board - Director Burra (Pages 60-61)
 - 4.6 Appendix G Annual Mtg Order of Business – Director Burra (Pages 62-63)
5. REPORTS FOR ACTION
None at this time.
6. UNFINISHED BUSINESS

7. NEW BUSINESS
8. CORRESPONDENCE
9. NEXT MEETING – November 10, 2021
10. ADJOURNMENT

PRIVATE SESSION

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

11. MOTION TO MOVE INTO PRIVATE SESSION

12. DECLARATION OF CONFLICT OF INTEREST

13. ACTION ITEMS

None at this time.

14. INFORMATION ITEMS

- 14.1 Safe Schools Update
- 14.2 Property Update
- 14.3 Labour Update
- 14.4 Legal Update
- 14.5 Personnel Update
- 14.6 OPSBA Update

15. REPORT TO PUBLIC SESSION

At the Regular Board Meeting of October 27, 2021

ADMINISTRATIVE REPORT: 2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

October 6, 2021

Purpose

To provide the Trustees with the Limestone District School Board 2021-2024 Mental Health and Substance Use Strategy.

Background

As per School Mental Health Ontario, a Board Mental Health Strategy is a “written expression of school board priorities and goals in the area of mental health, and the related initiatives designed to enhance student well-being in the short and longer term.” Each Ontario school board is required to have a three-year mental health and addictions strategy, along with a one-year action plan that defines priorities and actions related to school mental health. The board-level Mental Health Leadership Team is led by the Mental Health Lead, Laura Conboy, and Superintendent Gillam who guide the implementation and monitoring of the strategy at the board and school level.

Current Status

The Limestone District School Board recognizes that schools play an essential role in the promotion of mental health and as such, has made a commitment to putting student well-being first. A variety of stakeholder groups were engaged in multiple formats to enhance, reach, and offer as much opportunity as possible for participation in the development of the 2021-2024 Mental Health and Substance Use Strategy. Stakeholders included students, student trustees, SEAC, IEAC, families, staff, community partners, and the Mental Health Leadership Committee. Based on this engagement, the plan was created by the Mental Health Lead and Superintendent of Learning for All, and will be reviewed annually by the Mental Health Leadership Committee.

Students are at the center of all mental health and substance use promotion, prevention, and intervention efforts. Through stakeholder consultation, and supported by the four foundational principles of engagement, organizational conditionals, equity, and evidence, Limestone has identified six areas of focus that promote good mental health among all students:

- A Relationship-based approach to student well-being and achievement;

- Mental Health and Substance Use Knowledge;
- Student Mental Health and Substance Use Support;
- Culturally Responsive Health Promotion, Prevention, and Intervention;
- Pathways to/Through/From Care; and
- Equip and Support Staff

Next Steps

Limestone District School Board is committed to monitoring this strategy through the development of annual action plans. The plans will set out goals within each area of focus that the board will endeavor to implement and monitor throughout the year. Annual action plans will take emerging evidence into account, including the results of the 2020 Student Census.

Recommendations

That the Trustees of the Limestone District School Board receive this report for Information.

Prepared by: Scot Gillam, Superintendent of Education for All and Indigenous Education
Laura Conboy, Mental Health Lead

Reviewed by: Krishna Burra, Director of Education

Attachments: 2021 Mental Health and Substance Use Strategy

2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

September 2021



Limestone
DISTRICT SCHOOL BOARD

INTRODUCTION

Growing Mentally Healthy Schools

We're putting wellness first.

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.

Mission: We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Stakeholders

A variety of stakeholder groups were engaged in multiple formats to enhance, reach and offer as much opportunity as possible for participation in the development of the 2021-2024 Mental Health and Substance Use Strategy. Stakeholders included:

- Students Grades 7-12
- Student Trustees
- Mental Health Leadership Committee
- Limestone families
- Special Education Advisory Committee
- Indigenous Education Advisory Committee
- Community partners
- Staff (administrators, educators and support staff)
- Unions and Federations
- Mental Health Lead
- Superintendent of Learning for All
- Senior Staff

OVERVIEW

The Limestone District School Board recognizes that schools play an essential role in the promotion of mental health and as such, has made a commitment to putting student well-being first. The 2021-2024 Mental Health and Substance Use Strategy offers six key areas of focus that promote good mental health among all students. These include: mental health and substance use knowledge, pathways to/through and from care, student mental health and substance use support, culturally-responsive mental health promotion, prevention and intervention, equipping and support staff, and a relationship-based approach to student well-being.

Equity

While mental health, equity and student achievement have always been important, there has never been a time when uniting these priorities has been more essential. Persistent exposure to discrimination and marginalization, may create trauma, which has a significant impact on one's mental health. Limestone District School Board is committed to providing environments in which all students can explore their diverse selves by identifying and removing barriers to success. In order to best support the mental health of students who traditionally have been marginalized in the education system we must first understand how long-term exposure to oppression and systemic racism contributes to negative mental health outcomes. Guided by the [Equity Action Plan](#), Limestone will work toward addressing inequitable and oppressive systems and policies that have traditionally marginalized students. Culturally responsive and relevant mental health and substance use supports will be made accessible so that all students may experience positive identity affirming mental health and well-being.

COVID-19 Pandemic

It is important to acknowledge that all students, families and school board staff have been navigating unprecedented circumstances throughout the COVID-19 pandemic. As we learn more about the long-term impacts of this pandemic on children's mental health, we will work closely with our community partners to ensure that students receive timely mental health and substance use support.



MENTAL HEALTH & ACHIEVEMENT

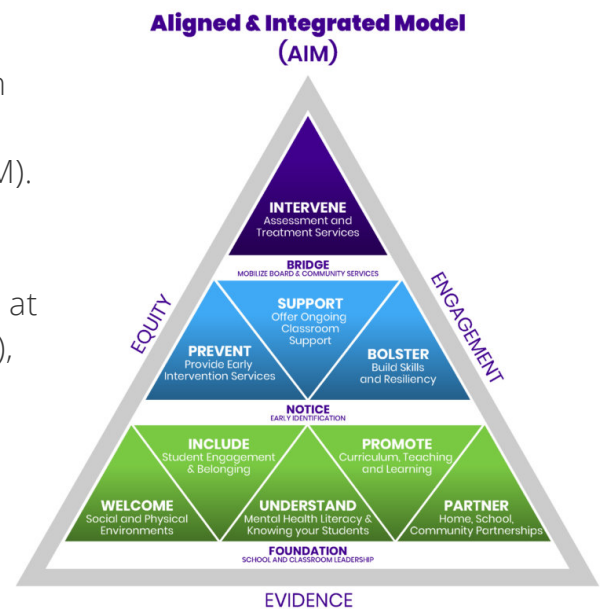
Schools are an ideal place for the promotion, prevention and early intervention for mental health and substance use issues. Through an evidence-based and systematic approach, we can help students flourish, both academically and with their well-being. School and classroom environments have an important impact on a student's sense of belonging and overall mental health. Maintaining positive relationships with students within a caring school community and safe, welcoming, inclusive classrooms, contributes to students' social-emotional wellness and readiness to learn.



Despite our best efforts to create mentally healthy schools, there will always be some students who struggle with a mental health problem. When students are struggling with mental illness, it is critical to engage services provided within a community or healthcare setting. By creating mentally healthy school environments, introducing high-quality mental health promotion, offering prevention and early intervention services, and ensuring a safety net for students who are struggling with mental health problems, schools can support students and families within a circle of support to, through and from community-based care (*School Mental Health Ontario*).

STRATEGIC FRAMEWORK

School Mental Health Ontario depicts the continuum of various supports and services within the school setting using the Aligned and Integrated Model (AIM). This model helps to organize mental health promotion efforts offered in a universal way for all students (Tier 1), services for students who may be at risk and needing targeted skill development (Tier 2), and supports for students who have a diagnosable mental health problem who need treatment and ongoing care (Tier 3).



Foundational Principles

Through consultation with stakeholders, Limestone has identified four foundational principles which support the mental health and substance use prevention, promotion and intervention work in schools.



Engagement - Optimizing student and family voice, engagement and leadership to enhance momentum in school mental health.



Organizational Conditions - Structures and processes that serve to enhance uptake, implementation, scalability and sustainability of evidence-based practices in school mental health to enhance system coherence.



Equity - Responsive supports and resources co-designed and co-delivered alongside specific student populations with greater or unique mental health needs to enhance equity in service delivery.



Evidence - Sustainable implementation of mental health promotion, prevention and intervention practices that are both evidence-based and implementation sensitive to enhance the quality of mental health programming in schools (*School Mental Health Ontario*).

STAKEHOLDER ENGAGEMENT

Limestone District School Board is committed to centring student voice. Understanding student perspective is needed to support a positive approach to student mental health and substance use. We heard from more than 1300 Grade 7 to 12 students, via online survey. Students reported who they seek support from at school and their ideas about their school's needs and strengths engaging with student mental health, substance use and well-being. Surveys were developed in partnership with our Student Trustees and the *Mental Health Leadership Committee*.



To help us understand how students' diverse lived experiences are tied to mental health and substance use, students were asked their self-identified race, sexual orientation and gender. Knowing how racialized and marginalized students experience mental health and substance use services is critical to advancing equitable practices within the board.

Limestone families and staff were also engaged via online survey. Their responses regarding the board's strengths and needs have been analyzed separately to differentiate between student and adult priorities, and also in combination with student responses to develop a holistic understanding of how mental health, substance use and well-being affects all members of a school community. Focus groups were also held with frontline mental health staff to help better understand how services are delivered to students. All data collection and analysis was led by the Data Research Specialist at Educational Services.

The results of this combined analysis are six areas of focus to inform school mental health and substance use work in the board over the next three years. We look forward to continuing to work alongside students, families, and community partners to bring these recommendations to fruition.

Student Survey Snapshot

WHAT WE HEARD

Students were asked **who they turn to at school** when they need support or information on mental health.

50%
turn to a friend

21%
turn to a teacher

13% of respondents **don't feel like they can talk to anyone** at school about mental health.

more than

1300

Grade 7 to 12 students responded



408

Elementary



904

Secondary

Students were asked what their school **could do better** to support student mental health, substance use issues and well-being. The most common answer was

TALK

about it more



Students appreciate



- Talking openly about mental health at school
- Check-ins from staff
- Knowing who and where their supports are

Students want more open conversations

about



substance



use

WHAT WE HEARD

936

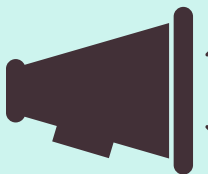
 families responded to the survey

Families recognize that **supportive staff and safe, caring environments** promote good mental health at school.



Families asked for **more communication** about support services offered at their student's school.

551

 staff responded to the survey

Staff appreciate the board's **positive mental health messaging**.



Staff asked to be **equipped with the tools and resources** to do this work.



Staff want students and families to have **easy access to information, resources, and services**.

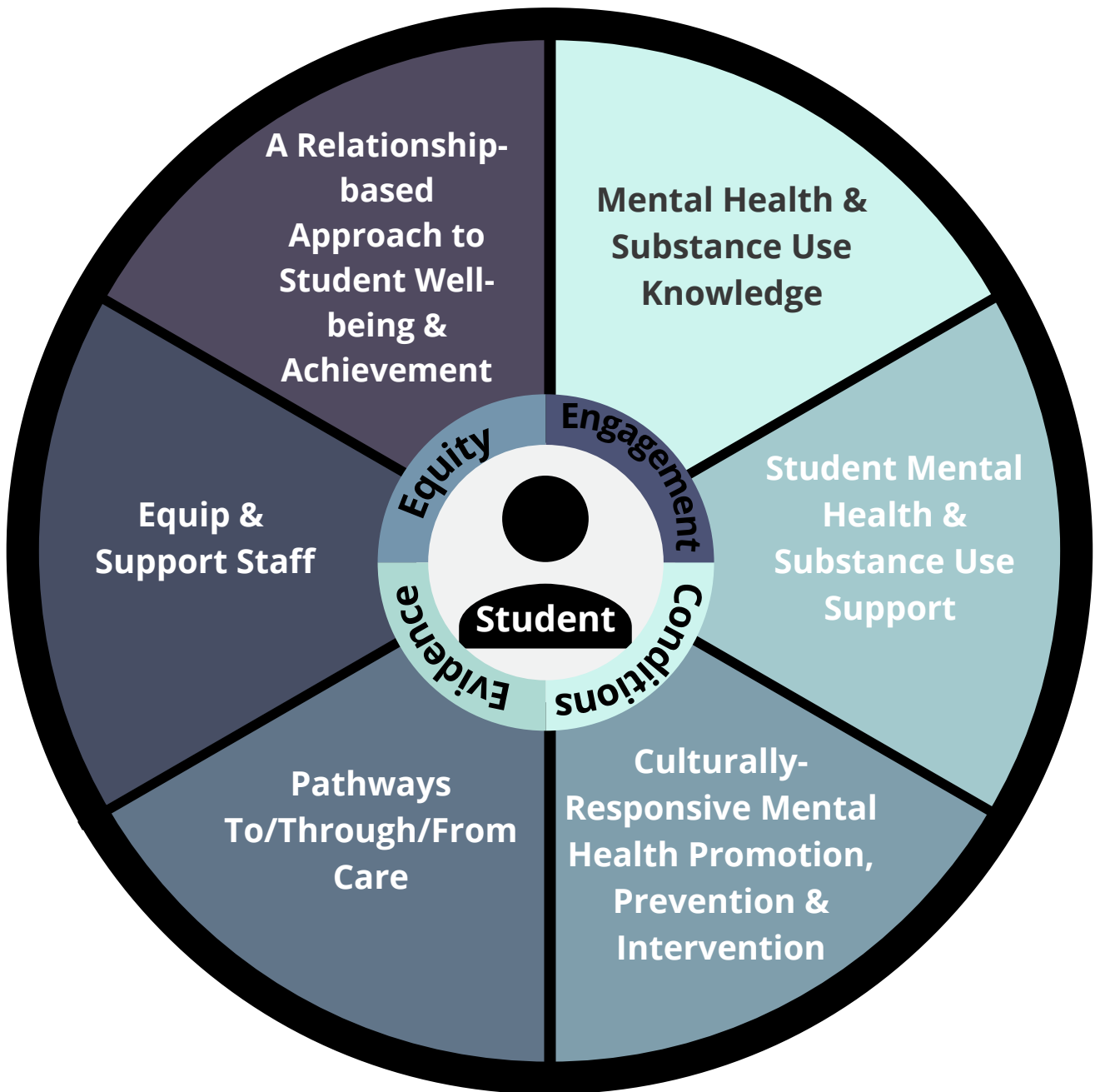
Families and staff said that students

need more mental health and substance use education at school



2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

Students are at the centre of all mental health and substance use promotion, prevention and intervention efforts. Supported by the four foundational principles of engagement, organizational conditionals, equity, and evidence, Limestone has identified six areas of focus that promote good mental health among all students.



2021-2024 ACTION PLAN OVERVIEW

Mental Health and Substance Use Knowledge	<ul style="list-style-type: none"> • Promote student mental health and substance use literacy, help-seeking & peer help-giving • Students learn skills that help them to identify emotions and cope with stress • Communication and resources for caregivers and families to support student mental health and substance use
Student Mental Health & Substance Use Support	<ul style="list-style-type: none"> • Ensure students receive timely and responsive evidence-based prevention and intervention services at school • Students and families know where to turn for more intensive support when needed • Ongoing learning for system/school leaders, educators and mental health support staff to reinforce mentally healthy systems, schools and classrooms
Culturally-Responsive Mental Health Promotion, Prevention & Intervention	<ul style="list-style-type: none"> • Mental health resources and supports that prioritize the voices and experiences of students from racialized, marginalized and underserved groups • Ongoing learning, resources and supports to assist staff with effective implementation of culturally-responsive social emotional learning at school • Ongoing training in evidence-based, culturally-responsive promotion, prevention and early intervention protocols
Pathways To/Through/ From Care	<ul style="list-style-type: none"> • Suicide prevention, intervention, and postvention programming • Ongoing work in supporting school pathways • Collaborative initiatives with community mental health and substance use partners and cultural organizations to strengthen the framework for effective tiered support for children, youth and families
Equip & Support Staff	<ul style="list-style-type: none"> • Role-specific professional learning along a continuum from mental health and substance use awareness through to expertise • Familiarize staff with evidence-based resources designed to promote good mental health and address student substance use
A Relationship-based Approach to Student Well-being and Achievement	<ul style="list-style-type: none"> • Create and sustain environments that simultaneously support well-being and achievement • Promote learning through the context of relationships

NEXT STEPS



Limestone District School Board is committed to monitoring this strategy through the development of annual actions plans. These plans will set out goals within each area of focus that the board will endeavor to implement and monitor throughout the year. The plan which is created by the Mental Health Lead and Superintendent of Mental Health, and reviewed annually by the Mental Health Leadership Committee. Annual actions plans will take emerging evidence into account, including the results of the [2020 Student Census](#).

Learn more at limestone.on.ca



@MentalHlth_LDSB



@ldsbewell

ADMINISTRATIVE REPORT: 2021 SUMMER PROGRAMMING

EDUCATION, POLICY AND OPERATIONS COMMITTEE

October 6, 2021

Purpose

To provide Trustees with an overview of the 2021 summer programming offered by the Limestone District School Board to elementary and secondary students.

Background (Historical Programs)

The Limestone District School Board has traditionally offered optional programming for elementary and secondary students during the summer months. These programs have evolved to meet the needs of the students within the system, but the general structure has remained.

Summer Credit Programs:

Summer Session has been offered through the Limestone District School Board for many years. Initially it ran in partnership with Algonquin Lakeshore Catholic District School Board, but in 2011 it began to run independently. Summer Session offers students the opportunity to reach ahead to take a new credit, or to improve a credit. Summer Session has historically offered students the option of taking courses in-person, through hybrid and e-learning, and through co-operative education. In 2019, Summer Session became aligned with other school boards in the province to rely mainly on eLearning and co-op as the available modes of learning because the purpose of Summer Session evolved from mainly students re-doing courses and upgrading credits, to primarily providing reach-ahead opportunities. The emphasis on eLearning provides more choice for students to obtain the credit they are seeking based on their pathway. Previously, during in-person learning, staffing and timetabling Summer Session was a challenge. There often were not enough students registered to run the courses offered, which resulted in some classes being cancelled at the last minute or stacked together to allow them to run. Staffing in the areas of mathematics and science were also a challenge, and there was difficulty finding qualified staff for classes where students were upgrading credits in those areas. Co-operative education opportunities in the summer allow students some additional flexibility to gain some employment experience in an area of interest.

Summer Non-Credit Programs:

Focus on Youth

The Focus on Youth (FOY) program supports positive child and youth development through an asset-based approach by funding school boards to provide opportunities for children and youth to be engaged in programming and employment in safe and supportive environments. This year funding was split between two separate funding sources: the Federal Government and the Ministry of Education.

The program is holistic as it considers the role that schools, communities, and caring adults play in the well-being of children and youth. The program contributes to their health and wellness through recreation/sports activities, and promotes positive peer relationships through social/camp activities as well as mentorship supports. It also helps them achieve academic success through tutoring and academic activities. The employment component for youth provides them with the opportunity to gain employment experience in supportive environments which enables them to gain self-confidence and valuable life skills.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs

In response to the ongoing impacts of COVID-19, the Ministry of Education provided school boards with funding to enhance opportunities to provide mental health and summer learning opportunities for students with special education and/or complex mental health needs.

Summer Literacy Camps

Last summer, the program pivoted from an in-class model to remote delivery. An online synchronous literacy program was developed for 90 students. Students in Grades 2 to 8 participated in the program. Students received a total of 2 hours of online instruction every day, and were guaranteed 30 minutes of individual, targeted direct literacy instruction every day.

The literacy camp ran for one 3-week session: August 4-21. The program welcomed the participation of an Indigenous Knowledge Keeper, Candace Lloyd, and the instructors received training on Indigenizing Online Learning. Information from the training was drawn from the recently published document of the same name, created by Queen's University.

The benefit of offering an online program was that students from across the district could participate; geography and access were no longer a barrier. All but 3 students attended the entire program. Data related to student engagement and parent satisfaction was tracked and the results were overwhelmingly positive. This was measured based on student attendance, and surveys completed with both students and parents during, and after, the program. Moreover, parent engagement throughout the program remained high, as they directly participated in many aspects of the students learning. In

addition to parent engagement, parents also commented that they learned a lot about the science of reading.

As a result of additional funding, we were also able to hire one of Limestone DSB's Speech Language Pathologists to support the development of individual and targeted planning and instruction for each student in the program.

Significant achievement gains were realized, as were measures of student confidence following the completion of the program.

Outdoor Education:

Traditionally, the Outdoor Education team has offered a variety of summer outdoor education experiences for students in Grades 7-12 involving a combination of credit and non-credit programs that include multiple-day and overnight hiking, kayaking and canoeing trips. These opportunities have been available for students since the 1970s. Given permits need to be obtained months in advance, and as a result of the pandemic, it was not possible to run these programs in the summer of 2020 and 2021.

Current Status (Summer 2021)

Elementary Summer Camps

Once again, 90 students participated in an online synchronous literacy program from July 12-30, for 3 hours each day, totaling 45 hours of targeted literacy instruction. In addition, two Grade 7/8 classes offered literacy and numeracy support. A combination of whole group, small group, and individual tutoring was provided during the daily program. Students were exposed to virtual library tours, and a Queen's Engineering group worked with Grade 7 and 8 students throughout the program. Each student received a literacy kit and a microbit kit that was donated by Queen's University.

Two Mohawk Knowledge Keepers visited the classes once each week. Student attendance and engagement was high, and a warm, safe space was created immediately.

Through additional funding, Limestone District School Board was able to offer an in-person learning experience to eight Indigenous students that was run out of Katarokwi Learning Centre. The program ran five hours per day, for three days a week, over five weeks (15 days in total).

As a result of additional funding, we were able to hire a Limestone DSB Speech Language Pathologist who worked alongside the educators to plan individual, targeted instruction. In addition, she offered a Family Drop-In Information session which was well received.

Diagnostic and summative assessments once again displayed significant growth in literacy learning, as well as student confidence. Families also shared success stories in their post surveys.

Nature Camp

Nature Camp, offered by our Outdoor Education Team was new in the summer of 2021 and was developed to service students in the primary grades, a different age group of students than had traditionally been a part of Gould Lake Outdoor Education programming.

In its first year, the Outdoor Education Team hosted four, 5-day nature camp sessions, three in July and one in August with programming designed to service students in Grades 1-3. Camp registrations were limited to 30 students per session to meet public health requirements and to help ensure the safety of students and staff. Nature camps were held at: Polson Park Public School, Southview Public School, Molly Brant Elementary School, and Loughborough Public School. Overall, 84 students attended the first iteration of Nature Camp. Most camp-related activities occurred on the school playground, nearby greenspaces, or inside the school in the event of inclement weather, which only happened for part of one day during one week. Sample activities included: team building, cooperative games, animals and habitat assessments, survival and endangered species, plants and seeds, soil experiments, weather, temperature, air pressure, humidity, archaeology, and water-based games. The cost for the 5-day camps in July was \$150 per student and the cost for the 5-day camp in August was \$175 to help off-set the cost of a bus for a field-trip one of the five days to Gould Lake Outdoor Education Centre for some water-based activities. The field trip experience was added in response to evolving public health guidelines.

Summer Credit Programs

This summer 168 students took an eLearning course and 101 students were engaged in co-operative education courses. These numbers represent a significant decrease in enrolment compared to the previous year where 677 students took an eLearning course, but a slight increase for co-operative education where enrolment was 86 students in the summer of 2020. Given secondary students were scheduled into an octomester during the 2020-21 school year and completed courses following a similar condensed timeframe as Summer Session, while pivoting back and forth between in-person and remote online learning, we anticipated there might be a decrease in interest for the summer of 2021 to complete a ninth credit in the same format. Fortunately, there were more students this past summer that were able to have an in-person cooperative education and work placement experience.

Focus on Youth

The 2021 Summer Focus on Youth Program was supported by the Boys and Girls Club of Kingston. They hired a total of 12 “at-risk” youth to be Leaders and Recreational Assistants at a variety of camps offered by the Boys and Girls Club this summer. Some positions were full-time and others were part-time to allow the youth to continue with other programming in addition to these summer positions. Training for these youth took place during the week of June 28 – July 2. Training included among others, Mental Health and Well-being, Health and Safety Training, Leadership, Life Skills and several other topics. Mental Health training and supports were a key element of the funding provided by the Federal Government. Mental Health supports were available during the entire Focus on Youth campaign for the students hired from LDSB. Focus on Youth Leaders were paid \$16 per hour and Recreational Assistants were paid \$14 per hour. Camp locations included the west end location of the

Boys and Girls Club, central Boys and Girls Club location, the Rideau Heights Community Centre, and Napanee.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs

Summer Transition Program for Students with High Special Education Needs

Summer ABA Transition Program

The Summer ABA Transition Program took place from August 23-27, 2021. The focus of the Summer Applied Behaviour Analysis (ABA) Transition program was to help close gaps in skill development, learning, and to help with establishing routines. The program used the principles of ABA to teach skills to students in District Autism Classes (DACs) and focused on re-establishing new routines which would be required as students re-entered buildings in September 2021 such as wearing masks, hand washing, and physical distancing. Twenty-four students received support through this program, six students at Welborne PS, seven at Holsgrove PS, 5 at Cataraqui Woods, and six at Lancaster Drive PS.

Back to School Transitions

Back to School Transitions were supported by Educational Assistants and Early Childhood Educators from August 23 until August 31. Over 400 students with special education needs and/or complex mental health concerns, at 43 elementary and secondary schools, received a supportive transition back to school.

Student Support Counsellors (SSCs), Adolescent Care Workers (ACWs) and Attendance Counsellors were available to support vulnerable, under-served students to re-establish familiarity with the school environment and return to school routines. 205 students were supported either in-person or virtually.

Mental Health Support Line

Clinical Consultants and SSCs were available to provide short-term mental health supports via a telephone support line. These services were open to any students registered with LDSB. One elementary and one secondary student were supported via the telephone line.

Adolescent Care Worker (ACW) for Summer School

An ACW was available to support the needs of secondary students enrolled in summer school who were experiencing social, emotional, behavioral and/or attendance issues. Five secondary students were supported via the ACW.

Support for Indigenous Students

The Indigenous Student Support Counsellor provided ongoing engagement and connection with students who identify as Indigenous throughout the summer holidays. Twenty-seven students were

supported by the Indigenous SSC.

Trauma Informed Course for Education Assistants (EAs)

Ninety-one EAs supporting elementary and secondary students participated in an introductory trauma-informed training focused on brain science, resilience, and the impact of adverse childhood experiences.

Youth Diversion Supports

Through funding provided by LDSB to support the well-being of students during the summer months, Youth Diversion was able to proactively enhance its supports and services for students through several means: a) increasing access to mental health substance use professionals both in-person and virtually; b) creating and enhancing a seamless pathway to and from community based mental health care for students requiring more intensive supports over the summer months; and c) providing students, parents, and families with timely and relevant information in support of student mental health and well-being throughout the summer. A total of 335 students (115 elementary and 220 secondary) received direct service from Youth Diversion in the areas of substance use and addictions services, mentoring, youth outreach, and Intersections programming. In addition, 184 students participated in various groups, activities, and events hosted by Youth Diversion staff, including: clothing carousel, wellness kits, and a week-long camp in August. Both in-person and virtual supports were provided.

Next Steps

Elementary Summer Camps

Pre and post assessment data were collected for the Summer Literacy Camp. Progress Reports were also completed for each student, and sent to their home school, for review by the school team. A copy of the Progress report was also sent home to parents.

The Outdoor Education Team will plan to continue to offer Nature Camp opportunities for some of our youngest learners in the summer of 2022.

Summer Credit Programs

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.

Summer credit courses at Gould Lake Outdoor Education Centre will continue next summer with local public health approval.

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent
Scot Gillam, Superintendent
Stephanie Sartor, Associate Superintendent
Steve Hedderson, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EMPLOYEE VACCINATION ATTESTATION EDUCATION, POLICY AND OPERATIONS COMMITTEE

September 30, 2021

Purpose

The following is intended to provide Trustees with an update with respect to the status of Employee Vaccination Attestation completion.

Background

An update was provided to Trustees September 22, 2021, with respect to the status of employee mandatory vaccination attestation completion. Staff have been provided reminders of the requirement to complete the attestation and/or ensure they are completing regular Rapid Antigen Testing twice weekly (Tuesdays and Fridays) if they are not vaccinated or have not attested.

Additionally, those individuals who choose not to be vaccinated, must participate in a Ministry of Education educational session about the COVID-19 vaccination. This does not apply to those who cannot be vaccinated for formal, documented medical reasons. These employees have now been provided the link to the Education Program as provided by the Ministry of Education, with a completion date of September 30, 2021.

Current Status

	SEP 30, 2021		SEP 22, 2021	
<i>Total number of eligible employees</i>	3,004	100%	3,111	100%
<i>Number of Employees who have completed attestation</i>	2799	93.2%	2781	89.4%
<i>Number of employees fully vaccinated</i>	2666	88.7%	2643	85.0%
<i>Number of employees not fully vaccinated</i>	133	4.8%	138	5.0%
<i>Number of employees who have not completed attestation</i>	205	6.8%	330	10.6%
<i>Number of employees completed required Education Program</i>	173	51.0%	-	-
<i>Number of employees required to complete Education Program</i>	338	11.0%	-	-

As indicated, the statistical information as provided will continue to change as numbers of employees change, and as we continue to 'clean' the data.

Next Steps

Human Resources will continue to send reminders to employees who have not completed the attestation, testing and/or education program. Employees who continue to refuse to complete the attestation, complete weekly testing, and/or participate in the education program, will be placed on a non-disciplinary leave without pay, as appropriate, in the coming weeks.

Recommendations

This report is provided for information purposes.

Prepared by: Susan McWilliams, Superintendent of Human Resources

Reviewed by: Krishna Burra, Director of Education

Attachments: N/A



TRUSTEE CODE OF CONDUCT

A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours. This Code of Conduct and the Enforcement Procedures Appendix apply to all Trustees of the Board, including the Chair of the Board. See appendix.

A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

- 1.0 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 2.0 The Limestone District School Board expects its members to demonstrate ethical, respectful and professional conduct.
- 3.0 Trustees shall work with fellow Trustees in a spirit of harmony and co-operation in spite of differences of opinion.
- 4.0 Trustees shall maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow Board members, the Board, or employees, in or out of the board room.
- 5.0 Trustees shall deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during closed sessions.
- 6.0 Trustees shall represent everyone Limestone District School Board serves, not a particular interest group or geographic area.
- 7.0 Trustees shall be loyal to the interests of Limestone District School Board.

- 8.0 Trustees shall maintain the integrity of the Board and the position of the Trustee when communicating and interacting with outside individuals, organizations and agencies.
- 9.0 Trustees shall respect the majority decisions of the Board.
- 10.0 Trustees shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.
- 11.0 Trustees shall recognize that authority over the organization is only vested in the full board when it meets in legal session. Trustees do not attempt to exercise individual authority.
- 12.0 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. (As per 7.6.7)
- 13.0 Trustees shall clearly demonstrate discretion when making personal public statements so as to minimize the impression that such statements reflect the corporate opinion of the Board when they do not.
- 14.0 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
- 15.0 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.
- 16.0 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event.
- 17.0 A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.

- 18.0 Trustees shall declare any conflict of interest, financial or otherwise, between their personal life and/or business interests and their position on the Board. A Trustee will not participate in or exert influence on any decision in which the Trustee has any direct or indirect interest. Trustees shall refrain from discussion and voting on any matter in which they are in conflict.
- 19.0 Trustees shall not use his or her office to advance the Trustee's interest or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 20.0 Trustees shall comply with Board policies, procedures, By-Laws, and Rules of Order.
- 21.0 The Board may censure a Trustee in accordance with the Education Act: Student Achievement and School Board Governance Act, as amended, where such person:
- Contravenes legislation;
 - Breaches any board policy, procedure or practice; and
 - Breaches confidentiality.

Appendix A (Education Act: Section 218.3)

Enforcement of Code of Conduct

(1) A member of a Board who has reasonable grounds to believe that a member of the Board has breached the Board's code of conduct may bring the alleged breach to the attention of the Board. [2009, c. 25, s. 25]

(2) If an alleged breach is brought to the attention of the Board under subsection (1), the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the Board's code of conduct. [2009, c. 25, s. 25]

(3) If the Board determines under subsection (2) that the member has breached the Board's code of conduct, the Board may impose one or more of the following sanctions:

1. Censure of the member.
2. Barring the member from attending all or part of a meeting of the Board or a meeting of a committee of the Board.

3. Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board. [2009, c. 25, s. 25]
- (4) For greater certainty, the imposition of a sanction under paragraph 2 of subsection (3) barring a member from attending all or part of a meeting of the Board shall be deemed, for the purpose of clause 228 (1) (b), to be authorization for the member to be absent from the meeting. [2009, c. 25, s. 25]
- (5) A member of a Board who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board under subsection (3) is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public. [2009, c. 25, s. 25]
- (6) If a Board determines that a member has breached the Board's code of conduct under subsection (2),
- (a) The Board shall give the member written notice of the determination and of any sanction imposed by the Board;
 - (b) The notice shall inform the member that ~~he or she~~ they may make written submissions to the Board in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and
 - (c) The Board shall consider any submissions made by the member in accordance with clause (b) and shall confirm or revoke the determination within 14 days after the submissions are received. [2009, c. 25, s. 25]
- (7) If the Board revokes a determination under clause (6) (c), any sanction imposed by the Board is revoked. [2009, c. 25, s. 25]
- (8) If the Board confirms a determination under clause (6) (c), the Board shall, within the time referred to in that clause, confirm, vary or revoke the sanction. [2009, c. 25, s. 25]
- (9) If a sanction is varied or revoked under subsection (7) or (8), the variation or revocation shall be deemed to be effective as of the date the original determination was made under subsection (2). [2009, c. 25, s. 25]
- (10) Despite subsection 207 (1) but subject to subsection (11), the part of a meeting of the Board during which a breach or alleged breach of the Board's code of conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207 (2) (a) to (e). [2009, c. 25, s. 25]

(11) A Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

1. Make a determination under subsection (2) that a member has breached the Board's code of conduct.
2. Impose a sanction under subsection (3).
3. Confirm or revoke a determination under clause (6) (c).
4. Confirm, vary or revoke a sanction under subsection (8). [2009, c. 25, s. 25]

(12) A member who is alleged to have breached the Board's code of conduct shall not vote on a resolution to do any of the things described in paragraphs 1 to 4 of subsection (11). [2009, c. 25, s. 25]

(13) The passage of a resolution to do any of the things described in paragraphs 1 to 4 of subsection (11) shall be recorded in the minutes of the meeting.[2009, c. 25, s. 25]
Appendix A (Education Act: Section 218.3) (continued)

(14) The Statutory Powers Procedure Act does not apply to anything done under this section. [2009, c. 25, s. 25]

Legal References:

Education Act S. 170-171 Duties and Powers of Boards, Bill 177, Student Achievement and School Board Governance, 2009
Municipal Conflict of Interest Act
Municipal Freedom of Information and Protection of Privacy Act

Revised: July 2021.

ROLE OF THE BOARD CHAIR

The Chair of Limestone District School Board safeguards the integrity of the Board's processes and represents the Board of Trustees to the broader community. The Chair ensures that each Trustee has a full and fair opportunity to be heard and understood by the other Members of the Board in order that collective opinion can be developed and a corporate decision reached. The Board's ability to discharge its obligation is enhanced by the leadership and guidance provided by the Chair.

Duties of the Chair

1.0.0 Reviewing the Agenda

- 1.1.0 The Chair shall assist in the development of the Board meeting agenda.
- 1.2.0 The Chair shall ensure that meeting agenda content is only about those issues which, according to Board policy, clearly belong to the Board to decide and have not been delegated to the Director of Education.
- 1.3.0 The Chair shall provide leadership in maintaining Board's focus on the Board's mission and vision, in accordance with Policy 1: District Mission and Vision, and on the multi-year Strategic Plan in accordance with Policy 2: Board Job Description.

2.0.0 Preserving an Orderly Process

- 2.1.0 The Chair shall preside at all regular and special meetings and ensure that such meetings are conducted in accordance with the *Education Act*, the policies established by the Board and *Robert's Rules of Order, Latest Edition*.
- 2.2.0 The Chair shall preserve order and decorum and decide all questions of order or privilege. The Chair may rule any matter out of order, giving the reason for the ruling. The ruling of the Chair shall be final, subject only to an appeal to the Board challenging the decision of the Chair, without debate. A tie

vote, with the Chair voting, sustains the decision of the Chair.

- 2.3.0 The Chair shall call meetings to order in accordance with the prescribed meeting times and shall determine if a quorum is present.
- 2.3.1 The Chair may be called upon by the Chair of any Board Committee to attend a Committee meeting as an alternate to ensure quorum is achieved.
- 2.4.0 The Chair shall announce the order of business of the Board and state and put to vote all questions which come before the Board.
- 2.5.0 The Chair shall declare the results of all votes on all matters before the Board.
- 2.6.0 Further details about the role of the Chair in presiding at meetings of the Board are found in Board Procedural Bylaws.
- 3.0.0 **Remaining Impartial**
- 3.1.0 The Chair has a duty to remain impartial. The Chair should have nothing to say on the merits of pending questions.
- 3.2.0 The Chair may draw to the attention of the Board any factors which may be crucial and relating to the pending question and which appear to have been overlooked by the Board.
- 3.3.0 In the event that the Chair decides to take part in the debate of a pending matter, the Chair shall call upon the Vice-Chair to take the chair. In the event that the Vice-Chair has already spoken or desires to speak to the pending matter, the Chair shall appoint another member who has not spoken and does not desire to speak on the pending matter.
- 3.4.0 With the unanimous consent of the Board, the Chair may speak to the pending matter without vacating the chair.
- 3.5.0 Normally, the Chair of a committee shall be allowed to speak to pending matters during committee meetings without vacating the chair. The procedure described above shall be used if another member of the committee objects to the Chair taking an active part in any debate on a pending matter.
- 4.0.0 **Expediting Business**
- 4.1.0 The Chair is responsible for expediting the business of the Board in every way compatible with the rights of the members and for enforcing this policy as necessary, to ensure the orderly conduct of the Board's business.

- 4.2.0 In order to ensure the expeditious use of the Board's time, the Chair, subject to a member's right of appeal in accordance with Board Procedural Bylaws, shall refuse to recognize motions which are obviously frivolous or dilatory.
- 4.3.0 The Chair shall attempt to ensure that each member who wishes to be heard on a matter is heard, but, subject to a member's right of appeal in accordance with Section 18 of Policy 9 (Board Operations), when it is obvious that the debate is becoming repetitive, the Chair shall indicate that the debate is closed and call the question.
- 5.0.0 **Reviewing Minutes**
- 5.1.0 Prior to publication, the Chair of the Board and the Chair of each Board committee or another Trustee designated by such Chair, shall be responsible for reviewing the minutes of the Board or the respective committee.
- 6.0.0 **Providing Board Leadership**
- 6.1.0 In the event of a tie vote on a motion before the Board, the Chair may vote.
- 6.2.0 The Chair may vote on motions before the Board, declaring the intention to vote when the motion is read. If the Chair's vote results in an equality of votes, the Chair shall declare that the motion is lost.
- 6.3.0 The Chair, in consultation with the Director of Education, may call a special meeting of the Board at any time.
- 6.4.0 The Chair may act as an *ex-officio* member, without voting privileges, of all committees appointed by the Board. As an *ex-officio* member, the Chair shall have all the privileges of committee membership, excluding the right to make motions and to vote. This does not exclude the Chair from being a Trustee member of a committee with full privileges including voting.
- 6.5.0 The Chair shall be kept informed of significant developments within Limestone District School Board and shall be in regular contact with the Director of Education to maintain a working knowledge of current issues and events.
- 6.6.0 The Chair shall ensure that the Board engages in regular review or self-evaluation of its effectiveness as a Board.
- 6.7.0 The Chair shall be the chief spokesperson for the Board except for those matters where the Board has previously delegated this role to another individual or group.
- 6.8.0 The Chair shall be a signing officer for the district.

6.9.0 The Chair shall encourage the involvement and development of all Trustees, including their participation in such activities as public representative roles, educational conferences/meetings, and professional associations (i.e. OPSBA).

Legal References:

Education Act S. 170, S. 171 Duties and Powers of Boards; S. 208(12) Voting of the Chair; S. 230 Compliance with Board Obligations, Bill 177, Student Achievement and School Board Governance Act, 2009.

Robert's Rules of Order, latest edition.

Revised: July 2021



ROLE OF THE VICE-CHAIR

The Vice-Chair is elected by the Board to share the leadership role of the Chair. The Vice-Chair assists the Chair in ensuring that the Board operates in accordance with its own policies. The Board's ability to discharge its obligation is enhanced by the leadership and guidance provided by the Vice-Chair.

1.0.0 Duties of the Vice-Chair

1.1.0 When the Chair is absent, the Vice-Chair shall perform all the duties of the Chair.

1.2.0 The Vice-Chair shall assist in the development of the Board meeting agenda.

1.3.0 The Vice-Chair of Limestone District School Board normally assumes the Chair of the Committee of the Whole (Education Policy and Operations Committee), Budget Committee, and Private Session meetings. When the Vice-Chair assumes the role of Chair in a Board Meeting, or as the chair of a Committee, Policy 7 and Board Procedural Bylaws will govern their role.

1.4.0 The Vice-Chair may act as an ex-officio member on all committees appointed by the Board. As an ex-officio member, the Vice-Chair shall have all privileges of committee membership, excluding the right to make motions and to vote. This does not exclude the Vice-Chair from being a Trustee member of a committee with full privileges including voting.

1.4.1 The Vice-Chair may be called upon by the Chair of any Board Committee to attend a Committee meeting as an alternate to ensure quorum is achieved.

1.5.0 The Vice-Chair may be assigned duties and responsibilities by the Board Chair.

1.6.0 The Vice-Chair shall be an alternate signing authority for the district.

Legal References:

Education Act S. 208 (7) Vice-Chair



TRUSTEE HONORARIA AND EXPENSES

1.0.0 Trustee Honoraria

1.1.0 The honoraria for members of the Board will be set in accordance with the Education Act, Regulation 357/06 and Ministry funding provisions and shall be as follows:

- a base amount of \$5,900 per Trustee plus 100% of the C.P.I. adjustments as permitted by Regulation;
- 100% of the annual enrolment permitted by Regulation;
- an attendance amount of \$50 limit per meeting permitted by Regulation, set at \$1,200 per Trustee; and
- an additional amount of \$5,000 for the Chair of the Board and \$2,500 for the Vice-Chair of the Board;

1.2.0 One-third of the honoraria paid to Trustees shall be designated as an allowance for expenses.

2.0.0 Floral Tributes: Funerals and Illness

2.1.0 Limestone District School Board has made provision for:

- i. flowers or an appropriate donation to a charity or church of the family's choice upon the death of a Board member or immediate family member;
- ii. flowers or small memento for the illness of a Board member.

2.2.0 The Director's office will be responsible for deciding upon and providing whatever recognition is appropriate and will also be responsible for notifying other members of the Board.

3.0.0 Board Member's Expenses

The Limestone District School Board will include in its annual budget, and allocation for:

- i. travel expenses for Board members to attend meetings and seminars; and

- ii. a professional development fund for Board members

The Board shall reimburse a member of the Board for expenses incurred for:

- i. travel to and from his/her residence to attend a meeting of the Board, or a committee of the Board, which is held within the jurisdiction of the Board;
- ii. travel and related costs of “designated” business of the Board. “Designated” business shall include:
 - meetings of the Ministry of Education where the member’s attendance is requested by the Minister or the Board;
 - meetings of Trustee associations or other organizations where the member is directed to attend by the Board;
 - school graduations and other school functions where the member is invited by the principal to attend as a representative of the Board;
 - meetings of a School Council;
 - meetings called by the Director of Education or designate where the member is requested to attend;
 - conventions and conferences where the member is requested to attend by the Board;
 - subject to the budget allotment, conventions and conferences of an educational nature;
 - non-electoral meetings of municipal councils, other ratepayer associations, and other organized groups where the member is requested to attend as a representative of the Board;
 - other meetings or functions where a Trustee participates as a representative of the Board (OPSBA events).
- iii. all other expenses must be pre-approved in accordance with Administrative Procedure No. 510 Business and Travel Expenses.
- iv. individual Trustees seeking a legal opinion related to their potential conflict of interest. A sum each year not normally to exceed \$20,000 is to be added to the budget to reimburse individual Trustees seeking a legal opinion related to their potential conflict of interest. Each request shall be submitted prior to expenses being incurred, and shall be considered on its own merit by the Director of Education in conjunction with the Superintendent of Business.

3.1.0 Rates for Travel

3.1.1 All Trustees who travel on Board business shall be reimbursed for their vehicle and travel expenses.

3.1.2 The vehicle reimbursement rate shall be at the current per kilometer travel rate as determined by the Board through the process articulated in procedures for such adjustments.

3.2.0 Travel Arrangements

- 3.2.1 Arrangements for seminars, conferences and conventions may be made through the Director's office. This includes registration and accommodation for the seminars, conferences and conventions.
- 3.2.2 If a Trustee determines that he/she will not be able to arrive at his or her prearranged accommodation, then the onus is on the Trustee to telephone the hotel to cancel the night's reservation.

3.3.0 Reimbursement Rates for Meals

- 3.3.1 The reimbursement rates for meals while on Board business shall be paid at the Board's current meal allowance rates. Itemized receipts are required for all meal claims (original receipts). Claims for meals cannot be made, where a meal is provided for attendees as part of the conference, seminar or meeting.
- 3.3.2 Claims for meals where the cost of the meal exceeds the allowance amounts may be made in exceptional circumstances such as when there is no eating establishment in close proximity that can provide a reasonable meal at a cost comparable to the meal allowance (e.g. metropolitan areas such as Toronto and Ottawa).
- 3.3.3 Alcohol expenses will not be reimbursed.

3.4.0 Expense Claims

- 3.4.1 Claims for reimbursement of expenses shall be submitted on a standard Board expense claim form and shall include itemized receipts for registration fees, hotel accommodation and meals. Expense claims should be submitted on a timely basis and normally should be submitted within two months of the last claim made.
- 3.4.2 The Chair of the Board shall certify that an individual Trustee's expense claim meets the requirements of Board policy and approve the claims.
- 3.4.3 The Superintendent of Business Services shall certify that the Chair of the Board's expense claim meets the requirements of Board policy and approve the claim.

3.5.0 Purchasing Supplies, Services and Books

- 3.5.1 Ongoing supplies and equipment required by Trustees, as part of their duties and responsibilities, will be provided through the Board's regular procurement process. Should Trustees require other incident supplies/books, such items may be purchased directly by the Trustee and the expenses may be submitted

through the regular claim procedures.

3.5.2 The cost of all supplies and equipment will be charged to the appropriate budget(s) set up for Trustees.

3.5.3 Each Trustee will be provided with a standard equipment package (laptop or desktop computer, printer, monitor and internet connection) at the beginning of their term. All equipment will be purchased through the Board's regular procurement process and all equipment must be returned to the Board at the end of the Trustee's term or the Trustee may purchase the equipment package at the end of the four year term for the residual fair market value, as determined by an independent corporate appraisal.

3.5.4 In addition to the above, each Trustee will be provided with a Board purchased cellular phone and standard corporate data package.

3.6.0 Recognition of Trustees on Retirement

3.6.1 When a Trustee has completed a period of service to the Board, and through retirement for any reason ceases to be a member of the Board, such service will be recognized by the members of the Board with an appropriate gift to be presented at a special occasion.

Revised: July 2021



COMMITTEES OF THE BOARD

In its attempts to govern the system in an effective and efficient manner, the members of the Board may establish such standing and other committees as it deems necessary. The purpose, powers and duties, and membership of each committee shall be approved by the Board as required.

All Trustees may attend Board Committee meetings and participate in discussions. However, non-Committee members attending Board Committee meetings may not vote on items before the Committee and do not count towards Committee quorum.

1.0.0 Development of Committee Structure

The Board shall at its Initial Meeting establish the committee structure for the Board as described in ~~LDSB Procedural Bylaws, Section 1.3.5 of Policy 9 Board Operations~~. The membership of all committees shall be determined at the Nominating Committee caucus meeting and reported ~~at out as per LDSB Procedural Bylaws, Appendix G the Inaugural/Initial Meeting as set out in Section 2.1.0 of Policy 9~~, and shall continue for the duration of the one-year session of the Board.

1.1.0 All Board and Committee Chairs shall be provided, upon request, with annual training to support their understanding and requirements of their specific roles and responsibilities.

2.0.0 Quorum

The presence of a majority of all appointed members of the committee is necessary to form a quorum. It is the duty of the Chair to determine that a quorum is present.

2.1.0 Reduced Quorum in Committees

2.1.1 The Vice-Chair may be called upon by the Chair of any Board Committee to attend a Committee meeting as an alternative member to ensure quorum is achieved.

2.1.2 A member who anticipates that attendance at a number of consecutive meetings will not be possible, shall inform the committee in advance of such likelihood and

the committee for the period of such anticipated absence, and solely for the purpose of calculating quorum as described in Section 2.0.0 above, may reduce the committee membership by one.

2.2.0 Limits on Reduced Quorum

No committee shall reduce its total membership by more than two members or one-third, whichever is the lesser, in accordance with the provisions of Section 2.1.0 for the purposes of calculating a quorum.

2.3.0 Fifteen Minute Rule

If a quorum is not present within fifteen minutes after the time set for the committee meeting, and in the absence of a definite extension agreeable to all members present, the meeting shall adjourn and the recording secretary shall record the names of the members then present.

2.4.0 Actions Possible if No Quorum

The only actions which can be undertaken in the absence of a quorum are to fix the time to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

2.5.0 Adjournment When Quorum Lost

The committee shall adjourn a convened meeting whenever a quorum is no longer present and the recording secretary shall then record the time of adjournment and the names of the committee members then present.

3.0.0 Committees of the Board

A statutory or standing committee is a committee established by the Board to perform a continuing function. The committee shall remain in existence indefinitely.

3.1.0 Committees Established by Policy

All committees of the Board shall be established according to the terms of this policy, which include the purpose, powers and duties, membership and meetings of each committee.

3.1.1 Reports Directly to Board

A committee, unless otherwise defined in this policy, reports directly to the Board and may have matters referred to it by the Board. The minutes of all committees shall be included in the Board Agenda package after being

approved at the committee level.

3.1.2 For Community Advisory Committees (ESAC and SEAC), minutes shall be vetted by the Community committee, prior to adoption by the Board.

4.0.0 Committee of the Whole Board

When it is required by law, or when the Board on motion of a member decides that it would be appropriate to discuss a matter in the Committee of the Whole Board, the Board, by motion, shall resolve itself into Committee of the Whole Board.

4.1.0 Rules to Apply

The rules of debate as outlined in Section 19 of Policy 9 Board Operations shall apply to debate in Committee of the Whole Board.

4.2.0 Chair of Committee of the Whole

The Chair of the Board may appoint another member to be the Chair during the Committee of the Whole Board if ~~he/she~~they wishes to discuss the issue at hand.

4.3.0 Limitations on Debate

Debate in the Committee of the Whole Board shall be strictly limited to the subject referred to the Committee of the Whole Board.

4.4.0 Rise and Report

At the conclusion of its business, the Committee of the Whole Board shall, on motion of one of its members, rise and report its findings to the Board, which shall deal with such report in the same fashion as any committee report.

5.0.0 Types of Committees—Statutory Committees

Statutory committees are specifically required by legislation.

5.1.0 Special Education Advisory Committee

5.1.1 Purpose:

- The Special Education Advisory Committee (S.E.A.C.) is an advisory committee to Limestone District School Board and may make recommendations to the Board in any matter affecting the establishment

and development of special education programs and services in respect of exceptional students of the Board. This committee provides an avenue for community involvement and receives advice and input from the community.

- The Special Education Advisory Committee is mandated by *Ontario Regulation 464/97*.

5.1.2 Powers and Duties:

- To become aware of the special education programs and services of the Board that are provided to meet the needs of all exceptional students within the Board;
- To facilitate the exchange of information and ideas among the committee members representing the local associations, the Director and/or designates, and the Board;
- To make recommendations to the Board about special education programs and services for exceptional students of the Board;
- To provide information to the local associations about the Special Education Advisory Committee (S.E.A.C.);
- To recommend to the Board the annual review of the special education plan in accordance with Ministry legislation; and
- To participate in a special education program review and provide recommendations to the Board.

5.1.3 Membership:

- Two Trustees, one alternate; elected on a four year term at the inaugural meeting of the Board [Reg 464/97];
- One representative from each of the local associations that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;
- One alternate for each representative appointed, as nominated by the local association and appointed by the Board;
- The Director and/or designates;
- One or more additional members who are neither representatives of a local association nor members of the Board or another committee of the Board, not to exceed three, and appointed by the Board.
- All members are appointed by the board for a four-year term that coincides with the four-year term of trustees. If a vacancy occurs mid-term, the board will convene a subcommittee consisting of the two trustee representatives on the Special Education Advisory Committee and the Chair of the Board. The Vice Chair shall be the alternate to this sub-committee. The subcommittee will review all applications and make a recommendation for appointment to the board and the board shall appoint the member.

5.1.4 Meetings:

- The committee shall meet at least ten times in each school year

5.1.5 In the absence of a quorum, an information only session may be considered following an adjournment. A report from such information session will be made at the next regular constituted meeting.

5.2.0 Student Suspension Appeals Committee, Minutes of Settlement Committee, Expulsion Hearing Committee

The Student Suspension Appeals Committee, Minutes of Settlement Committee and Expulsion Hearing Committee shall function in accordance with the terms of Sections 308, 309, 311 of the *Education Act*. The powers and duties, membership and meeting requirements are as outlined in Policy 13 (Student Suspension Appeals, Minutes of Settlement, Expulsion Hearings, Expulsion Appeals).

5.3.0 Supervised Alternative Learning Committee

5.3.1 Purpose:

- The Supervised Alternative Learning Committee considers applications made on behalf of students of at least fourteen years of age up to the age of school leaving.
- The committee considers whether or not to approve learning programs that involve full-time or part-time employment at an approved work station; completion of a life skills course; or other studies acceptable to the committee.
- The Supervised Alternative Learning Committee functions in accordance with the terms of *Ontario Regulation 308*.

5.3.2 Powers and Duties:

- The Supervised Alternative Learning Committee shall consider the application of any parent/guardian to have their child participate in a S.A.L. program. The committee shall also consider any oral or written submission made by any person in support or opposition to the application. The committee may require the principal or any other employee of the Board to report to the committee regarding the child for whom the application is made.

5.3.3 Membership:

- At least three members, including a member of the Board; the Director of Education or designated supervisory officer; and at least one person who is not an employee of the Board.

5.3.4 Meetings:

- Called upon receipt of an application for a S.A.L. program.

5.4.0 Audit Committee

5.4.1 Duties:

- To oversee the financial accounting and reporting activities of the Board;
- To oversee the external audit function;
- To oversee the internal control system of the Board;
- To oversee the internal audit function;
- To oversee the Board's compliance monitoring systems; and
- To oversee the Board's risk management system.
- To review and recommend approval to the Board of the annual financial statements

Ontario Regulation 361/10 – Audit Committees outlines specific responsibilities for each of the duties outlined above.

5.4.2 Membership:

- The Audit Committee shall consist of three (3) Trustees and two (2) external members. External members shall have accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board;
- The term of office for a Trustee member of the Audit Committee shall be four (4) years;
- The term of office for an external member of the Audit Committee shall be a maximum of three (3) years;
- There shall be no remuneration paid to a member serving on the Audit Committee; and
- Members of the Audit Committee can be reimbursed for eligible expenses in accordance with section 29.0.0 of Board Policy 9 – Board Operations.

5.4.3 Meetings:

- The Chair of the Audit Committee shall be a member of the Committee, elected by the members of the Audit Committee at the first meeting of the committee in each fiscal year.
- Meetings will be held at least three (3) times each year and at such

other times as the Chair deems it necessary to fulfill the duties of the Committee.

5.5.0 Parent Involvement Committee (PIC)

5.5.1 Purpose:

- The purpose of the Parent Involvement Committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.

5.5.2 Powers & Duties

- To provide information and advice on parent engagement to the Board
- To communicate with and support parents/guardians of students of the board, and school councils of schools of the board.
- To undertake activities to help parents/guardians of pupils of the board support their children's learning at home and at school

5.5.3 Membership

- One trustee, one alternate
- One chair, or two co-chairs
- One representative from each family of schools
- Up to three community members, as outlined in the PIC Bylaws
- Director of Education or designate

5.5.4 Meetings

- The parent involvement committee shall meet at least four times in each school year.

6.0.0 Types of Committees—Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature. The following committees will be designated as standing committees for Limestone District School Board. Normally committees meet on the same day on a regular monthly basis. The meeting dates are chosen annually at the Board meeting in December

6.1.0 Committee of the Whole (Education Policy and Operations Committee)

6.1.1 Purpose:

- To be responsible to the Board for developing the Board's aims and objectives and for the delivery of appropriate programs
- To ensure that all employees of the Board are valued and treated with respect, that the principles of fairness and equity are practiced, and that the provisions of all current employment and labour laws and Board agreements are implemented.
- To make recommendations to the Board on aspects of building and property management
- To make recommendations to the Board on aspects of Board operations
- To make recommendations to the Board regarding the Tri-Board Student Transportation Services Inc.

6.1.2 Powers and Duties: Education

- To review, evaluate and recommend to the Board the aims and objectives of education for its jurisdiction and the means whereby these aims and objectives may be achieved
- To examine, through the Director of Education, matters relating to programs and program delivery within the Board
- To receive, from time to time through the Director of Education, reports relating to the development of special education programs and make recommendations to the Board concerning the need for, and the impact of these special provisions
- To advise the Board to ensure that an effective educational program is available for continuing and community education
- To receive, through the Director of Education, presentations and reports relating to the progress of pupils, discipline, and any other matters which influence the effectiveness of the schools
- To study reports and recommend to the Board any action bearing on the Board, which, in the interest of education in Limestone District School Board, is deemed necessary and appropriate
- To review the minutes of all administrative committees under the Director's jurisdiction which deal with educational program planning, delivery or evaluation, and may make appropriate recommendations to the Director on these minutes
- To appoint task forces or subcommittees to deal with committee responsibilities and duties

Powers and Duties: Human Resources

- To develop and review policies and monitor the success of administrative procedures related to the management of the Board's human resources and programs that provide benefits and services to employees
- To consider and make recommendations to the Board of education regarding human resource matters that are not currently addressed in

Board policy, if required, using the process described in Policy 12 Policy Making

- To discuss with the Director any issue about human resource matters that might require the development of an administrative procedure
- To appoint task forces or subcommittees to deal with committee responsibilities and duties

Powers and Duties: Operations

- To make recommendations on the purchase and sale of land and buildings
- To review and make recommendations to the Board regarding the scope of capital projects and contracts for construction
- To review annually the Capital Expenditure Forecast for submission to the Ministry of Education
- To review the operations and maintenance program for all Board-owned and operated facilities
- To keep the Board informed regarding all facility matters and make recommendations to the Board on facility work plans and capital plan requests

6.1.3 Membership:

- A committee of the Whole Board
- The Chair of this Committee shall normally be the Vice-Chair of the Board

6.1.4 Meetings:

- A minimum of seven times per school year
- Additional meetings as required

6.2.0 Budget Committee

6.2.1 Purpose:

- To make recommendations to the Board concerning development of the annual budget, and on aspects of the Board's financial affairs

6.2.2 Powers and Duties:

- To provide direction on budget development
- To provide direction as to budget application when significant adjustments are required
- To consider recommendations from other committees for items to be included in the budget

- To analyze the various drafts of the proposed budget and develop a final draft of the budget for presentation to the Board
- To present to the Board a recommended budget each year

6.2.3 Membership:

- A committee of the Whole Board

6.2.4 Meetings:

- Chaired by the Vice-Chair of the Board
- At the call of the Chair as required during the budget process

6.3.0 Policy Committee

6.3.1 Purpose:

To ensure that the policies of the Limestone DSB reflect the governance structure, mission, values and strategic directions of the Board, and to ensure policies are aligned with current legislation and system needs.

6.3.2 Powers and Duties:

- To develop and approve policies that outline how the district will successfully function.
- To develop and approve policy statements that meet the criteria identified by the district and Ministry of Education.
- To review district policies at least every three years or more frequently where required to ensure they reflect the desired purpose, respond to changing system needs, or ensure legislative compliance.

6.3.3 Membership:

- A committee of the whole Board
- The Chair of this Committee shall be the Chair of the Board

6.3.4 Meetings

- The Committee shall meet as required during the school year, with a minimum of 1 meeting per year

6.4.0 Environmental Sustainability Advisory Committee

6.4.1 Purpose:

The Environmental Sustainability Advisory Committee (ESAC) is an advisory committee of the Limestone District School Board that provides an avenue for

community involvement and receives advice and input from the community. The committee may make recommendations to the Board regarding the establishment and development of education programs and practices of the Board that are related to environmental sustainability. Specifically, the purpose of the ESAC is: to promote environmental sustainability education and awareness throughout the Limestone District School Board;

- to promote and pursue environmentally sustainable procedures, practices, operations and initiatives throughout the Limestone District School Board;
- to build system capacity for environmental sustainability through enhanced partnerships; and
- to foster understanding of, and commitment to, the principles of environmental sustainability among Limestone District School Board trustees, staff, students, parents/guardians, school councils and the public.

6.4.2 Powers and Duties:

- To facilitate the exchange of information and ideas among committee members and their respective organizations about environmental sustainability education, initiatives and practices of the Board.
- To increase awareness and understanding among committee members and their respective organizations about the environmental education, initiatives and practices of the Board.
- To seek advice and input from key stakeholders related to environmental sustainability education, initiatives and practices.
- To respond to the considerations of Limestone District School Board trustees, staff, students, parents/guardians, school councils and the public, and engage them in the sustainability process.
- To provide input into the Board Strategic Plan with regard to environmental sustainability.
- To make recommendations to the Board about environmental sustainability education, initiatives and practices.
- To advise in the development and review of guidelines, policies, procedures and communications that recognize, enable and promote environmental sustainability throughout the Board.
- To report to the Board subsequent to each ESAC meeting, and as requested by the Board.

6.4.3 Membership:

The Board shall invite in writing all of the external organizations listed below to designate their representatives and alternates prior to the start of each annual term. Designated representatives shall be appointed to the Environmental Sustainability Advisory Committee by the Board for an annual term. Where an organization chooses not to provide a delegate the quorum shall be based on the final number of appointed members for the year.

- one representative from the KFL&A Public Health
- one representative from local environmental sustainability organizations, not to exceed 12
- one additional community member who is not a representative of a local association
- one representative from the Limestone District School Board School ~~Council~~ Liaison Parent Involvement Committee
- Minimum 1 student trustee or designate from the Inter-School Council
- Two Trustees
- one community member Co-Chair elected annually by the Committee
- One alternate for each representative, nominated by each organization and appointed by the Board
- The Director or designate(s), including one lead staff person (non-voting) and resource persons as required (non-voting)

6.4.4 Meetings:

A minimum of three times per school year.

6.4.5 Quorum:

In the absence of a quorum, an information only session may be considered following an adjournment. A report from such information session will be made at the next regular constituted meeting.

6.5.0 Awards Committee

6.5.1 Purpose:

To oversee and ensure appropriate formal recognition of students, staff, volunteers and other stakeholders of the Limestone District School Board.

6.5.2 Powers and Duties:

- To establish and oversee reasonable equitable criteria and process for the recognition of students, staff, volunteers and other stakeholders, including but not limited to The Barry C. O`Connor Excellence in Support Staff Awards, Limestone Student Achievers Awards, Outstanding Service Awards and The J.C. McLeod Excellence in Teaching Awards.
- To review the procedures associated with such awards at least once during a four-year period.
- To direct the distribution of nomination process guideline.

- To review each nomination received, and select recipients based on established criteria.
- Other awards including OPSBA, OSTA-AECO and municipal awards

6.5.3 Membership:

- Appointed annually at the Initial/Inaugural meeting of the Board each December
- Shall consist of a minimum of three Trustees, plus one alternate
- ~~The Chair of the Board shall be an ex-officio member of this Committee and will have voting privileges~~
- The Director or designate shall serve as lead staff person (non-voting)

6.5.4 Meetings:

Meetings shall be held approximately two weeks prior to the April and May Board meetings where each award is presented, to review and select recipients from nominations. The dates of the selection meetings shall be identified at the annual Committee of the Whole Board (Caucus) meeting held in November or December. Additional meetings as required to review awards criteria and process.

7.0.0 Types of Committees—Special Committees

From time to time, the Board may establish committees for special purposes that may be either ongoing or *ad hoc*. The Board may appoint *ad hoc* committees to deal with specific tasks. An *ad hoc* committee serves only until the task is completed, at which time the committee is disbanded. A report on the activities of the committee shall be provided to the Board annually at the regular Board meeting in November, or more frequently, as needed.

7.1.0 Purpose, Duties and Powers

In establishing such other committees, the motion shall specify the purpose, duties and powers, membership and meeting requirements of the proposed committee and the date when a final report is anticipated.

7.2.0 Must Report Before End of Term

No committee will be established for which its powers and duties will require a final report later than the end of the four-year term of the Board.

7.3.0 Consolidation/Closure of Educational Facilities Study Committee (*See Policy 15*)

7.4.0 Director’s Review Committee

7.4.1 Purpose:

- To provide an evaluation for the Director of Education.

7.4.2 Powers and Duties:

- To use the Director's job description and the district's Strategic Plan as the basis for the evaluation;
- To review the annual report(s) of the Director on the action the Director has taken in the system; and
- To present an evaluation report for review and approval by the Board.

7.4.3 Membership:

- Chair
- Vice-Chair
- Two other Trustees
- The Director
- The Vice-Chair of the Board shall be the Committee Chair

7.4.4 Meeting:

- The appraisal committee shall be convened by a Board motion either annually or every two years (*See Policy 2*)
- Meetings shall be called by the Committee Chair as needed during the appraisal period

7.5.0 Board Review/Self-Evaluation Committee

7.5.1 Purpose:

- To review the governance function of the Board;
- To complement the development process and review of the Strategic Plan

7.5.2 Powers and Duties:

- To review the action the Board has taken during the preceding twelve months;
- To review the Board's success in fulfilling its defined role and in developing and maintaining effective Board/Director relations

7.5.3 Membership:

- Committee of the Whole

- The Director

7.5.4 Meeting:

- Annually or every two years (*See Policy 2*)

8.0.0 Duties of Committee Chairs

8.1.0 Where applicable, committee Chairs shall follow the policy statements that govern the role of the Board Chair. The Rules of Order as set out in Policy 9 Board Operations, shall apply to all committees of the Board to the extent they are appropriate.

8.2.0 The Chair shall set the agenda and review requests for information for the committee meetings in consultation with the Director or Director's designate. In addition, committee Chairs are encouraged to attend such functions on behalf of the Board as designated by the Chair of the Board.

9.0.0 Resource Personnel

The Director or the Director's designate shall appoint resource personnel to work with committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal References:

Education Act S. 8 (26) School Closing; S. 21 Attendance Excused without Transportation; S. 57 Special Education Advisory Committees; S. 170-171 Powers of Boards; S. 190 Transportation of Pupils ;S. 252 Financial Statements; S. 253 Appointment of Auditor; S. 283 General Report of Chief Executive Officer; S. 308 (4) Appeal of a Suspension; S. 309 (9) Expulsion Hearing by Board; S. 311 Appeal of Expulsion
Labour Relations Act
Regulation 306 Special Education Programs and Services
Regulation 308 Supervised Alternative Learning for Excused Pupils
Regulation 464/97 Special Education Advisory Committees

Revised July 2021



DELEGATIONS AND SUBMISSIONS

1.0.0 Delegations ~~and Submissions~~

- 1.1.0 Persons wishing to make delegations on educational issues to the Board or its committees will apply in person or in writing to the Secretary of the Board. The Secretary of the Board, in consultation with the Chair and the Agenda Setting Committee, will ascertain whether a Board committee or the whole Board should hear the delegation and arrange to have the Board or committee advised, through the agenda process, of the substance of the presentation. The Secretary will ensure that all Trustees are aware of the delegation, the substance of the presentation and the names of presenters. Presenters will be heard as soon as practicable after they have applied to be heard. **Any delegation deemed slanderous or including information on staff will not be considered without the permission of the personnel involved.**
- 1.2.0 A delegation shall designate not more than two people as spokespersons and no other member of the delegation shall address the Board or committee, except at the request of a Trustee, and the permission of the Chair.
- 1.3.0 In consultation with the Chair, the Secretary shall inform the delegation as to the time during the meeting when its spokesperson(s) shall be heard, and refer them to the details outlined in Policy 13.
- 1.4.0 **The Secretary shall inform the delegation that beyond questions for clarification, there will be no discussion or decision until a later date.**
- 1.5.0 The complete and detailed presentation must be sent electronically to the Office of the Secretary to the Board at least four (4) business days prior to Limestone District School Board meeting or Committee meeting. At the meeting the presenter(s) will highlight the pertinent points in their presentation.
- 1.6.0 The complete presentation by any delegation shall not exceed five (5) minutes, exclusive of Trustee questions. **At the conclusion of the five minutes, the delegate may request up to an additional five minute extension, subject to the approval of the Chair.** Following the presentation, the Chair will ask the Trustees if there are any questions of clarification.
- 1.7.0 The Board and its committees shall take action on an issue addressed through delegations and submissions only when those issues appear as a result of the regular agenda process. All other issues shall be referred for decision to a later meeting of the Board, to consideration in private session (in-camera), when appropriate, or to the Director of Education for further action. The Secretary of the Board shall advise delegates of the action taken.

- 1.8.0 Any one delegation shall be permitted to make only one (1) presentation to the Trustees on any issue. When there are multiple delegations on the same topic, presentations may be combined or reduced. A delegation cannot make a presentation on a topic on which a decision has been made.
- 1.9.0 If, in the opinion of the Agenda Setting Committee, a delegation or person should not be heard by the Board or its committees, the Secretary shall advise the persons who are being refused, giving reasons in writing, and copy all Board members on the response. This communication shall appear as an item of information in the first agenda of the Board following the refusal.
- 1.10.0 At the discretion of the Chair, any parts of this regulation may be waived and, at the discretion of the Board, the decision of the Agenda Setting Committee may be overturned.

2.0.0 Submissions

- 2.1.0 An individual may provide a written submission to the board by formally addressing a letter to the Chair of the Board. **Any submission deemed slanderous or including information on staff will not be considered without the permission of the personnel involved.**
- 2.2.0 The Agenda Setting Committee shall determine when, and if, the submission will be included as internal/external correspondence as part of an upcoming Board agenda. Normally this would be the next scheduled meeting. Submissions received **within two (2) weeks of the next scheduled Board meeting will be deferred to a subsequent meeting.**
- 2.3.0 **If, in the opinion of the Agenda Setting Committee, a submission should not be considered by the Board or its committees, the Secretary shall advise the persons who are being refused, giving reasons in writing, and copy all Board members on the response. This communication shall appear as an item of information in the first agenda of the Board following the refusal.**
- 2.4.0 **At the discretion of the Chair, any parts of this regulation may be waived, and at the discretion of the Board, the decision of the Agenda Setting Committee may be overturned.**

Revised: July 2021



SELECTION OF THE DIRECTOR

Limestone District School Board recognizes the importance of appointing a highly effective system leader to implement the work of the Board. When selecting a Director of Education, the Board will seek a chief executive officer who will consider the needs of students as the key mission of the organization. The Board needs a Director to provide educational leadership, fiscal responsibility, organizational and personnel management, and strategic planning. The Director must uphold the Board's key outcomes of a focus on students, respect for staff members, a belief in partnerships and accountability.

Limestone District School Board is committed to the establishment of selection procedures for the Director's position which capture the complexity of the workplace and provide practical multi-criteria assessments of the degree to which the candidates possess the knowledge, skills and attributes of a successful system leader.

1.0.0 Preparation for the Selection Process

- 1.1.0 Limestone District School Board will select a consultant to assist in organizing the screening and selection process. The consultant may be a local individual in whom the Board has confidence, or a member of a consulting firm that has experience in hiring senior management.
- 1.2.0 The consultant will provide a workplan. This plan will include execution of stakeholder consultations for the creation of a candidate profile for Board review and/or revision. The plan shall also include proposed timelines.
- 1.3.0 The Board will establish a Director's Selection Committee to short-list the candidates to be interviewed by the Board. The Selection Committee shall consist of the Board and the consultant.
- 1.4.0 The consultant is responsible for the in-service training of the Selection Committee and the Board in all aspects of the selection procedures.

- 1.5.0 The Selection Committee shall decide on the most appropriate form of advertising for this position.
- 1.6.0 The consultant will prepare an advertisement including as many of the most desirable factors aligned with Policy 3 Director of Education Job Description as is reasonable to place in the advertisement.
- 1.7.0 The consultant will assume the responsibility for initiating the advertising process. The consultant will ensure the Superintendent of Human Resources posts the vacancy within the Board, and that the Superintendent of Human Resources will make every reasonable effort to ensure that all qualified current Limestone District School Board employees are made aware of the vacancy.
- 1.8.0 The Board will, at its discretion, also advertise externally.
- 2.0.0 Multi-Criteria Assessment
- 2.1.0 Applications shall be submitted by letter with an attached résumé indicating experience, education and references with the appropriate releases under the Freedom of Information and Protection of Privacy Act. In addition, candidates will be requested to submit a paper of not more than two typewritten pages indicating their concept of the role of a Director of Education and philosophy of education.
- 2.2.0 The consultant will study all submissions from external candidates, contact references and select an appropriate number of candidates for review and consideration by the Selection Committee.
- 3.0.0 Candidates Selected for an Interview
- 3.1.0 Once the Selection Committee has ranked all applicants, both internal and external, it shall recommend an appropriate number of candidates for final consideration in an interview with the full Board. Normally, not more than five candidates would be involved in the final interview.
- 3.2.0 In preparation for the interview, the Selection Committee will review the achievements of each of the candidates to be interviewed as well as the skills, knowledge and personal characteristics of the candidates as determined by the submissions.

3.3.0 The consultant will prepare interview questions that can be used to determine the skills, knowledge and personal characteristics of the candidate. The promotion criteria to be used is outlined in Section 4.1.0.

4.0.0 Promotion Criteria for the Director's Position

4.1.0 The Director of Education is expected to display above-average competence in the following areas:

- i. student/staff welfare;
- ii. educational and system leadership;
- iii. fiscal responsibility;
- iv. organizational management;
- v. strategic planning
- vi. personnel management;
- vii. policy/procedures;
- viii. Director/Board relations;
- ix. communications and community relations;
- x. student, staff and district recognition/public relations;
- xi. successful experience leading in rural and urban settings;
- xii. inclusive leader, team builder, commitment to **equity, inclusion and diversity**; and experience with Equity (**First Nations, Métis and Inuit, French Language, LGBTQ2S, accessibility** and racialized communities);
- xiii. uses technology and social media to engage and connect;
- xiv. works collaboratively with union and non-union staff; staff morale focus to resolve issues;
- xv. ethical, moral and professional integrity; and
- xvi. professional learning.

4.2.0 The following skills, areas of knowledge, and personal characteristics/attitudes will also be considered:

<u>Skills</u>	<u>Knowledge</u>	<u>Attitudes</u>
Negotiation	Student Programs	Dependability
Decision Making	Policies and Procedures	Sincerity
Organization	Community Needs	Consistency
Communication	Teaching Methodologies	Flexibility
Conflict Management	Change Strategies	Enthusiasm
Judgement	Ontario Legislation	Humour
Personnel Evaluation	Learning Theory	Confidence
Problem Solving	Finance	Initiative
Program Evaluation	School District Resources	Energy
Planning	Current Trends in Education	Self-Worth
	Elementary Schools	Honesty
	Secondary Schools	
	Special Education	
	French	

5.0.0 Selection Committee Decision

5.1.0 Final consideration will include an interview of all short-listed candidates and a review of all information gathered to date. The Selection Committee will select one of the candidates for the Director's position if that candidate is supported by a clear majority of the Selection Committee.

5.2.0 The Selection Committee will make a recommendation to Limestone District School Board in open session that the Board hire the successful candidate.

Legal References:

Education Act S. 171 Powers of Boards; S. 283 Chief Executive Officer; S. 285 Responsibility of Supervisory Officer

Revised: September 2021

Section 8. Duties of the Treasurer. The Treasurer shall have all those duties and powers as set forth in the statutes of Ontario.

Section 9. Death, Resignation, Incapacity, or Ineligibility of the Chair or Vice-Chair. Upon death, resignation, incapacity, or ineligibility of the Chair or Vice-Chair, the Board shall fill the vacancy for the balance of the term by electing one of their own to the position at the first meeting after the vacancy occurs.

ARTICLE III - BOARD OF TRUSTEES

Section 1. Composition. See Article I Board Composition, Section 1.

Section 2. Terms. See Article I Board composition, Section 1 subsection 1.1.

Section 3. Vacancies on the Board. A vacancy in a position of Trustee shall be filled by the Board in accordance with the provisions of the *Education Act* either by by-election or appointment.

3.0 ~~_____~~ **Guiding Considerations for Filling Trustee Vacancies on the Board:**

~~_____~~ (a) **Timing of the vacancy relative to the previous and subsequent elections;**

~~_____~~ (b) **Relative support of the second-place finisher in the previous election;**

~~_____~~ (c) **Financial cost associated with a by-election to fill the vacancy as outlined in 3.1;**

~~_____~~ (d) **Representation of a particular geographic area on the board; and**

~~_____~~ (e) **Diversity of representation on the board at the time of the vacancy.**

3.1 ~~3.1~~ **A final decision on filling the vacancy rests with the Board and requires the approval of a formal motion.**

3.13.2 ~~_____~~ **By-election.** If the Board chooses to fill a Trustee vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality and takes approximately ten weeks. The municipality will provide to the Board information regarding the implications of holding a by-election, including previous election results, and estimated costs.

3.23.3 ~~_____~~ **Appointment.** If the Board chooses to appoint a replacement, the *Education Act* requires that the vacancy be filled within 90 days after the office becomes vacant but does not specify the method of appointment.

3.2.13.3.1 ~~_____~~ **Qualification.** The *Education Act* S. 219 (1) specifies the qualifications necessary to be elected as a member of a Board, and, therefore, to be appointed to a Board:

- a. qualified to vote for members of the Board;
- b. a resident in the area of jurisdiction of the Board; and
- c. not disqualified as outlined in S. 219(4), (5) and (7).

3.2.23.3.2 ~~_____~~ **Unsuccessful Trustee Candidate.** The Board may choose to appoint one of the unsuccessful Trustee candidates from the last municipal election, providing that the candidate remains a qualified person and is willing to serve.

3.2.23.3.3 ~~_____~~ **Broad Range of Candidates-Application and Interview Process:** If the Board chooses to offer the position to a broader range of electors, the following actions will occur:

- a. the vacancy shall be advertised in the local newspaper;
- b. persons interested in the position shall be required to submit an application in writing to the secretary of the Board;
- c. persons interested in the position shall also be required to submit a résumé or summary including past accomplishments and experience; persons shall also submit a letter of intent outlining the reasons for wishing to serve on the Board and ways in which the individual can contribute to its overall effectiveness;
- d. applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;
- e. applicants must sign consent forms and declaration of qualifications forms;
- f. information packages including facts about Limestone District School Board, a copy of Policy No. 5 Trustee Code of Conduct, and a schedule of Board and committee meetings will be made available to the applicants;
- g. applicants may request a public forum to review the role of a Trustee; and
- h. the applications will be available for review by the public if requested.

3.2.43.3.4 Selection Committee & Interview Process. If an application and interview process is utilized the following processes will be utilized. AA Selection Committee consisting of all trustees shall be responsible for providing a recommendation to the Board. The Selection Committee shall select its Chair from among its members. ~~Only candidates who have submitted written applications by the deadline date shall be interviewed. Ideally the interviews will be face to face but under extenuating circumstances and to ensure maximum attendance, the interviews may be conducted electronically.~~ The Selection Committee shall make its recommendation to the Board at the next meeting of the Board following the interviews. The Secretary of the Board shall be the administrative liaison to the Selection Committee. The Selection Committee shall establish its operating practices. ~~These practices shall include a common set of questions for all applicants.~~ The appointed candidate shall be advised promptly of the Board's decision and shall be sworn in at the next opportunity following the appointment.

Section 4. Duties of the Board. The Board shall have all duties as provided in the *Education Act*. It shall have the duties and powers to create and enforce Limestone District School Board policy. In addition, the Board shall have such further duties and powers as are set forth in the bylaws, special rules of order, the parliamentary authority.

ARTICLE IV - MEETINGS

Section 1. Regular Meetings. The Board shall meet at the Education Centre every month excluding March and July. The meetings will normally be held the fourth Wednesday commencing at 5:30 p.m. moving directly into committee of the whole in-camera meeting if required. If a committee of the

**APPENDIX
G
Annual
Meeting Order
of Business**

The Annual meeting in an election year shall be known as the Inaugural Meeting.

The procedures at the Inaugural Meeting and each succeeding Annual Organizational Meeting shall be as follows:

Order of Business:

1. Call to Order
2. Land Acknowledgement
3. Opening Greetings and Introductions
4. Student Performance
5. Declaration and Oath of Allegiance (at the Inaugural Meeting)
6. Election of the Chair
7. Election of the Vice-chair
8. Adjournment

The Secretary of the Board (Director of Education) shall:

- (a) assume the Chair until the election of the chair is concluded;
- (b) call the meeting or order;
- (c) give greetings and introduce notables;
- (d) preside over the declaration and oath of allegiance
- (e) in an election year, at the Inaugural Meeting, read the returns of the clerks of the municipalities, if available, certifying as to the election of the members;
- (f) declare the Board to be legally constituted when all members present, have taken the declaration and oath;
- (g) invite the Chair of the Nominations Committee to present recommendations on Chair and Vice- chair positions.
- (h) the Secretary of the Board shall preside over the election of the chair;
 - a. Individual may nominate themselves and requires a second.
 - b. The vote will be by secret ballot with a majority of votes cast to be elected.
 - c. In the event that no member receives a majority of votes cast, the name of the member receiving the fewest votes shall be dropped and another ballot vote taken until a Chair is elected.
 - d. In the event of a tie in for the fewest votes cast there will be a drawing of lots to determine which name will remain.
 - e. The actual count will not be announced.
- (i) upon the election of the Chair, the Chair shall assume the chair; (The same procedure as the Chair election will be used.)

The Chair of the Board:

- (j) may give brief remarks;
- (k) shall conduct the election of the Vice-chair;
- (l) the Vice-chair may give brief remarks; and
- (m) shall adjourn the meeting.

The meeting is followed up 2-7 days later by a short Nomination ~~caucus~~-Committee meeting to select different committee representatives; and a short Special Meeting of the Board to confirm those committee selections or ~~confirmation~~deferred ~~at~~to the Board Meeting in January.

Order of Business:

1. Call to Order
2. Land Acknowledgement
3. Opening Greetings and Introductions
4. Report of the Nominations Committee re: Trustee Committee Selection
5. Reports of Statutory Committees (SEAC, PIC, SAL and others as deemed necessary)
6. Adjournment

~~Special Meeting of the Board to follow or deferred to January Board for confirmation.~~