

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, February 9, 2022

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEOCMtgFEB9>

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 Preparing for the 2022 School Board Election – Superintendent Young (Pages 2-38)
 - 4.2 COVID-19 Update – Director Burra and Senior Staff (Pages 39-44)
5. REPORTS FOR ACTION
 - 5.1 School Year Calendar 2022-2023 – Superintendent Gillam (Pages 45-51)
 - 5.2 A Summary of Policy Input through Consultation – Director Burra (Pages 52-59)
6. UNFINISHED BUSINESS
7. NEW BUSINESS
8. CORRESPONDENCE
 - 8.1 Correspondence to the Minister of Education, CMOH, MOH for KFL&A PH and MOH for HPE PH, January 13, 2022 (Pages 60-61)
 - 8.2 Correspondence to Minister of Education & Treasury Board, January 28, 2022 (Pages 62-63)
9. NEXT MEETING – March 9, 2022
10. ADJOURNMENT

SEE YOURSELF IN LIMESTONE

ADMINISTRATIVE REPORT: PREPARING FOR THE 2022 SCHOOL BOARD ELECTION

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

DATE: February 9, 2022

Purpose

To provide information to Trustees on preparing for the upcoming 2022 school board election.

Background

Determination and Distribution of Trustees:

The rules governing the number and distribution of Trustee positions are found in Section 58.1 of the Education Act, and in Ontario Regulation 412/00 –“Elections to and Representation on District School Boards.” The rules have not changed since the last election in 2018.

The Regulation requires:

- School boards to complete a report on the determination and distribution of members of the Board by the end of March in the year of the election, and copies of the report are to be provided to the Minister, election clerks of municipalities, and secretaries of every other school board within the area of jurisdiction of the Board.
- Boards with more than one municipality must pass a resolution that either designates one or more municipalities as low population municipalities, OR state that the board has decided not to designate any municipality as a low population municipality.
- The low population designation results in greater representation for a municipality than it would otherwise be based upon its population; however, it does not change the number of Trustees to be elected.

A report went to the March 7, 2018 Property Operations Committee recommending that the municipalities of North Frontenac, Central Frontenac and Addington Highlands be designated as low population municipalities (as in similar years); the sum of the electoral quotients for these municipalities were to be increased by one. This recommendation was approved at the March 7, 2018 meeting and would need to be approved again at a future Board meeting in order for this designation to be continued for the 2022 Trustee distribution.

Current Status

Ontario Regulation 412/00, the calculation for the number of Trustees is determined by the population of the electoral group and by board density (population over geographic area). For Limestone District School Board, the Board density is not a factor and hence population of the electoral group is the only factor.

The LDSB electoral group population for 2006, 2010, 2014 and 2018 were 138,956, 139,059, 135,522 and 138,063 respectively. For a population of an electoral group of between 100,000 to 149,999 persons, Ontario Regulation 412/00 determines that LDSB would be eligible to have nine (9) Trustees. For a population of an electoral group of 150,000 to 249,000 the maximum number increases by one, to ten (10) Trustees. Early indications show that the Limestone District School Board may surpass the 150,000 persons threshold of electoral population. These numbers will be confirmed with the 2022 PEG (Population of Electoral Group) report.

The Board should receive the 2022 electoral group population (PEG Report) from MPAC by February 15, 2022, which will identify the Board's electoral population who are residents in each township/ municipality and for the City of Kingston by districts.

Next Steps

February 15, 2022

Limestone District School Board will receive the PEG report from MPAC.

March 9, 2022 - EPOC meeting

Trustees will receive an administrative report containing the 2022 electoral group population data from MPAC with a recommendation on the determination of Trustees for the 2022 election per Ontario Regulation 412/00. Trustees will also receive some models on potential trustee distribution based upon the electoral data.

March 30, 2022 -Board Meeting

Trustees will determine the electoral distribution model for the 2022 election.

April 4, 2022

Determination and distribution reports must be sent to the Minister of Education, school board election clerks, and secretaries of other school boards in the Board's jurisdiction.

April 21, 2022

Deadline for appeals by municipality regarding trustee distribution.

April 25, 2022

Deadline for Notices of Appeal sent by the secretary of the board (Director of Education) to the Ontario Land Tribunal (OLT).

May 1, 2022

Beginning of nomination and campaign period.

June 10, 2022

Deadline for OLT decision regarding appeal of trustee distribution calculations.

August 19, 2022

The last day for filing nomination and withdrawal of candidacy is August 19, 2022 at 2:00 p.m.

September/October 2022

Ontario Regulation 357/06 Honoraria for Board Members requires an outgoing Board to establish an honoraria policy for the new term of Trustees on or before October 15, 2022.

Trustees can expect to receive an administrative report with a recommendation on Trustee Honoraria at the September or October 2022 EPOC meeting (TBD).

Municipalities and school boards are required to appoint a compliance audit committee by September 30, 2022, in accordance with the Municipal Elections Act to hear and decide on applications for compliance audits of a candidate's campaign expenses. Trustees can expect to receive an administrative report on this matter for information purposes at the September or October 2022 EPOC meeting (TBD).

November 15, 2022

Board of Trustees' term of office begins.

March 31, 2023

Financial filing deadline for candidates.

Recommendations

That this report be received for information purposes.

Prepared by: Craig Young, Superintendent of Business

Reviewed by: Krishna Burra, Director of Education

Attachments:

Appendix A: 2018 Determination and Distribution of Trustees

Appendix B: 2018 Trustee Determination and Distribution per Electoral population and per student

Appendix C: Limestone District School trustee electoral map (southern region)

Appendix D: Limestone District School trustee electoral map (northern region)

Appendix E: City of Kingston Schools Electoral Map

Trustee Determination and Distribution Guide for Ontario District School Boards 2022

**Limestone District School Board
 Determination of Number of Trustees
 & Distribution of Trustees
 2018 Elections
 Appendix A**

Determination of Number of Trustees

2018 Data for Determination Calculation		
Population of electoral group	MPAC	138,063
Area (km2)	Table 1, O.Reg 412/00	7,193
Board Density	Population/Area	19.19
Dispersal Factor	Table 5, O.Reg 412/00	0

Determination of Number of Trustees		
Number of Trustees based on - Electoral Group Population	Table 2, O.Reg 412/00	9
Number of density based - Trustees	Table 3, O.Reg 412/00	0
Maximum number of addition- al Trustees based on density	Table 4, O.Reg 412/00	0
Number of dispersal based - Trustees	Table 5, O.Reg 412/00	0
Total number of Trustees -based upon board enrolment		9

Distribution of Number of Trustees

Municipality	Electoral Population Data			Electoral Quotients With No Low Population Municipalities	Alternative Quotients With Low Population Municipalities
	2010 Electoral Population	2014 Electoral Population	2018 Electoral Population		
City of Kingston	87,178	84,592	88,359	5.760	5.086
Frontenac Islands	1,004	1,097	1,056	0.069	0.061
Greater Napanee	11,923	11,447	11,203	0.730	0.645
South Frontenac	14,107	13,805	13,618	0.888	0.784
Loyalist Township	11,470	11,475	11,353	0.740	0.654
Stone Mills	6,050	5,976	5,621	0.366	0.324
Central Frontenac	3,781	3,759	3,631	0.237	0.767
North Frontenac	1,581	1,571	1,513	0.099	0.319
Addington Highlands	1,965	1,800	1,709	0.111	0.361
Total	139,059	135,522	138,063	9.00	9.00

Population	Electoral Population	Electoral Quotients	Alternative Quotients
Group 1 - Low Population Municipalities (Central Frontenac, North Frontenac & Addington Highlands)	6,853	0.45	1.45
Group 2 - Remaining Municipalities	131,210	8.55	7.55
Totals	138,063	9.00	9.00

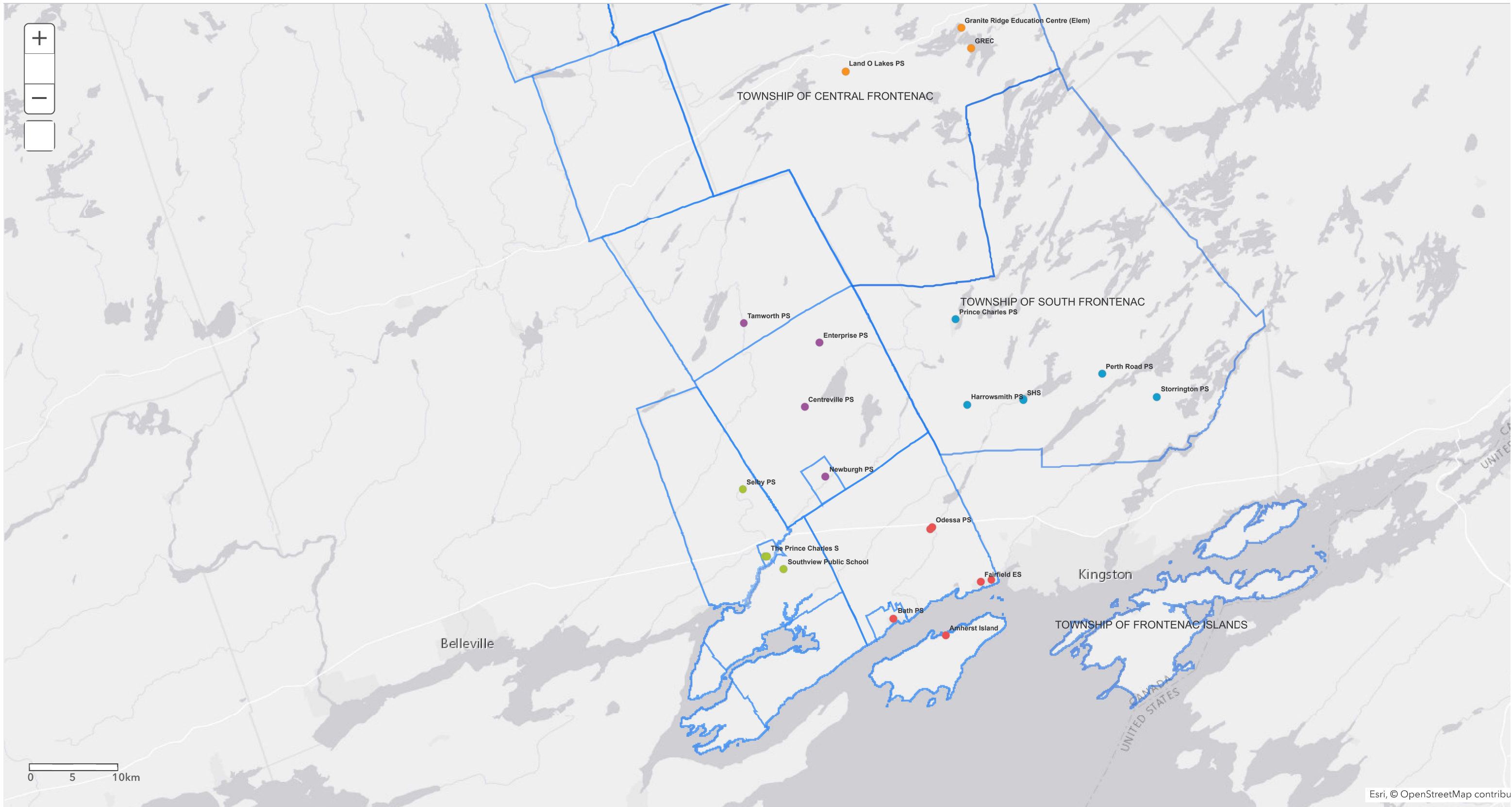
Note- Alternative Quotients - includes adding 1.0 to the sum of the low population municipalities electoral quotients, and conversely subtracting 1.0 from the sum of the remaining municipalities electoral quotients.

**Limestone District School Board
Trustee Distribution
Per Electoral Population and Per Student
2018 Elections Data & 2020-2021 Enrolment Data
Appendix B**

2018 Electoral Data (last year of data)						2020-2021				
Municipality/County	Ward/Township	District	Trustee	2018 Electoral Population	Total Electoral Population /Trustee	# of Secondary Schools	# of Elementary Schools	Total number of schools	Total Actual Students (under 21)	Total Actual Students/Trustee
City of Kingston	5	Portsmouth	Elliot	8,343		1	3		1,726	
City of Kingston	6	Trillium	Elliot	7,669			1		235	
City of Kingston	8	Meadowbrook-Strathcona	Elliot	7,379	23,391		1	6	192	2,153
City of Kingston	2	Loyalist-Catarauqui	Brown	7,129			2		610	
City of Kingston	3	Collins-Bayridge	Brown	6,555		1	3		1,423	
City of Kingston	4	Lakeside	Brown	7,414	21,098	1	4	11	2,464	4,497
City of Kingston	9	Williamsville	Morning	6,477			1		414	
City of Kingston	10	Sydenham	Morning	7,590	14,067		3	4	600	1,014
City of Kingston	7	Kingscourt-Rideau	Gingrich	8,006		1	3		1,766	
City of Kingston	11	Kings's Town	Gingrich	8,230	16,236	1	1	6	432	2,198
City of Kingston	1	Countryside	Godkin	6,271			3		549	
City of Kingston	12	Pittsburgh	Godkin	7,296		1	2		1,637	
County of Frontenac	Frontenac Islands	Frontenac Islands	Godkin	1,056	14,623		1	7	25	2,211
County of Lennox and Addington	Greater Napanee	Greater Napanee	French	11,203	11,203	1	3	4	2,199	2,199
County of Frontenac	South Frontenac	South Frontenac	Ruttan	13,618	13,618	1	5	6	2,115.0	2,115
County of Lennox and Addington	Loyalist Township	Loyalist Township	Hutcheon	11,353		1	5		1,949	
County of Lennox and Addington	Stone Mills	Stone Mills	Hutcheon	5,621	16,974		4	10	478.0	2,427
County of Frontenac	Central Frontenac	Central Frontenac	McGregor	3,631		1	2		429	
County of Frontenac	North Frontenac	North Frontenac	McGregor	1,513			1		41	
County of Lennox and Addington	Addington Highlands	Addington Highlands	McGregor	1,709	6,853	1	1	6	315	785
Totals				138,063	138,063	11	49		19,599.0	19,599.0

(Alt Site Gateway/NDSS, BSS/BLC, LCVI/LEC enrolment is reported under home school)
(Katarowki Learning Centre- it is reported as own SS school)

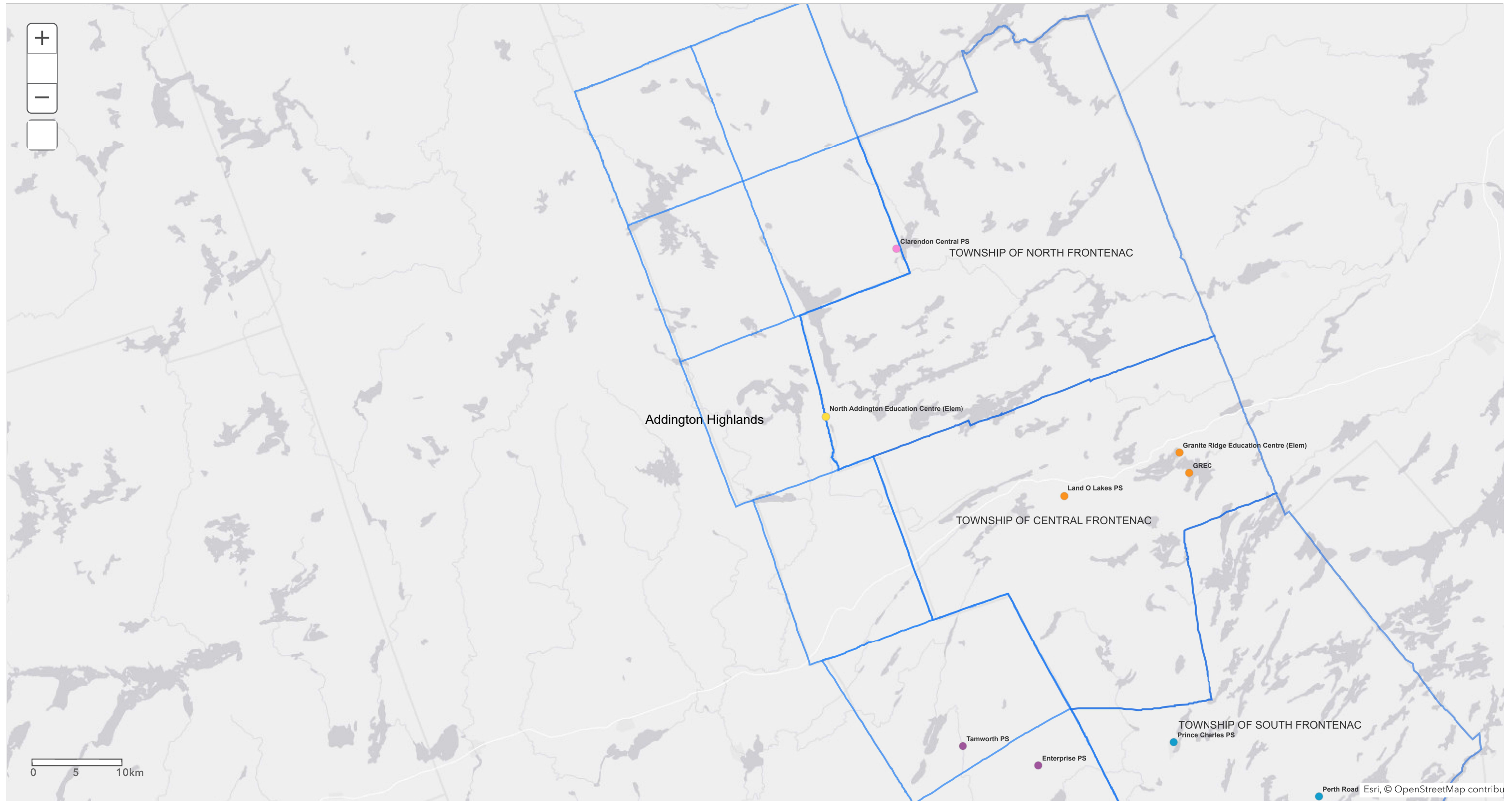
Appendix C



Appendix D

Details | Add | Edit | Basemap | Analysis

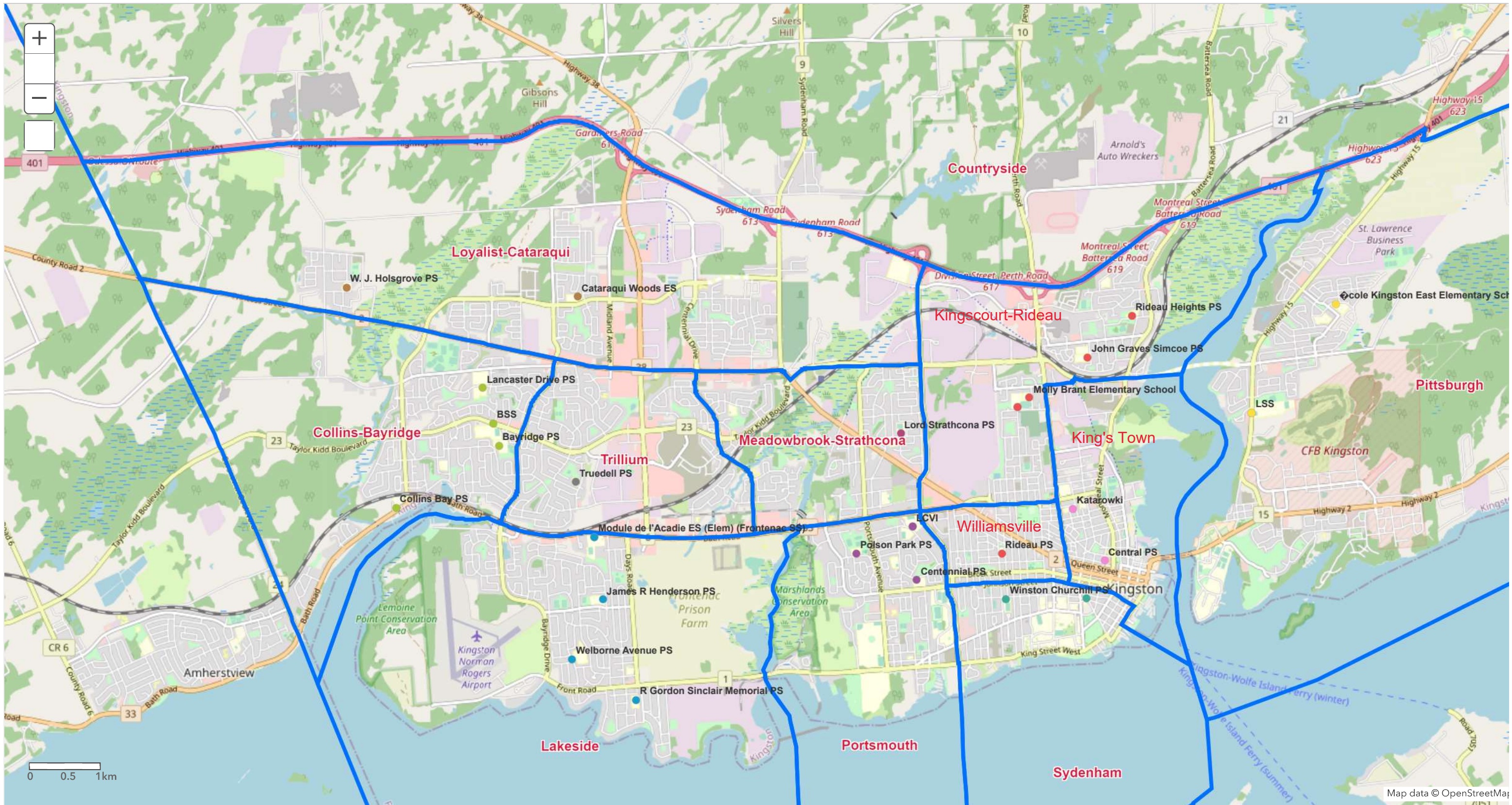
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Appendix E

Details | Add | Edit | Basemap | Analysis

Save | Share | Print | Directions | Measure | Bookmarks |



Map data © OpenStreetMap

**Trustee Determination and
Distribution Guide
for Ontario District School Boards
2022**

CONTENTS

INTRODUCTION **1**

SECTION I

Trustee Determination and Distribution: A Responsibility of District School Boards..... **2**

What Do You Need to Get Started? **3**

Completing the Determination and Distribution Calculations **4**

Trustee Determination – Using the Online Calculator **5**

Trustee Distribution – Using the Online Calculator..... **6**

Trustee Determination – Manual Calculation Using Templates **7**

Trustee Distribution – Manual Calculation Using Templates..... **10**

Need Help with D&D Calculations? **15**

SECTION II

Key Dates for 2022 Elections **16**

SECTION III

Questions and Answers **17**

APPENDIX A

Tables from Ontario Regulation 412/00 **19**

APPENDIX B

Dispersal Rules from Ontario Regulation 412/00 **24**

APPENDIX C

Trustee Positions Established for the Purpose of the 2006 General Elections
and Additional Positions Ordered by the Minister in 2010 **25**

This document is intended as a guide only. Users should rely on their legal counsel for advice on all questions relating to the subject matter of this document.

INTRODUCTION

Before each general election, every board of trustees determines the number of trustee positions on their board¹ and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). By March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Minister of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run. Therefore, it is very important for school boards to make accurate D&D calculations.

This guide offers two options to help you complete the D&D calculations:

- an online D&D calculator, which you can find on the Web page of the Ontario Education Services Corporation (OESC) at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>
- a manual approach using the steps and templates provided in this guide

The guide has three sections:

- Section I provides information and steps for completing the D&D Report.
- Section II sets out key dates for the 2022 election.
- Section III contains frequently asked questions about the D&D process and answers to them.

1. The terms *school board* and *board* are used in this document to refer to district school boards.

SECTION I

Trustee Determination and Distribution: A Responsibility of District School Boards

The number of elected school trustees and their distribution over a board's jurisdiction are governed by the *Education Act* and by Ontario Regulation (O. Reg.) 412/00: Elections to and Representation on District School Boards.

Trustee Determination

The number of elected trustee positions on a board is the number that was determined for the board for the purposes of the 2006 general election, with the following provisos (section 58.1 (10.0.1) of the *Education Act*):

- For a school board whose number of elected trustees was increased by order of the Minister following the isolate board mergers in 2009, the total number of elected trustees includes the additional position(s) ordered by the Minister.
- A board may by resolution reduce its number of elected trustees to not fewer than five.
- A board that has experienced a change in population or area of jurisdiction may use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

Trustee Distribution

Boards are responsible for allocating their elected trustee positions over their area of jurisdiction. They do this by:

- combining local municipalities and local municipal wards in their area of jurisdiction into a number of geographic areas;
- allocating their trustee positions to these areas. The steps are set out in O. Reg. 412/00, and the process is referred to as **trustee distribution**.

If a board has formed a geographic area that includes two or more municipalities, then the board must identify the municipality with the largest population of the board's electoral group. This is known as the **lead municipality**. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

Determination and Distribution Report

School boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D Report must include:

- the D&D results;
- if applicable, the identification of any lead municipality;

- a copy of the data and calculations by which
 - the D&D results were reached
 - any lead municipality was identified;
- copies of all relevant board resolutions.

The submission deadline for the D&D Report is April 4, 2022.

What Do You Need to Get Started?

1. Population of Electoral Group Report

The first piece of information you will need to complete your D&D Report is the population of the electoral group for each of the local municipalities and local municipal wards within your school board's area of jurisdiction. The Municipal Property Assessment Corporation (MPAC) produces this data and will provide a Population of Electoral Group Report (PEG Report) to your board by **February 15, 2022**.

In some cases, an area without municipal organization is attached to a municipality for school board election purposes. Other areas without municipal organization are deemed to be municipalities under the *Education Act*. The PEG Reports contain the electoral group data for these areas as well.

2. Board Resolution Regarding Low Population Municipalities

You will need to know whether or not your board is designating any municipalities within its jurisdiction as "low population" areas. Boards whose area of jurisdiction includes more than one municipality **must** pass a resolution by **March 31, 2022**:

- designating one or more municipalities as low population municipalities; or
- declaring that no such designation will be made (O. Reg. 412/00, s. 4).

This resolution must be included in your D&D Report.

Typically, a board will designate one or more municipalities as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. There is no limit on the number of low population areas a board may designate.

Designating municipalities as low population areas affects the calculation of trustee distribution by allowing the board to increase the sum of electoral quotients for those municipalities by either one or two. It does not affect the total number of trustees for the board.

3. Board Resolution Regarding Voluntary Reduction of Board Members

School boards may reduce the number of elected trustees below the number provided for in the Education Act and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the board.

If a school board chooses to exercise this option, the resolution must be passed before **March 31, 2022**. A copy of the resolution must be included in the D&D Report.

Completing the Determination and Distribution Calculations

Summary of Steps: Completing Your D&D Report

1. Gather the following information:

- the number of trustee positions determined by your board in 2006 and, if applicable, the number of additional trustees ordered by the Minister in 2010 (see Appendix C);
- your board's 2022 PEG Report;
- if applicable, the name(s) of any municipalities within your board's jurisdiction that have been designated as low population municipalities, and whether the sum of electoral quotients for those municipalities is to be increased by one or two;
- a copy of the provisions regarding distribution set out in sections 4 to 8 of O. Reg. 412/00, available online at http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm.

If you wish to calculate whether your board may have additional trustees, you may use the online calculator on the OESC's Web page. If you are doing a manual calculation, you will need:

- a copy of the six tables contained in O. Reg. 412/00, which are reproduced in Appendix A;
- a copy of the rules set out in O. Reg. 412/00, which are reproduced in Appendix B, for determining the number of additional members based on your board's dispersal factor.

2. Determine your board's number of trustee positions:

- For most boards, this will be the number determined for the purposes of the 2006 election, unless:
 - the Minister ordered additional trustees for your board in 2010 following the isolate board mergers; or
 - your board has passed a resolution to reduce its number of elected trustees to not fewer than five; or
 - your board has experienced a change in population or area of jurisdiction and would like to use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

3. Allocate the trustee positions to the geographic areas formed by your board. This step requires the calculation of the electoral quotient for each municipality or municipal ward using the PEG data provided by MPAC. The online calculator will do this for you. If you wish to do a manual calculation, you will find the steps and templates you may use for this purpose on pages 10 to 14. In either case, you will need to know:

- the number of elected trustee positions;
- the number of municipalities/municipal wards and unorganized territories in your board's jurisdiction;
- the number, if any, of designated low population municipalities;
- the number (one or two) by which the sum of their electoral quotients would be increased.

4. Make copies of the D&D calculations. If you used the Web-based calculator, it provides an option for printing your calculations. If you used a manual method, copy your completed D&D templates or any other chart you may have used for your calculations.

5. Seek approval from your board on the number of trustees to be elected and their geographic distribution. Note that all resolutions must be passed by **March 31, 2022**.
6. Prepare your D&D Report and send it, by **April 4, 2022**, to the Minister, the school board election clerks for all the municipalities within the area of jurisdiction of the board and the secretary of every other board that is wholly or partially within the area of jurisdiction of your board. The completed D&D Report must include:
 - the D&D results;
 - if applicable, the identification of any lead municipality;
 - a copy of the data and calculations by which the D&D results were reached and by which any lead municipality was identified;
 - copies of all relevant board resolutions.

Trustee Determination – Using the Online Calculator

The online calculator can be found on the website of the OESC at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

You will be provided with two options for proceeding:

Option 1: If you are not recalculating your board's elected trustee positions, then you will be taken to a Web page where you will select your board name and enter the total population of your board's electoral group that will be used in the trustee distribution calculation.

Once you select your board, a number will be generated, which is the total number of elected trustees for your board. If your board has recently passed a resolution to reduce the number of trustees, you can choose the board's new number of trustees from a drop-down menu.

Option 2: If your board wishes to recalculate its number of elected trustee positions, then you will be taken to a Web page that you can use to determine whether a change in your board's population or area of jurisdiction would allow your board to have more trustees. You will be asked to identify your board name and enter the population of your board's electoral group. When you click on the Next button, the calculator will determine the allowable number of trustees for your board. If the resulting number is greater than the number for 2006 (including trustees ordered by the Minister, if applicable), the greater number is your board's maximum allowable number of trustees.

You will then be guided to the trustee distribution calculator.

Trustee Distribution – Using the Online Calculator

Enter the names of all local municipalities and local municipal wards in your jurisdiction, and their corresponding electoral group population. The calculator will then calculate the electoral quotients. If you indicated that your board has designated one or more low population municipalities, it will also calculate the alternative electoral quotients.

The **electoral quotient** is a number that represents the number of trustee(s) a board can have in a particular geographic area.

The **alternative electoral quotient** is a number that represents an increased electoral quotient for low population municipalities and a decreased electoral quotient for other municipalities. As such, it allows for greater representation to low population municipalities than would be accorded by a strict representation-by-population calculation.

The calculator template can be printed and included in your D&D Report.

The final step is to allocate the trustee positions to geographic areas in your school board by following the rules set out in O. Reg. 412/00:

- Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.
- Section 7 of O. Reg. 412/00 sets out the distribution provisions for boards that have designated one or more low population municipalities.

To allocate trustee positions, combine the municipalities, municipal wards, and territories without municipal organization to create geographic areas (i.e., clusters). The number of geographic areas cannot exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be, as nearly as practicable, the sum of the electoral quotients for that area.

For example, if the sum of the electoral quotients for a geographic area is 1.6, the distribution rules would require the board to look at other possible combinations of municipalities and municipal wards that would result in a quotient closer to a whole number. See the example on page 14.

When clustering municipalities, territories without municipal organization, and municipal wards to create geographic areas, it is also important to think about the demographics of your board's jurisdiction. Consideration could be given to distributing trustee positions in such a way so that the voices of all, including marginalized communities, are heard at the board table.

Municipalities, municipal wards, and territories without municipal organization that make up geographic areas do not need to be adjacent to one another. The board can combine nonadjacent areas throughout the board's jurisdiction.

Any person can make a submission to a board about the establishment of geographic areas. The board is required to take these submissions into consideration in arriving at its decision to form a geographic area (section 58.1 (13) of the *Education Act*).

You are now ready to prepare your report to present to the board.

Trustee Determination – Manual Calculation Using Templates

If your board will **not** be recalculating its number of elected trustee positions, then your board's number of elected trustees will be:

- the number determined for the purposes of the 2006 election; **or**
- the number determined for the purposes of the 2006 election plus any additional positions ordered by the Minister in 2010 as a result of the isolate board mergers; **or**
- a lower number, in accordance with a resolution passed by the board to reduce the number of elected trustees. The number cannot be lower than five.

Provide this number in your D&D Report.

Recalculating Your Board's Number of Trustees (Optional)

If your board has experienced a change in population or in area of jurisdiction, you may use the steps and templates that follow to calculate whether the determination formula in O. Reg. 412/00 would allow additional trustees. All of the tables from O. Reg. 412/00 that are used in the calculation are reproduced in Appendix A to this guide.

Step 1:

Find the population of your board's electoral group from your 2022 PEG Report. Enter this figure in Box 1 of the Trustee Determination Template found on page 9 of this guide.

Step 2:

Refer to "Table 1 – Board Areas" in O. Reg. 412/00. Enter your board's area as shown in that table in Box 2.

Step 3:

Divide your board's electoral group population (Box 1) by your board's area (Box 2) to determine your board's density figure. Enter that figure in Box 3.

Step 4:

Refer to "Table 5 – Dispersal Factors" in O. Reg. 412/00. Enter your board's dispersal factor in Box 4.

Step 5:

Refer to "Table 2 – Number of Members Based on Electoral Group Population" in O. Reg. 412/00. Using the population of your board's electoral group (Box 1), enter the corresponding number of trustees based on electoral group population in Box 5.

Step 6:

Refer to "Table 3 – Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using the board density figure (Box 3), enter the corresponding number of additional trustees based on board density in Box 6.

Step 7:

Refer to "Table 4 – Maximum Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using your board area figure (Box 2), enter the maximum number of additional trustees based on board density in Box 7.

Step 8:

In Box 8, enter the lesser of the numbers in Box 6 and Box 7.

Step 9:

Refer to the rules set out in O. Reg. 412/00 regarding dispersal (see dispersal rules in Appendix B). Using your board's dispersal factor (Box 4), enter the corresponding number of additional trustees based on dispersal in Box 9.

Step 10:

In Box 10, enter the greater of the numbers in Box 8 and Box 9.

Step 11:

Calculate the total of Box 5 plus Box 10 and enter it in Box 11.

Step 12:

Referring to the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your board's 2021-22 Estimates data, take the corresponding figure from "Table 6 – Minimum Number of Members Based on Board Enrolment" found in O. Reg. 412/00 and enter it in Box 12.

Step 13:

Select the greater of the numbers in Box 11 and Box 12. This is the number of your elected trustee positions of your board based on the formula in O. Reg. 412/00.

You have now completed trustee determination and are ready to calculate trustee distribution.

Trustee Determination Template – Manual Calculation

DATA	SOURCE	FIGURE
1. Population of electoral group	MPAC	Box 1:
2. Board area	Table 1, O. Reg. 412/00	Box 2:
3. Board density	Population/area	Box 3:
4. Dispersal factor	Table 5, O. Reg. 412/00	Box 4:
5. Number of population-based trustees	Table 2, O. Reg. 412/00	Box 5:
6. Number of density-based trustees	Refer to Table 3, O. Reg. 412/00 using board density figure	Box 6:
7. Number of density-based (area adjusted) trustees	Refer to Table 4, O. Reg. 412/00, using board area figure	Box 7:
8. Lesser of Box 6 and Box 7	Refer to rules set out in O. Reg. 412/00, s.3	Box 8:
9. Number of additional trustees based on dispersal	Refer to rules set out in O. Reg. 412/00, s.3, using dispersal factor	Box 9:
10. Total number of additional trustees (greater of Box 8 and Box 9)	Refer to rules set out in O. Reg. 412/00, s.3	Box 10:
11. Number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 11:
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	Box 12:

Number of elected trustees = the greater of the numbers in Box 11 and Box 12

Trustee Distribution – Manual Calculation Using Templates

If you choose to calculate trustee distribution manually, the following templates and series of steps allow you to calculate your board's electoral quotients and alternative electoral quotients.

There are two templates to choose from:

1. If your board has **not** designated any municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template A (Boards with No Low Population Areas)*.
2. If your board **has** designated one or more municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template B (Boards with Low Population Municipalities)*.

Template A (Boards with No Low Population Municipalities)

Step 1:

Enter the **total** population of the board's electoral group as Figure A in the *Trustee Distribution – Template A*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the board's number of elected trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

List all municipalities and/or municipal wards in the area of your board's jurisdiction in Column 1, and enter the corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient tells you how many trustees you can have in each municipal ward or municipality. For this step:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the total number of elected trustee positions (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward.)

Step 5:

This final step allows you to determine the allocation of trustees to geographic areas in your school board. In most cases, the number of areas listed in Column 1 will be greater than the number of trustees on your board. In order to determine the geographic areas a trustee will represent, combine the municipalities/municipal wards/territories without municipal organization into geographic areas, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.

Trustee Distribution – Template A
(Boards with No Low Population Municipalities)

Population of electoral group = _____ (Figure A)

Total number of elected trustees = _____ (Figure B)

COLUMN 1	COLUMN 2	COLUMN 3
Name of Municipality/Ward	Electoral Group Population	Electoral Quotient

Template B (Boards with Low Population Municipalities)

Step 1:

Enter the **total** electoral population group of the school board as Figure A in the Trustee Distribution – Template B. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

Step 2:

Enter the number of board trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

Step 3:

Referring to your board resolution, in Chart 1 list all municipalities within your board's jurisdiction that have been designated as low population in Column 1, and their corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

Step 4:

In Chart 2, list all remaining municipalities in your board's jurisdiction, i.e., those that have **not** been designated as low population municipalities, in Column 1, and their corresponding electoral group population in Column 2.

Step 5:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient is an indicator of the level of trustee representation warranted in a particular municipality based on population and geographic size. For both Chart 1 and Chart 2:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the number of board members (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward in Charts 1 and 2.)

Step 6:

This step calculates the alternative quotients for all municipalities within your board's jurisdiction (i.e., both low population and remaining ones).

Using Chart 1 (low population municipalities):

- i. total the electoral group population for all municipalities designated as low population (Column 2) and enter that total as Figure C;
- ii. total the electoral quotients for all municipalities designated as low population (Column 3) and enter that total as Figure D;
- iii. add to the total of electoral quotients (Figure D) the number determined by the board's resolution designating areas as low population municipalities (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure C (the total electoral group population for all municipalities designated as low population);
- v. record the number calculated in Column 4 of Chart 1 – Alternative Quotient.

Using Chart 2 (remaining municipalities):

- i. total the electoral group population for all remaining municipalities (Column 2) and enter that total as Figure E;
- ii. total the electoral quotients in Column 3 and enter that total as Figure F;
- iii. subtract from the total of electoral quotients (Figure F) the number determined by the board's resolution designating municipalities as low population (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure E (the total electoral group population for all municipalities not designated as low population areas);
- v. record the number calculated in Column 4 of Chart 2 – Alternative Quotient.

Step 7:

This final step allows you to allocate the trustee positions to geographic areas in your school board. To determine the allocation, combine the municipalities/municipal wards into geographic areas within each grouping, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

You are now ready to prepare your D&D Report to present to the board.

Trustee Distribution – Template B
(Boards with No Low Population Municipalities)

Population of electoral group = _____ (Figure A)

Total number of elected trustees = _____ (Figure B)

CHART 1 – LOW POPULATION MUNICIPALITIES

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient
	Total (Figure C)	Total (Figure D)	

CHART 2 – REMAINING MUNICIPALITIES

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Low Population Area	Electoral Group Population	Electoral Quotient	Alternative Quotient
	Total (Figure E)	Total (Figure F)	

Example**Trustee Distribution – Forming Geographic Areas**

Number of trustees = 5

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Name of Municipality/ Ward	Electoral Quotient	Sum of Electoral Quotient	Geographic Area
Municipality 1 (Ward 1)	0.30	0.94	Area 1 (1 trustee)
Municipality 1 (Ward 2)	0.29		
Municipality 1 (Ward 3)	0.35		
Municipality 2	0.61	1.04	Area 2 (1 trustee)
Municipality 3 (Ward 1)	0.18		
Municipality 3 (Ward 2)	0.25		
Municipality 3 (Ward 3)	0.25	1.0	Area 3 (1 trustee)
Municipality 3 (Ward 4)	0.24		
Municipality 3 (Ward 5)	0.28		
Municipality 4 (Ward 1)	0.23		
Municipality 4 (Ward 2)	0.13	1.05	Area 4 (1 trustee)
Municipality 4 (Ward 3)	0.19		
Municipality 5 (Ward 1)	0.14		
Municipality 5 (Ward 2)	0.09		
Municipality 6	0.23		
Municipality 7	0.27	0.97	Area 5 (1 trustee)
Municipality 8	0.97		

In the above illustration, a school board has eight municipalities in its area of jurisdiction and five trustee positions. To distribute its trustee positions, the board formed five geographic areas by combining municipalities and municipal wards.

The sum of the electoral quotient for each geographic area is close to a whole number, which represents the number of trustees for that area (Column 3). Further, the number of geographic areas does not exceed the allowable number of trustees – five in this case.

Need Help with D&D Calculations?

If you need assistance completing your D&D calculations, help is available.

Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Education Equity Secretariat at the Ministry of Education by email at lcgb@ontario.ca.

SECTION II

Key Dates for 2022 Elections

ACTIVITY	DATE
MPAC data (PEG Reports) sent to boards	By February 15, 2022
<ol style="list-style-type: none"> Boards may pass resolutions determining the number of their trustees and must pass resolutions determining their trustee distribution. Boards whose area of jurisdiction includes more than one municipality must pass a resolution establishing, or not establishing, low population areas. Last day for resolution to reduce trustee numbers 	By March 31, 2022
D&D Reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 4, 2022
Deadline for appeals by municipality regarding trustee distribution	April 21, 2022
Notices of appeal sent by secretary of the board (i.e., the Director of Education) to the Ontario Land Tribunal (OLT)	By April 25, 2022
Beginning of nomination and campaign period	May 1, 2022
Deadline for OLT decision regarding appeal of trustee distribution calculations	June 10, 2022
Nomination day: last day for <ul style="list-style-type: none"> filing nomination, and withdrawal of candidacy 	August 19, 2022, 2:00 pm
Compliance audit committee established	Before October 1, 2022
Voting day	October 24, 2022
Board of Trustees' term of office begins	November 15, 2022
Campaign period ends	January 3, 2023
Financial filing deadline for candidates	March 31, 2023, 2:00 pm

SECTION III

Questions and Answers

Note: For more detailed information about the election process, visit the website of the Ministry of Municipal Affairs and Housing at <http://www.mah.gov.on.ca/Page219.aspx>.

Trustee Determination and Distribution (D&D)

Q. What does trustee D&D mean?

A. Before each general election, the board of trustees of each district school board calculates the number of elected trustee positions on their school board and distributes these positions across the board's area of jurisdiction. This process is known as trustee D&D.

Q. Who is responsible for the D&D process within the jurisdiction of the board?

A. The outgoing board of trustees is responsible for trustee D&D calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the rules under the Education Act and its regulations to establish the number of trustee positions on the school board and to allocate the positions to geographic areas within the board.

Q. Why do school boards designate low population municipalities?

A. Designation of low population municipalities allows school boards to provide greater representation to rural or other municipalities than they would otherwise have under a strict representation-by-population approach.

Q. What is dispersal?

A. Many geographically large school boards have schools that are a long distance from the school board office. A dispersal factor is included in the formula for calculating a school board's number of trustees to ensure adequate representation of the school board community in these circumstances.

Q. How is the dispersal factor calculated?

A. The dispersal factor expresses the percentage of elementary schools of the school board located more than 200 kilometres from its central office. The Ministry of Education calculates the dispersal factor value for all school boards and sets it in the regulation (Table 5, O. Reg 412/00).

The dispersal factor value for each school board is calculated according to the following formula:

$$\frac{\text{number of elementary schools located } > 200 \text{ km from school board office}}{\text{Total number of elementary schools}} \times 100 = \text{Dispersal factor}$$

Q. Why are the Population of Electoral Group (PEG) Reports significant?

A. PEG Reports reflect the population of the board's electoral group in each local municipality and local municipal ward within its jurisdiction. Boards must use the PEG data to calculate the electoral quotients they use to distribute trustee positions over their territory and, if applicable, for determining whether an increase in the PEG would be sufficient to allow additional trustee positions under the formula in O. Reg. 412/00.

Q. Why do school boards have to wait until February 15 before receiving the PEG Reports?

A. The PEG Reports reflect the population of electoral groups as of January 1, 2022. The gap between January 1 and February 15 is to allow time for the collection of the data and preparation and delivery of reports to each municipality and district school board in the province.

Q. If I have a question about the D&D process, whom can I contact for help?

A. Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations.

You may also contact the Education Equity Secretariat at the Ministry of Education at lcgb@ontario.ca.

APPENDIX A

TABLES FROM ONTARIO REGULATION 412/00

TABLE 1
BOARD AREAS

Item	Name of Board	Area (km ²)
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740

Item	Name of Board	Area (km ²)
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire public du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597

Item	Name of Board	Area (km ²)
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

TABLE 2
NUMBER OF MEMBERS BASED ON ELECTORAL GROUP POPULATION

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

TABLE 3
NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

TABLE 4
MAXIMUM NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

TABLE 5
DISPERSAL FACTORS

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	8.6
3.	Keewatin-Patricia District School Board	47.1
4.	Lakehead District School Board	8.7
5.	Superior-Greenstone District School Board	50.0
6.	Northeastern Catholic District School Board	25.0
7.	Huron-Superior Catholic District School Board	31.3
8.	Northwest Catholic District School Board	20.0
9.	Kenora Catholic District School Board	20.0
10.	Algonquin and Lakeshore Catholic District School Board	3.0
11.	Conseil scolaire public du Nord-Est de l'Ontario	50.0
12.	Conseil scolaire public du Grand Nord de l'Ontario	20.0
13.	Conseil scolaire Viamonde	8.9
14.	Conseil des écoles publiques de l'Est de l'Ontario	5.4
15.	Conseil scolaire de district catholique des Grandes Rivières	21.4
16.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
17.	Conseil scolaire de district catholique des Aurores boréales	80.0
18.	Conseil scolaire catholique Providence	10.7
19.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.8
20.	All other boards	0.0

TABLE 6**MINIMUM NUMBER OF MEMBERS BASED ON BOARD ENROLMENT**

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11

APPENDIX B

DISPERSAL RULES FROM ONTARIO REGULATION 412/00

Subsection 3 (2), paragraph 4:

Determine the number of additional members based on dispersal in accordance with the following rules:

- i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
- iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
- iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
- v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

APPENDIX C

TRUSTEE POSITIONS ESTABLISHED FOR THE PURPOSE OF THE 2006 GENERAL ELECTION AND ADDITIONAL TRUSTEE POSITIONS ORDERED BY THE MINISTER IN 2010

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
1.	District School Board Ontario North East	10	-
2.	Algoma District School Board	10	-
3.	Rainbow District School Board	8	-
4.	Near North District School Board	8	-
5.	Keewatin-Patricia District School Board	9	1
6.	Rainy River District School Board	6	-
7.	Lakehead District School Board	8	-
8.	Superior-Greenstone District School Board	8	-
9.	Bluewater District School Board	9	-
10.	Avon Maitland District School Board	9	-
11.	Greater Essex County District School Board	10	-
12.	Lambton Kent District School Board	10	-
13.	Thames Valley District School Board	12	-
14.	Toronto District School Board	22	-
15.	Durham District School Board	11	-
16.	Kawartha Pine Ridge District School Board	10	-
17.	Trillium Lakelands District School Board	9	-
18.	York Region District School Board	12	-
19.	Simcoe County District School Board	11	-
20.	Upper Grand District School Board	10	-
21.	Peel District School Board	12	-
22.	Halton District School Board	11	-
23.	Hamilton-Wentworth District School Board	11	-
24.	District School Board of Niagara	11	-
25.	Grand Erie District School Board	10	-
26.	Waterloo Region District School Board	11	-
27.	Ottawa-Carleton District School Board	12	-
28.	Upper Canada District School Board	10	-
29.	Limestone District School Board	9	-
30.	Renfrew County District School Board	8	-

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
31.	Hastings and Prince Edward District School Board	9	-
32.	Northeastern Catholic District School Board	8	-
33.	Nipissing-Parry Sound Catholic District School Board	6	-
34.	Huron-Superior Catholic District School Board	9	-
35.	Sudbury Catholic District School Board	6	-
36.	Northwest Catholic District School Board	7	1
37.	Kenora Catholic District School Board	5	1
38.	Thunder Bay Catholic District School Board	6	-
39.	Superior North Catholic District School Board	8	-
40.	Bruce-Grey Catholic District School Board	6	-
41.	Huron Perth Catholic District School Board	5	-
42.	Windsor-Essex Catholic District School Board	9	-
43.	London District Catholic School Board	8	-
44.	St. Clair Catholic District School Board	7	-
45.	Toronto Catholic District School Board	12	-
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	7	-
47.	York Catholic District School Board	10	-
48.	Dufferin-Peel Catholic District School Board	11	-
49.	Simcoe Muskoka Catholic District School Board	8	-
50.	Durham Catholic District School Board	8	-
51.	Halton Catholic District School Board	9	-
52.	Hamilton-Wentworth Catholic District School Board	9	-
53.	Wellington Catholic District School Board	6	-
54.	Waterloo Catholic District School Board	9	-
55.	Niagara Catholic District School Board	8	-
56.	Brant Haldimand Norfolk Catholic District School Board	6	-
57.	Catholic District School Board of Eastern Ontario	7	-
58.	Ottawa Catholic District School Board	10	-

#	Board Name	2006 Positions	Additional Positions Ordered by the Minister
59.	Renfrew County Catholic District School Board	6	-
60.	Algonquin and Lakeshore Catholic District School Board	10	-
61.	Conseil scolaire public du Nord-Est de l'Ontario	12	-
62.	Conseil scolaire public du Grand Nord de l'Ontario	12	-
63.	Conseil scolaire Viamonde	12	-
64.	Conseil des écoles publiques de l'Est de l'Ontario	12	-
65.	Conseil scolaire de district catholique des Grandes Rivières	9	-
66.	Conseil scolaire de district catholique Franco-Nord	6	-
67.	Conseil scolaire de district catholique du Nouvel-Ontario	10	2
68.	Conseil scolaire de district catholique des Aurores boréales	11	1
69.	Conseil scolaire catholique Providence	11	-
70.	Conseil scolaire catholique MonAvenir	12	-
71.	Conseil scolaire de district catholique de l'Est ontarien	8	-
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	11	-

ADMINISTRATIVE REPORT: COVID-19 UPDATE

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

DATE: February 9, 2022

Purpose

To provide Trustees with an update regarding COVID-19 and the return to in-person learning on January 17, 2022.

Background

The COVID-19 pandemic continues to impact the education sector and the operation of schools. All schools in the province were pivoted to remote learning from January 3 to January 14, 2022, and in-person learning resumed on January 17, 2022.

Current Status

Case Reporting and Tracking:

A significant shift in how cases are tracked and monitored was announced by the province at the end of December. These changes have fundamentally altered what data is available in the education sector. With the current provincial limits on who can receive COVID-19 testing means school boards are no longer receiving consistent confirmation on which students or staff may have tested positive. Given these changes, the Ministry of Education has suspended reporting of COVID-19 cases in schools, a move informed and supported by the Chief Medical Officer of Health and our local KFL&A Public Health.

Limestone DSB is not a health institution, and we have no legal authority to report or disclose health information. Any disclosure, even self-reporting by families, could result in a violation of the *Personal Health Information Protection Act (PHIPA)*. The Ministry of Health and KFL&A Public Health have indicated Omicron requires a shift in approach, and case and contact management do not have the same value as they had before since the required outcome (isolation) does not change. In addition, the previous self-isolation requirements for classes/cohorts meant significantly more students were unable to attend school than those who actually became infected with COVID-19. Public Health has indicated any reporting of positive cases is increasingly problematic not only due to privacy, but the potential for inaccurate and inconsistent information, all of which could over or understate the actual extent of COVID-19 cases causing unwarranted concern and anxiety in school communities. The Ministry of Health and KFL&A Public Health have stated that schools have been deemed a low-risk environment due to the various layers of mitigation and protection in place. Individuals only exposed at school with all Public Health measures in place are not generally considered high-risk contacts and class cohorts will

not be dismissed. On January 26, KFL&A Public Health posted a [COVID-19 Update for Schools](#) letter to students, staff, and families regarding the changes to tracking and reporting (see Appendix A).

We have grappled with this issue and considered different options for potential reporting. While we understand this paradigm change in reporting has caused concerns among some families, given the Ministry of Health and KFL&A Public Health do not support school boards sharing additional personal health information, to this point we have deferred to their guidance and expertise as the primary authorities responsible for public health. While options and different models exist, moving to any additional reporting of data would require broader discussion and understanding of the options and associated implications. No data we could produce, or report, would match what Public Health provided earlier, nor would it have the same clarity and integrity.

Absence Reporting Tool

The Ministry of Education requires school boards to report student and staff absences as of January 24, 2022, via the [Summary of Student and Staff Absences](#) dashboard on the Ontario government website. The website includes data submitted by schools from the previous day and includes all absences including those that may not be related to COVID-19 such as medical appointments, bereavements, religious holidays, bus cancellations, or other illnesses.

Schools are monitoring this data closely. If a school is close to the 30 per cent threshold of absences due to COVID-related illness (positive PCR or Rapid Antigen Test, isolation due to household or close contact, or symptoms), the Board will work with KFL&A Public Health to determine appropriate next steps.

Staff Absences

Given the presence and extensive community spread of OMICRON in our community leading into the December break, staff absences increased as a result of employees either contracting COVID or being identified as high-risk contacts, both of which required staff to self-isolate. Additionally, prior to the break, identified class cohorts were dismissed, as per direction from Public Health, further impacting absence levels. A review of the data for the month of January indicates that absences have declined. This is in part due to a delayed start and a pivot to remote teaching and learning until January 14. With staff and students largely back in buildings as of January 17, absences continue to trend down, which is due to the cessation of contact tracing, dismissing cohorts, and modified self-isolation requirements. Absences will continue to be monitored to ensure all schools are appropriately staffed so that in-person teaching and learning can continue in a safe manner.

Elementary Virtual School

As students returned to in-person learning on January 17, 2022, all school boards were directed to support families' choice to transition to full-time virtual learning for the remainder of the school year as space permits in Elementary Virtual School. On January 19, 2022, a survey was sent out to families so that they could indicate their preference for their student(s) to choose Elementary Virtual School for the remainder of the year. The survey closed on Monday, January 24. At this time, 50 students indicated their preference to enroll in Elementary Virtual School. All requests were accommodated because the staffing structure that was created as Elementary Virtual School started in the fall of 2021, allowed for potential and unexpected increases in student enrolment throughout the 2021/2022 school year. This staffing structure has provided flexibility for families and avoided the need to re-organize our current staffing structure to accommodate changes in enrolment. Students began in their new classes

on February 3, commencing the second term. Elementary Virtual School now has an enrolment of 299 students.

Secondary Virtual School

Secondary students and their families were given a new opportunity to indicate their interest in full-time virtual learning for the third quadmester. Forty-five students expressed interest in moving to Secondary Virtual School for the second half of the year. To help accommodate as many requests as possible, additional sections were added to split all Grade 10 classes to clear the current waitlist, and we were able to timetable many other students successfully into courses for the remainder of the year, adding an additional 30 students overall. Secondary Virtual School enrolment has increased from 135 students to 165 students. There are approximately 10 students who remain on the Secondary Virtual School waitlist, either because they have already taken the Grade 9 or 10 courses offered, or they remain on waitlists for Grade 11 and 12 courses through the Ontario eLearning Consortium. All students on waitlists have current timetables at their home school, and have flexibility to engage in-person or through the short-term virtual option. We have added additional eLearning sections to the Ontario eLearning Consortium to allow Grade 11 and 12 students across the district to gain access to eLearning courses for the second half of the year.

Short-Term Virtual and Continuity of Learning

As students returned to in-person learning on January 17, 2022, all school boards were directed to provide short-term remote learning options for families who requested it, and to be prepared to support students who may be screened out of in-person learning, or required to self-isolate due to a household member with symptoms, on a regular basis, albeit unpredictably. While not all PPM 164 expectations are in place for short-term remote learning, we continue to engage, support, and teach students through a combination of synchronous and asynchronous learning opportunities.

Elementary: On January 19, 2022, a survey was sent out to families so that they could indicate their preference for their student(s) to access short-term remote learning with the intention of returning to in person learning prior to the end of the school year. The survey closed on Monday, January 24. At this time, 209 elementary students indicated their preference to access short-term remote learning through their present classroom. Most elementary schools received 0-6 student requests to initiate a short-term remote learning plan.

Secondary: Secondary schools collated requests from parents for short-term virtual, and for virtual learning in Semester 2. There were over 350 requests for short term virtual learning at the secondary level. To accommodate the number of students learning in person and remotely on any given day, teachers will provide synchronous and asynchronous learning for students as appropriate.

Rapid Antigen Tests:

Rapid Antigen tests (RATs) have been distributed to all LDSB schools, including childcare centres. The Ministry will begin distributing additional Rapid Antigen tests on a bi-weekly basis, with the goal of providing two tests for 30% of the total enrolment/staff head count for each school and childcare centre. RAT kits, which contain two tests, are provided to students/staff, who are dismissed/leave early due to onset of symptoms, or who are returning from an unplanned absence, as appropriate.

School-based Vaccination Clinics:

To ensure eligible children ages 5 to 11 years, have access to vaccines as soon as possible, KFL&A Public Health will be continuing to offer after-school vaccination clinics in schools, and other community

locations. These clinics are offered to students who are accompanied by a parent or guardian with consent. As expected by the Ministry, we will continue to support all KFL&A Public Health vaccination efforts. It should be noted that KFL&A has the highest percentage of children 5-11 that have received first and second doses.

Extracurriculars:

Since the return to in-person learning effective January 17, 2022, Limestone has implemented return to train/practice for school sports teams for students in Grades 7-12. Low risk and low intensity extra-curriculars/clubs/committees have resumed in schools. KASSAA and LESAA sports seasons are set to start the week of February 7, 2022, based on local public health approval and anticipated, updated provincial guidance.

Community Use of Schools:

Limestone District School Board has taken direction from Public Health regarding opening our facilities and will be allowing the Community Use of Schools to restart with some restrictions. Beginning on February 7, 2022 all high schools will be available for bookings by groups A & B that provide service to students from the age of 12-17. On February 21, 2022 all elementary schools will be made available for Community Use of Schools rentals by organizations in the Group B category servicing students from JK-12. Our community partners have been notified of the dates listed above and are anxious to restart their programs. It is expected that our facilities will be made available to the balance of group C & D by early March.

HEPA Unit Deployment

Facility Services staff have been busy distributing the additional HEPA units supplied by the Ministry of Education to our schools. These additional units have been allocated to facilities that have been identified that could benefit from increased ventilation, or areas that see higher volumes of people that are not classroom spaces. An updated school survey of the HEPA units per facility is available on the website.

Recommendations

That this report be received for information purposes.

Prepared by: LDSB Senior Staff

Reviewed by: Krishna Burra, Director of Education

Appendix A: KFL&A Public Health [COVID-19 Update for Schools](#)

January 26, 2022

Important COVID-19 Update for Schools

Dear Students, Staff, and Families:

Thank you for all you are doing to protect yourselves, your families, and your communities from COVID-19. With the surge of cases we experienced late last year, the return to in-person learning can come with mixed feelings for students, staff, and families. While individuals aged 5 to 19 years appear to be at lower risk of severe disease from Omicron compared to other ages that risk could be further reduced through immunization.

As we know, the Omicron variant can spread very quickly and the way we manage COVID-19 in the school setting had to change to reflect that reality. **Intensive case and contact follow-up with cohort dismissal is no longer an effective strategy for the virus that moves very fast.** Instead of focusing on where the virus is, we need to predict where it will be going and minimize transmission with public health measures. These measures in schools remain extremely robust and transmission in schools has been very low.

This change in our approach is not only better suited for a virus like Omicron but it also minimizes unnecessary disruptions to in person learning. **In person learning remains the best choice for healthy child development and significant health benefits of children remaining in schools outweigh the risks.** As we see widespread transmission of COVID-19 in the community, it is not surprising to expect a higher rate of absences in the school setting, as well as other settings, particularly this time of year as other respiratory viruses frequently circulate. This higher rate of absence is not indicative of increased risk in the school environment. Classrooms remain lower risk settings in terms of transmission compared to most other community settings including households.

With the changes to the provincial testing strategy, we know that the number of cases and contacts no longer has the same value as it did last year. We are supportive of the changes in provincial guidance as well as the operational systems which are in place to support this framework. We also recognize this is a shift where we are less focused on individual case versus population-based approach which is using absence from school as an indicator. Whether an individual knows for certain they have COVID-19, or another respiratory illness, it does not change the outcome of having to stay home when you are sick to avoid spreading illness to others.

Here are some important changes:

- KFL&A Public Health will no longer be dismissing cohorts.
- Any dismissals or closures of a school will be based on operational requirements (e.g., staffing shortages) determined by the school and/or school board.
- Parents/caregivers will NOT receive a letter from public health to advise them of a case of COVID-19 at school or that their student was a high-risk contact.
- Due to the change in testing availability and the rapid spread of Omicron, it is not possible to know about or follow up with every confirmed or presumed COVID-19 case.
- Molecular testing (PCR or rapid molecular testing) has been prioritized for certain high-risk groups. In general, students and school staff are not eligible for a molecular test at this time.
- Anyone who tests positive on a rapid antigen test is considered to have COVID-19. They do not need to get a confirmatory molecular test or notify Public Health, but should notify their high risk contacts of their exposure. More information can be found at [Ontario.ca/exposed](https://ontario.ca/exposed) and kflaph.ca/SelfIsolation.

Update on Absenteeism Reporting

- Staff and students are asked to inform the school of absences regardless of the reason.
- To support ongoing monitoring and transparency related to COVID-19, schools will report student and staff absences to the Ministry of Education, daily through the Absence Reporting Tool (ART). You can find information about COVID-19 school closures and absenteeism at: **COVID-19: school closures and absenteeism | ontario.ca**.
- Schools will monitor and report defined levels of absences (**approximately 30% or higher above their baseline**) to the School Board.
- KFL&A Public Health will support the school with any necessary steps to improve health and safety at the school.

Enhanced Public Health Measures

The Ministry of Education, in consultation with the Ministry of Health, is responsible for providing operational guidance for school boards and schools. To best protect students, staff and our community, Ontario's **COVID-19: Health, safety and operational guidance for schools (2021-2022)** provides minimum return to in-person learning guidance for all Ontario schools that is to be applied consistently across the province.

In KFL&A, most school-related cases up to the end of 2021 were acquired in the community. While the risk of exposure in schools cannot be completely eliminated, our experience so far has shown that transmission within school is lower than (or equivalent to) levels of community transmission. In other words, we all need to control community transmission to prevent COVID-19 from spreading into schools.

With the increased transmissibility of Omicron, it is even more important that we all continue to follow public health measures such as:

- screening,
- masking,
- maintaining physical distance,
- limiting our number of contacts,
- staying home when symptomatic, and
- getting vaccinated.

This approach is more similar to how we manage other respiratory viruses, such as influenza, RSV, or rhinovirus.

The KFL&A area has been a leader in vaccination, to date with over 63 per cent of children 5 to 11 years of age vaccinated with first dose. KFL&A Public Health is continuing to work with school boards to provide additional vaccination opportunities for students, families, and staff.

Vaccination remains the best defense against the highly transmissible Omicron variant. High vaccination rates help to keep schools safe. In the KFL&A area, there are a variety of community vaccination clinics, including larger clinic sites, mobile and pop-up clinics, and clinics at pharmacies, schools, and in primary care offices. For more information on locations, times, and opportunities to walk in or book an appointment, visit **kflaph.ca/Vaccine**.

For more information on COVID-19, including fact sheets, symptoms and screening, self-monitoring, self-isolation, testing, and vaccines, visit **kflaph.ca**. If you have questions, please call 613-549-1232 and follow directions to the call centre.

Sincerely,

Dr. Piotr Oglaza, MD, CPHI (C), MPH, CCFP, FRCPC
Medical Officer of Health / Chief Executive Officer
KFL&A Public Health

ADMINISTRATIVE REPORT: SCHOOL YEAR CALENDAR 2022-23

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

February 9, 2022

Purpose

To review the 2022-23 School Year Calendar process, present the three calendar options outlined in the stakeholder survey, and share the survey results with Trustees.

Background

Provincial Regulation 304 School Year Calendar, Professional Activity Days requires that the school year start on or after September 1, and end on or before June 30. Every school year shall include a minimum of 194 school days.

In Limestone District School Board, the 194 school days are made up of seven PA Days and 187 instructional days. Examination days for secondary schools fall under instructional days.

Regulation 304 requires the following school holidays:

- Every Saturday and Sunday
- Labour Day
- Thanksgiving Day
- Ten (10) consecutive days for Winter Break. This year a stat holiday has been declared on Monday, January 2, 2023. This provides school boards with only 195 days between Sept 1 and June 30 unless they reduce the number of board holidays by one (1).
- Family Day – the third Monday of February
- Five (5) consecutive days for March Break
- Good Friday and Easter Monday
- Victoria Day

The Board shall submit an approved school year calendar to the Ministry of Education for approval by March 1, 2022.

The three school boards in the Tri-Board Consortium (LDSB, HPEDSB, and ALCDSD) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice is that should a board decide not to conform to the common calendar, that board must continue to pay for the transportation as arranged in the common calendar and is also required to

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assume 100% of the transportation costs for any additional days of transportation. In Limestone District School Board, each day of independent transportation would cost more than \$62,000.

Current Status

The Ministry template for the 2022-23 calendar was received by LDSB at the beginning of November 2021. School calendar leads from the three boards, after consulting with their Senior Teams, met several times to create options to share with their School Year Calendar Committee.

Facilitated by Superintendent Gillam, Limestone stakeholders met virtually on January 6, 2022 to provide input on the three (3) options presented (see appendices attached). Stakeholders represented Trustees (Chair Ruttan), parents (Parent Involvement Committee Co-chair), unions, federations, non-union employees, Human Resources, and administrators. For those stakeholders unable to attend the meeting virtually, they were encouraged to submit their information directly to Superintendent Gillam. Prior to the release of the School Year Calendar survey, the options were adjusted based on new information and this information was shared electronically with the Committee for feedback. Based on these meetings in all three boards, the following options were presented for the Committee and as the basis of a survey that was available to all Limestone stakeholders, including community partners, from January 13 until January 26, 2022.

School Year Calendar Options

Option 1 – Ministry Calendar

This calendar would start with a PA Day on Friday, September 3, 2022. The Winter Break would take place from Monday December 19, 2022 until Friday, December 30, 2022. There is a statutory holiday on Monday, January 2, 2023. Students would return on Tuesday, January 3. Semester 2 would begin with a PA Day on Friday, February 3, 2023. The last day for students would be Thursday, June 29, 2023 with a PA Day on Friday, June 30, 2023.

Option 2 – December 23rd Holiday option

This calendar would start with a PA Day on Friday, September 3, 2022. The Winter Break would start on Friday, December 23, 2022 and run consecutively until Friday, January 6, 2023. Students would return to class on January 9, 2023. Semester 2 would begin with a PA Day on Friday, February 3, 2023. The last day for students would be Thursday, June 29, 2023 with a PA Day on Friday, June 30, 2023.

Option 3 – March 10th Holiday option

This calendar would start with a PA Day on Friday, September 3, 2022. The Winter Break would take place from Monday, December 26, 2022 until Friday, January 6, 2023. Students would return to class on January 9, 2023. Semester 2 would begin on Friday, February 3, following the PA Day on Thursday, February 2, 2023. Friday, March 10, would be a board holiday, prior to the March Break which runs from Monday, March 13 until Friday, March 17, 2023. The last day for students would be Thursday, June 29, 2023 with a PA Day on Friday, June 30, 2023.

PA Days

Friday, September 3, 2022

Monday, September 26, 2022

Monday, October 24, 2022 – municipal elections taking place

Friday, November 25, 2022

Thursday, February 2, 2023 – Option 3 – Elementary reporting day/Secondary turnaround day

Friday, February 3, 2023 – Option 1 or 2 – Elementary reporting day/Secondary turnaround day

Friday, June 2, 2023 – Elementary reporting day

Friday, June 30, 2023

Survey Results

Over 3,300 responses were received for this survey. Seventy-one per cent of the respondents were parents/guardians/caregivers, 23% were staff, and 6% were students. We also received survey results from Trustees, community agencies and daycare partners. Calendar Option 1 was selected just over 1,000 times. Option 2 received support from over 1,300 respondents and Option 3 was the choice for just over 900 respondents. These results were similar to the results of the surveys conducted by both the Hastings and Prince Edward and Algonquin Lakeshore Catholic school boards.

Open-ended responses related to the placement of the Winter Break, having mid-week PA Days, and comments regarding the quadmester system. Responses were aligned with what the other two boards also received.

School Board and School Year Calendar Committee follow up

The results of the survey were reviewed by the School Year Calendar Committee and the other co-terminus school boards. Based on the results, all three Boards will be recommending that the Trustees approve Calendar Option 2 for the 2022-23 School Year. See Appendix B. Highlights of this Calendar are as follows:

Friday, September 3, 2022 – PA Day for staff

Tuesday, September 6, 2022 – First day for students

Monday, September 26, 2022 – PA Day

Monday, October 10, 2022 – Thanksgiving Monday

Monday, October 24, 2022 – PA Day (Municipal Elections)

Friday, November 25, 2022 – PA Day

Friday, December 23, 2022 – Board Holiday

Monday, January 9, 2023 – Back to school for students

Friday, February 3, 2023 – PA Day (Semester turn around day)

Monday, February 20, 2023 – Family Day

Monday, March 13 – 17, 2023 – March Break

Friday, April 7, 2023 – Good Friday

Monday, April 10, 2023 – Easter Monday

Monday, May 22, 2023 – Victoria Day

Friday, June 2, 2023 – PA Day

Friday, June 30, 2023 – PA Day

Recommendations

1. That the Trustees of the Limestone District School Board receive this report and copies of the three calendar options.
2. That the Trustees approve Calendar Option 2 for the 2022-23 School Year Calendar.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments:

Appendix A – School Year Calendar – Option 1

Appendix B – School Year Calendar – Option 2

Appendix C – School Year Calendar – Option 3

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Calendar Option #1 -EDU Base Calendar

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	2					1	2 P	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
December 2022	12					1	2	5	6	7	8	9	12	13	14	15	16	19 B	20 B	21 B	22 B	23 B	26 B	27 B	28 B	29 B	30 B	
January 2023	21			2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February 2023	18	1				1	2	3 P	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	18			3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	20	2				1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P	
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7		<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								

First day of classes begin September 6, 2022. Feb 2nd is the 97th day. Semester 2 classes begin Feb. 6, 2023 for Secondary Schools.

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday Half Day

Calendar Option #2

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
September 2022	18	2					1	2 P	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30						
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31										
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30								
December 2022	16						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 H	28 B	29 B	30 B						
January 2023	17			2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
February 2023	18	1				1	2	3 P	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28									
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31						
April 2023	18			3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31								
June 2023	20	2					1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P						
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
TOTAL	187	7		<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

First day of classes September 6. Day 97 is February 2. Semester 2 classes begin on Monday February 6th for Second Term. December 23rd, 2022, holidays allows for a PA Day on Friday, February 3rd 2023.

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Calendar Option #3

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	2					1	2 P	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30
October 2022	19	1		3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24 P	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30		
December 2022	17						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 B	28 B	29 B	30 B
January 2023	17			2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February 2023	18	1				1	2 P	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	17					1	3	3	6	7	8	9	10 B	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	18			3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	20	2					1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7		<p>Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								

First day of class for students would be September 6. Semester 2 classes begin on Friday February 3rd, in Secondary Schools. The Thursday February 2^d PA day allows for a March 10th holiday in this calendar.

ADMINISTRATIVE REPORT: POLICY REVIEW CONTINUATION

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

DATE: February 9, 2022

Purpose

To provide Trustees with feedback focused on Policy 13 (Delegations and Submissions) and Bylaw Article III, Section 3 focused on Trustee Replacement.

Background

During the 2020-2021 school year, the Board of Trustees worked through a review of Board Operations that were included in Policy 9. The result was the adoption of LDSB Board Bylaws and associated appendices. However, the adoption of the Bylaws required a review of several policies to ensure alignment. The former Policy 9 sections related to Delegations and Submissions, and Trustee Replacement, remain in place until a revised policy is adopted.

At the Board Meeting on October 27, 2021, Policies 5, 7, 8, 10, 11, 20 and Appendix G from the Bylaws were formally approved. The Board decided to publicly consult regarding proposed edits to Policy 13 – Delegations and Submissions, and to Article III, Section 3 of the Bylaws. Between October 6 – 27, 2021 five (5) submissions were made to the Board for consideration related to the two areas.

Current Status

The five submissions were shared with all Trustees, and a summary of highlights from the feedback was reviewed at the November 10, 2021 EPOC Meeting. Based on this feedback, and request for additional feedback from Trustees, edits to Board Policy 13 – Delegations and Submissions are attached as Appendix A. Edits to Article III, Section 3: Trustee Vacancies are attached as Appendix B.

Recommendations

It is recommended that Trustees review the edits made to Policy 13 and Bylaw Article III, Section 3, based on public feedback and Trustee responses, and consider the following motion:

That Trustees approve Board Policy 13 – Delegations and Submissions, as amended, or with additional edits; and further that Trustees approve Bylaw Article III, Section 3, as amended, or with additional edits.

Prepared by: Krishna Burra, Director of Education
Attachments: Appendix A: Policy 13 - Delegations and Submissions
Appendix B: Article III, Section 3

Appendix A



Limestone
DISTRICT SCHOOL BOARD

LIMESTONE DISTRICT SCHOOL BOARD
POLICY NO. 13 UPDATED

DELEGATIONS AND SUBMISSIONS

1.0.0 Delegations & Submissions

The Limestone District School Board welcomes input and feedback from the public. Delegations and Submissions are two forums for engagement with the Board of Trustees. While Delegations and Submissions are an important format for public input and feedback, they are not intended to resolve individual situations or time-sensitive matters.

Delegations:

- 1.1.0 Persons wishing to make delegations on educational issues to the Board or its committees will apply in person or [by submitting the online request for delegation form](#) ~~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. **In most cases, this will be the next Board Meeting.** ~~Any delegation deemed slanderous will not be considered.~~
- 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 [approximate](#) 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 [Any request for a delegation and](#) ~~the~~ complete and detailed presentation must be sent electronically [using the online request for delegation form, or delivered](#), to the Office of the Secretary to the Board [by 4:00](#) at least four (4) business days prior to Limestone District School Board meeting. [As an example, for a Wednesday meeting, delegation requests and](#)

presentations would be due by 4:00 on the ~~preceeding~~preceding Thursday. 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 Delegation requests and presentations received after 4:00, four business days prior to the next Board Meeting and by 12:00 noon two business days prior to the Board Meeting, shall be allotted a maximum of two minutes with the possibility of a two minute extension if they directly relate to an item on the upcoming agenda. Presentations must accompany the request for delegation. Delegation requests and presentations received after 12:00 noon two business days prior to the Board Meeting shall be heard at the next scheduled Board Meeting.

1.8.0 The maximum amount of time allocated at any one Board Meeting to delegations, under 1.5.0 and 1.7.0, will be 20 minutes, not including trustee questions of clarification.

1.79.0 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. Typically, this will be the next Board Meeting. At that time, the Board may choose to receive the delegation for information, refer the matter to staff for follow up, refer the matter to a committee, refer the matter to a future Board meeting, or if appropriate refer the matter to private session (in-camera). 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.

1.108.0 Any one delegation shall be permitted to make only one (1) presentation to the Trustees on an issue. When there are multiple delegations on the same topic, presentations may be combined or reduced. Normally, a delegation cannot make a presentation on a topic on which a decision has been made. ~~A delegation cannot make a presentation on a topic on which a decision has been made.~~

1.119.0 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. Any delegation deemed slanderous will not be considered.

1.120.0 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 mailing a letter to the Chair of the Board, or using the online submission form. ~~formally addressing a letter to the Chair of the Board.~~ Any submission deemed slanderous libelous will not be considered.

- 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 must be received by 12:00 noon four business days prior to the next scheduled Board Meeting. As an example, for a Wednesday meeting, a submission must be received by 12:00 noon on the ~~preceeding~~preceding Thursday. Any submissions received after that time will be included in the next ~~subsequent~~ Board meeting within two (2) weeks of the next scheduled 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 next-first agenda of the Board following the refusal. Any submission deemed libelous will not be considered.
- 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: ~~October 2021~~January 2022



Delegations Registration Form

Individuals or groups requesting to make a delegation to the Limestone District School Board or to a Committee of the Board are required to submit a Registration Form outlining the key points to be presented. When a number of individuals wish to address the Board on the same issue, the group is encouraged to select a spokesperson. A 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 the meeting, in order for the request to be considered.

Contact Information

Name: _____

Email: _____

Address: _____

City & Postal Code: _____

Home Phone: _____

Cell: _____

Requested Board Meeting Date: _____

Topic: _____

I wish to speak on my own behalf;

or

I wish to delegate as a spokesperson for:

Please provide a brief summary of the subject of your delegation:

(NOTE: A 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 the meeting.)

Delegations may express opinions with regard to Board decisions or make submissions with respect to a recommendation. Delegations are expected to be respectful and refrain from making statements concerning the character or performance of identifiable individuals, including students, staff, citizens or Trustees of the Limestone District School Board.

Please read Limestone District School **Board Policy 13 - Delegations and Submissions**, pertaining to delegations (*see reverse*), before signing and returning the completed form to Wynando Moore, in the Director's Office via email at moorewy@limestone.on.ca. The Director's Office will contact you to confirm the date and time of your delegation.

Date: _____

Signature: _____

Submissions Registration Form



Individuals or groups requesting to make a written submission to the Limestone District School Board or to a Committee of the Board are required to submit a Registration Form outlining the key points of the submission. When a number of individuals wish to submit, in writing, to the Board on the same issue, the group is encouraged to select a contact person. A written submission must be sent electronically to the Office of the Secretary to the Board at least four (4) business days prior to the meeting, in order for the submission to be considered.

Contact Information

Name: _____

Email: _____

Address: _____

City & Postal Code: _____

Home Phone: _____

Cell: _____

Requested Board Meeting Date: _____

Topic: _____

Please provide a brief summary of the subject of your Submission:

(NOTE: A completed Submission must be sent electronically to the Office of the Secretary to the Board at least four (4) business days prior to the meeting.

Submissions may be received with regard to Board decisions or with respect to a recommendation. Submissions are expected to be respectful and refrain from making statements concerning the character or performance of identifiable individuals, including students, staff, citizens or Trustees of the Limestone District School Board.

Please read Limestone District School **Board Policy 13 - Delegations and Submissions**, pertaining to delegations (*see reverse*), before signing and returning the completed form to Wynando Moore, in the Director's Office via email at moorewy@limestone.on.ca. The Director's Office will contact you to confirm the date and time of your delegation.

Date: _____

Signature: _____

APPENDIX B

ARTICLE III - BOARD OF TRUSTEES

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.

- 3.1 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.
- 3.2 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.
 - 3.2.1 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).
 - 3.2.2 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.
 - 3.2.3 Broad Range of Candidates.** 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 media;
 - 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.
 - 3.2.4 Selection Committee & Interview Process.** A Selection Committee consisting of all trustees shall be responsible for providing a recommendation to the

Board and/or The Selection Committee should include the Director and perhaps just the Chair and Vice-Chair to provide 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. While applications will be public, interviews would not occur in public. 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.

Public and Trustee Feedback for consideration:

- Any process needs to be as publicly transparent as the regular election process and not occur in private. (Addressed in 3.2.4 in red font... delineates what should be public vs private).
- Public should be able to review candidates and provide feedback. (Addressed in 3.2.3 h)
- Board should have to consider the person who came second if a trustee was not acclaimed. (Addressed in 3.2.2)
- Selection committee should include the Director and perhaps just the Chair and Vice-Chair to provide a recommendation to the Board. (Added in red font to 3.2.4)
- A by-election should be required if a large balance of the term remains. (Addressed as an option in font to 3.1)
- There should be an open application process that includes criteria like connection to the community, interest in public education, and accountability for use of public resources. (Addressed in 3.2.3 c)
- Applications should be made available on the board website so the public can review them. (Addressed in 3.2.3 h)

January 13, 2022

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Ave. Toronto, ON M5G 2K8

Via Email: Minister.edu@ontario.ca

Dr. Kieran Moore, Chief Medical Officer of Health
Ministry of Health

Via email: cmoh@ontario.ca

Dr. Piotr Oglaza, Medical Officer of Health
KFL&A Public Health
221 Portsmouth Ave., Kingston, ON K7M 1V5
Kingston, ON K7M 1V5

Via email: Piotr.Oglaza@kflaph.ca

Dr. Ethan Toumishey, Acting Medical Officer of Health
Hastings Prince Edward Public Health
179 N Park St, Belleville, ON K8P 4P1

Via email: etoumishey@hpeph.ca

Dear Minister Lecce, Dr. Moore, Dr. Oglaza and Dr. Toumishey:

The Limestone District School Board of Trustees was pleased to see the Ministry of Education confirm the return to in-person learning at public schools across Ontario as scheduled on January 17, 2022. We know that most students, families and staff are anxious to get back to the traditional classroom setting as we know in-person learning is provides the greatest support.

Staff have been planning diligently for the return of students all while supporting school communities during the temporary pivot to remote learning from January 5-14, 2022. Some changes outlined in the recently released *Ministry of Health's COVID 19: Interim Guidance for Schools and Child Care: Omicron Surge* are most welcome and will help support a safe return to school with a focus on minimizing the spread and effects of COVID-19. There are, however, several areas where Trustees would like to see additional attention. They are outlined below in a motion passed unanimously by the Board of Trustees.

At the Regular Board Meeting on Wednesday, January 12, 2022, the Limestone District School Board of Trustees, passed the following motion:

That the Chair write a letter to the CMOH (Chief Medical Officer of Health), including our local MOHs (Medical Officer of Health) and the MOE (Minister of Education) copying all member Boards requesting:

1. *Continued tracking and public reporting of confirmed COVID-19 cases in schools by Public Health Units;*



Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.
Suzanne Ruttan (Chair) | Krishna Burra (Director of Education and Secretary) | Craig Young (Treasurer)

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2. *Supports and implementation of a “Test to Return” strategy following COVID-19 illness and exposure, supported by an adequate rapid antigen test supply;*
3. *Funding and supplies of optional medical masks and respirators (such as N95 and KN95 masks) for students in the same way that they are now providing for education staff;*
4. *Continued funding and supplies of rapid antigen tests for all students and staff;*
5. *Reimbursement of all school-board pandemic-related costs;*
6. *Funding for additional staff for remote learning to ensure choice and flexibility for students and families given the ongoing closures and multiple transitions for students;*
7. *That the Province work with local municipalities and broadband providers to address inequitable access across boards which impact the ability of rural students to participate in remote school if it returns;*
8. *Transparent and timely communication to families and staff regarding changes to both learning models in secondary and any changes to in-person learning; and,*
9. *Update the Immunization of School Pupils Act and include COVID-19 as a mandatory vaccination.*

The COVID-19 pandemic has strained school boards since March 2020. Central and school staff have gone above and beyond to provide continuity of learning for all students and ensuring their safety and well-being. To ensure that in-person learning can continue, and to ensure confidence in the public education system, we feel these additional measures will provide necessary extra layers of support to create extra layers of risk mitigation safe school communities.

Sincerely,



Suzanne Ruttan,
Chair, Limestone District School Board

c.c. Krishna Burra, LDSB Director of Education
Cathy Abraham, President of OPSBA

January 28, 2022

Via Email: Minister.edu@ontario.ca and Minister.tbs@ontario.ca

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8

The Honourable Prabmeet Sarkaria
President of the Treasury Board
Room 4320, 99 Wellesley St. W,
Toronto, ON M7A 1W3

Dear Ministers Lecce and Sarkaria,

On behalf of the Trustees of the Limestone District School Board, I am writing to express our serious concerns regarding the deleterious and compounding impact of the decade-long freeze on executive compensation to our local Board and across the provincial education sector.

In 2010, with the passing of the Broader Public Sector Accountability Act (BPSAA), the Act was presented as a measure of fiscal restraint. This was followed by the amendment made in 2012 to freeze salaries for executive employees. In the fall of 2017, the Ministry initiated the Executive Compensation Program and staff and trustees worked diligently to present a comprehensive Executive Compensation Framework, which was approved by the Ministry and the Board of Trustees in early 2018. The approved Executive Compensation Framework was then unexpectedly frozen in August 2018. Many school boards, including Limestone, adopted a grid for salaries in the winter of 2018 and a phased-in implementation process. The unexpected freeze in August 2018 codified significant inequities within our school board that would have been addressed if the framework had been permitted to be fully implemented. In Limestone, this has meant one superintendent has a higher salary than the other four superintendents, one of whom has been in the role just as long. This inequity only persists with each passing year and has long term implications for the people in question.

During a ten-year period when unionized and non-unionized staff, as well as principals and vice principals, have continued to receive modest salary increases on an almost annual basis, including salary grid movement and improvement to working conditions, the most senior leaders in our school boards have been denied all compensation enhancements, and have also been stripped of benefits previously afforded to them through their personal contracts. Given executive school board leaders are by far the smallest group in the education sector, the argument of fiscal restraint becomes more problematic with each passing year when all other labour groups receive modest increases.

In addition, since 2010, salary compression has occurred in all school boards. Left unaddressed, continuation of the status quo will eventually result in salary inversions in Limestone whereby those responsible for



**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.
Suzanne Ruttan (Chair) | Krishna Burra (Director of Education and Secretary) | Craig Young (Treasurer)

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supervision are being compensated at a lower rate than individuals reporting to them. It is our understanding that this is already starting to occur in other school boards.

It must be noted that over the last couple of years, senior administrative teams across the province have been called upon to manage and lead through previously unfathomable circumstances, from months of provincial labour unrest, work refusals and strikes, to a global pandemic. During the past two years, the leadership and unwavering commitment of our senior team has been evident on a daily basis, including weekends. Furthermore, our senior team has had very limited ability to take holidays. As we continue to navigate the pandemic and eventually transition out of it, we will continue to rely on their leadership and resilience to support students, staff, and the communities we serve. This will require skilled senior leadership in school boards.

The Limestone District School Board, along with other school boards across the province, requests the provincial government revisit the freeze on executive compensation to address pre-existing and perpetuated inequities by allowing grid movement. At minimum, until you address executive compensation more fulsomely, we ask the government to provide the same sector increases that have been provided to all union and non-union labour groups and/or allow the process initiated by the framework in 2018 to resume. Failure to do so will hamper recruitment and retention efforts across the province, and only continue to burgeon as an issue requiring attention.

Thank you for your attention to this matter. We remain hopeful that you will give our concerns serious consideration as we work collaboratively to support the education system across this province.

Sincerely,



Suzanne Ruttan, Chair
Limestone DSB Trustees

cc to: Trustees LDSB
Director Krishna Burra
Cathy Abraham, President of OPSBA