Agenda – Regular Board Meeting

Wednesday, August 19, 2026 - 6:00 p.m.

Limestone Education Centre
220 Portsmouth Avenue, Kingston, Ontario
Public Viewing: Join the Live Event

Private Session – 5:30 p.m.

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

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

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

4.1. **Regular Board Meeting Minutes (Private)** – June 17, 2026

5. FOR INFORMATION

5.1. Safe Schools Update
5.2. Property Update
5.3. Labour Update
5.4. Legal Matter
5.5. Personnel Update
5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 p.m.

Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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."

7. CALL TO ORDER

8. ADOPTION OF THE AGENDA

9. DECLARATION OF CONFLICT OF INTEREST

10. PRESENTATION/DELEGATION

11. PRIVATE SESSION REPORT

12. APPROVAL OF MINUTES

12.1. Regular Board Meeting Minutes – June 17, 2026 (Pages 5-20)

13. REPORTS FROM OFFICERS

13.1. Chair's Report
13.2. Director's Report

14. REPORTS

14.1. OPSBA Report – Trustee McGregor
14.2. Student Trustees' Report – No report.
14.3. Reports for Action
14.3.1. Short-Term Borrowing Resolution – Acting Superintendent Richard (Pages 21-22)
14.3.2. Honoraria For Board Members – Acting Superintendent Richard (Pages 23-26)
14.3.3. Policy Updates – CEO/CEDO/Director Burra (Pages 27-139)

14.4. Reports for Information
14.4.1. Interim Financial Report for Quarter 3 – Acting Superintendent Richard and Manager of Financial Services, Paula Carson (Pages 140-141)

15. UNFINISHED BUSINESS

16. BUSINESS ARISING

Delegation from the June 16, 2026 Board Meeting- Funding Increase for Supports. (Page 142)

17. CORRESPONDENCE

18. NOTICES OF MOTION

Notice of Motion by Student Trustee Katz and endorsed by Trustee Lloyd: "*Given that Limestone DSB is committed to providing safe, inclusive, and equitable learning environments for all students; and that peer sexual harassment and sexual violence remain serious concerns in Ontario schools and in society at large; and that consent education, healthy relationships, and gender-based violence prevention are part of the Ontario Physical and Health Education (PHE) Curriculum and critical components of student safety and well-being; and that Consent Awareness Week, a national initiative led by Possibility Seeds and High School Too, is observed annually during the third week of September to advance consent education and support survivors; I move that Limestone DSB formally recognize the third week of September as Consent Awareness Week and the Board encourage schools to engage in age-appropriate programming, dialogue, and education based on the Ontario PHE curriculum during Consent Awareness Week to promote a culture of consent and to help prevent gender-based violence.*"

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

21. FUTURE BOARD MEETING SCHEDULE

September 2, 2026 (EPOC)
September 16, 2026
October 7, 2026 (EPOC)
October 21, 2026
November 18, 2026 (Annual Meeting)
November 23, 2026 (Special Meeting)
December 2, 2026 (EPOC)
January 13, 2027
February 3, 2027 (EPOC)
February 17, 2027
March 3, 2027 (EPOC)

March 24, 2027
April 14, 2027
May 5, 2027 (EPOC)
May 19, 2027
June 2, 2027 (EPOC)
June 16, 2027

22. ADJOURNMENT

Regular Board Meeting Minutes – June 17, 2026

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott (regrets) M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, CEO/Director of Education T. McKenna, Associate Superintendent
Guests:	**Recorder:**
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Elliott and Trustee Morning. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Lloyd asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

4.1. Regular Board Meeting Minutes (Private) – May 20, 2026

4.2. Education, Policy, and Operations Meeting Minutes (Private) – June 3, 2026

MOVED BY: Trustee McGregor that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

5. FOR INFORMATION

5.1. Safe Schools Update – Associate Superintendent McKenna provided a Safe Schools update.
5.2. Personnel Update – Trustee Lloyd provided a Personnel Update which resulted in two motions being passed.
5.3. Labour Update
5.4. Legal Update
5.5. Property Update
5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Vice-Chair Lloyd called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.
MOVED by: Trustee Godkin. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott (virtual) M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee)	K. Burra, CEO/Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant A. Grange, Communications Consultant S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent R. Richard, Acting Superintendent of Business Services
Guests:	**Recorder:**
LDSB Staff Award Winners and Presenters Marlene Feenstra, CUPE Local 1480 Delegate Deborah Thompson, Principal, Educational Services Allison Todd, Vice-Principal, Educational Services	S. Mitton, Executive Assistant to the Director and Trustee Liaison

7. CALL TO ORDER

Chair McGregor welcomed everyone to the Regular Board Meeting. She called the roll.

She provided the Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabek. 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."

8. ADOPTION OF THE AGENDA

MOVED BY: Trustee Lloyd and seconded by Trustee Godkin that the agenda, as presented, be approved. Carried.

9. DECLARATION OF CONFLICT OF INTEREST

Chair McGregor asked that if Trustees have a conflict of interest, could they please identify the item number. There were no conflicts declared.

10. DELEGATION/PRESENTATION

10.1 Limestone District School Board Staff Awards: Barry C. O'Connor Excellence in Education Awards, J.C. McLeod Excellence in Teaching Awards

Chair McGregor introduced the Barry C. O'Connor Excellence in Support Staff Awards and the J.C. McLeod Excellence in Teaching Awards.

The Barry C. O'Connor Award recognizes excellence in education as provided by support staff throughout the district. This award was established to recognize support staff in the following categories: Clerical and Secretarial, Educational Services Staff, Educational Assistants, Custodial and Maintenance and Central Office Support Staff.

Chair McGregor invited the following staff to read the citations for the Barry C. O'Connor Award winners:

Clerical and Secretarial
Tamiko Ferguson and Amy Rose presenting to Amanda MacDonald, Kingston Secondary School.

Educational Services Support
Principal Deborah Thompson presenting to Christa Cox, Educational Services.

Educational Assistants
Shelley Desarmia and Kim Eves presenting to Beth Malott, R.G. Sinclair Public School.

Custodial and Maintenance
Kelly Marshall presenting to Dana Price, L.C.V.I and Calvin Park Public School.

Central Office Staff
Angela Seymour presenting to Principal Carrie Propper, J.G. Simcoe Public School.

Chair McGregor extended congratulations to the 2025-2026 recipients of the Barry C. O'Connor Excellence in Education Awards on behalf of the Trustees and introduced the next award.

J.C. McLeod was the Director of Education for the former Lennox and Addington County Board of Education from 1969 to 1983. He recognized and rewarded excellence in teaching throughout his time as Director and on his retirement, he established a fund to continue this focus.

This award recognizes the outstanding contributions of individual teachers to classroom instruction or the improvement of classroom instruction, over a number of years. This distinguished award is presented annually to one teacher in the elementary panel and one teacher in the secondary.

Chair McGregor invited the following staff to read the citations for the J.C. McLeod Award Winners:

Carrie Kish presenting to Elementary Teacher Allison Madden, The Prince Charles Public School.

Vice-Principal Chris Morrow presenting to Secondary Teacher Adam Lynn, Kingston Secondary School.

Chair McGregor congratulated the 2025-2026 J.C. McLeod Award winners and thanked them for their exemplary service to students and staff across the Limestone District School Board.

Chair McGregor called for a short recess.

10.2 Delegation Funding Increase for Supports

Chair McGregor invited Marlene Feenstra from CUPE Local 1480 to the podium. Chair McGregor reviewed the Board's delegation procedures as outlined in Board Policy 13, noting that Trustees may ask questions for clarification following the presentation and that any consideration of the matter would occur at a future Board meeting.

Ms. Feenstra addressed the Board on behalf of education workers, urging Trustees to advocate for increased provincial funding to support staffing levels in schools. She described the significant challenges faced by students and staff, including increasing incidents of violence in classrooms, the impact of complex student needs, and the strain these circumstances place on educators, support staff, and learning environments. Ms. Feenstra emphasized that inadequate staffing levels can affect student safety, well-being, and academic achievement, while also contributing to staff burnout, absenteeism, and retention challenges.

Ms. Feenstra noted that education workers frequently face situations where limited staffing requires support to be prioritized among students with competing needs. She indicated that understaffing affects not only Educational Assistants, but also Early Childhood Educators, custodial staff, maintenance personnel, office administrators, and other support staff throughout the system. She stated that many students are unable to access the supports they require, which can have broader impacts on classroom learning and school operations.

In closing, Ms. Feenstra called on the Board to publicly advocate for improved education funding and to support efforts aimed at increasing staffing levels, reducing workplace violence, enhancing student supports, and creating sustainable working conditions for education workers. She thanked Trustees for the opportunity to present and expressed a desire for continued collaboration in support of student success and well-being.

11. PRIVATE SESSION REPORT

Trustee Lloyd Stated; "At the Private Session following the June 3, 2026, Education, Policy and Operations Committee meeting:

Acting Superintendent Richard provided a property update which resulted in a motion being passed and Vice-Chair Lloyd provided two personnel updates.

And earlier this evening during Private Session:

The private session minutes were approved from the following:

- May 20, 2026, Regular Board Meeting
- June 3, 2026, EPOC Meeting

Associate Superintendent McKenna provided a Safe Schools, and Trustee Lloyd provided a personnel update which resulted in two motions being passed.

There was no other business conducted, or motions passed in Private Session.

MOVED By Trustee Lloyd and seconded by Trustee Elliott that the Private Session Report be received. Carried.

12. APPROVAL OF ABSENCES

Chair McGregor stated that Trustee Scott was approved to attend this meeting virtually due to family circumstances.

13. APPROVAL OF MINUTES

13.1 Regular Board Meeting Minutes – May 20, 2026
13.2 Education, Policy, and Operations Committee (EPOC) Meeting Minutes – June 3, 2026
13.3 Budget Committee Meeting Minutes – June 3, 2026
13.4 Budget Committee Meeting Minutes – June 10, 2026

Trustee Scott requested to separate the June 3, 2026, EPOC Meeting minutes to change his absence to approved.

MOVED By Trustee Hutcheon and seconded by Trustee Lloyd that the June 3, 2026, Education, Policy, and Operations Committee Meeting Minutes reflect Trustee Scott's absence from regrets to an approved absence. Carried.

Chair McGregor asked for a motion to approve the minutes from the Regular Board Meeting – May 20, 2026, Budget Committee Meeting minutes – June 3, 2026, and the Budget Committee Meeting minutes- June 10, 2026.

MOVED BY Trustee Ruttan and seconded by Trustee Hutcheon that the minutes, as presented, be approved. Carried.

14. REPORTS FROM OFFICERS

14.1 Chair's Report

Chair McGregor stated: "As we come to the close of another school year, I would like to take a moment to thank Limestone staff, students, and families for what has been a truly positive and successful year across the Limestone District School Board.

Earlier this evening, we had the opportunity to celebrate many of these contributions through the LDSB Staff Awards. The commitment to making a positive difference in the lives of every student, in every classroom, in every school was clearly felt across the district throughout the year. On behalf of the Board of Trustees, I would like to express our sincere appreciation to everyone who played a role in making this school year what it was. Your dedication, care, and ongoing efforts have not gone unnoticed, and we are very grateful.

I would also like to take this opportunity, on behalf of all Trustees and Senior Staff, to acknowledge the service of this year's Student Trustees: Rachel Kolosov, Indigenous Student Trustee; Siham Ismail, Urban Student Trustee; and Mia Comeau, Rural Student Trustee.

You have each made a positive difference around this horseshoe and have represented the student voice at the Limestone District School Board with integrity, thoughtfulness, and passion. Your leadership and strong advocacy have contributed meaningfully to our discussions and decision-making, and have helped ensure that student perspectives remain central to our work.

All three of you are exceptional student leaders, as evidenced by your continued efforts to strengthen and elevate student voice across our district, and at the provincial level through your involvement with the Ontario Student Trustees' Association.

Next year, Urban Student Trustee Siham Ismail will be returning to KSS for her Grade 12 year. A highlight of her time as an Urban Student Trustee was noticing that student leadership looks different for every school. She is grateful to have had the chance to make meaningful conversations with communities surrounding the LDSB and be a part of uplifting voices, discovering what we can do as changemakers, even in small ways, and honouring the responsibilities she has been trusted with for students by students.

Indigenous Student Trustee Rachel Kolosov will be attending Queen's University to student Kinesiology for her undergrad with the hopes of working in the healthcare industry. A key highlight of her term in the role of Indigenous Student Trustee was facilitating a professional development session with Liv Rondeau, Vice-Principal of Indigenous Education, at an ISC meeting, where she shared her knowledge through a presentation on how to create personalized land acknowledgements. This was a very impactful session that taught students the importance of land recognition and diversity in acknowledgement. This became a routine for each ISC meeting, where schools volunteered to open with their own personalized land acknowledgement, directly implementing teachings they learned from Liv.

Rural Student Trustee Mia Comeau will be pursuing Engineering at Western, and she received Advanced Opportunity for a dual Ivey business degree at Western University. A highlight for her has been being able to meet so many amazing youth leaders in Limestone at Inter-school Council, and in OSTA across Ontario. It has been a great motivator and really inspiring for her.

On behalf of your fellow Trustees and the Senior Staff of the Limestone District School Board, it is my honour to recognize your contributions this evening and to present honorariums to each of you in acknowledgment of your term of office and in support of your continued studies.

Thank you again for your dedication and service. We wish each of you all the very best in your future endeavours."

14.1. **Director's Report**

Director Burra stated: "Good evening, Trustees and the viewing public. I am pleased to provide you with my update tonight as we enter the last few days of the 2025-2026 school year.

June is always a time of reflection as we complete one school year and continue preparations for the next school year. It is also a time of change as we see students graduate from secondary school, staff retire, and many staff and students prepare for transitions. It is also a time of celebration across the system as students graduate and enjoy end-of-year activities and celebrations. We were able to enjoy some celebrations this evening with the annual Limestone Staff Awards. This evening we heard, and saw, some great examples of people focused on doing the very best they can to support students and learning in LDSB.

In recent weeks and months, many graduating Limestone students have received significant scholarships and admissions to universities, colleges, and apprenticeships or have developed work plans for next year. With secondary graduations just over a week away, I know Trustees and Senior Staff can look forward to hearing the plans of LDSB grads at those celebrations and honouring the graduates of 2026.

I would also like to highlight for trustees the tremendous success Limestone athletes experienced in recent OFSAA events: In the Para events, Claire Simmers from KSS won a gold medal in ambulatory shot put and a bronze in the 800 m. Also in the Para events Harley Moon from NDSS won a bronze in the ambulatory shot put and Liam Cleary from BSS won bronze in the a separate para shot put event. In other OFSAA events, Wyatt Lee from FSS won gold in the senior boys 100 m for the second year in a row, and silver in the 200 m. Athena Andrecyk from KSS repeated as a gold winner in the senior girls 3000 m. Vicky Malik from KSS won gold in Junior Girls 1500 m and silver in the 800 m. And Levi Patterson from KSS won gold in the Novice girls 300 m hurdle. Other Limestone students also won one silver medal and two bronze medals. I should also note that the LSS senior boys rugby team won their second back-to-back provincial AA gold medal. Congratulations to these winners and all of the other LDSB athletes who participated in the provincial finals.

In reflecting on the 2025-2026 school year, I am reminded that in education the stakes are always high for each learner, and there is always more we can do to serve each student. While there is always much to celebrate, there is also always room for improvement in realizing our LDSB intention of making a positive difference in the lives of every student, in every classroom, in every school. The stakes are also incredibly high as we try to move forward with a compliant budget that requires very difficult decisions that directly impact students and staff. With budget pressures we face, and underfunded areas, this is a significant challenge. This balancing act is delicate and certainly imperfect. We have tried our best to mitigate the impact of the upcoming budget, but this is becoming increasingly more challenging as frontline needs only increase and our use of some reserves certainly helps. Without additional funding, budget pressures will only increase moving into future years.

Given June is National Indigenous History Month, and Sunday is National Indigenous Peoples Day, Trustees should be aware that there are a range of activities occurring in the community this weekend, and at Confederation Park. As Trustees are aware, June is also Pride month, and like the last few years, Limestone formally participated in the fifth annual Napanee Pride parade at the end of May, which was a great success, and we also had a very strong presence this past weekend for the Kingston Pride parade. We must continue to take a strong stance in support of human rights, and against hate in the communities we serve.

In closing, I want to offer my congratulations to all students graduating from Limestone and to staff entering their last ten days of work with Limestone. There is much to be proud of in Limestone and I have a great deal of gratitude and humility in serving as its CEO/Director.

For Trustees awareness, we will be sharing a staff and family update tomorrow that includes an updated version of the budget overview that was shared with trustees last week. It will also include any potential outcomes from the notice of motion that will be discussed later this evening.

Thank you also to the Board of Trustees for your continued collaboration, strong support of public education, and advocacy. While all of us around this table may not always agree on everything, I think we can all be proud of the way we conduct ourselves and work together for the betterment of Limestone students. Thank you Trustees; that concludes my report for this evening."

15. Trustee Vacancy: Declaration for Qualification and Declaration of Involvement: Joyce MacLeod-Kane

Chair McGregor welcomed newly appointed Trustee Joyce MacLeod-Kane and invited her to be sworn into office. In accordance with Section 209(1) of the Education Act, Trustee MacLeod-Kane made and signed the required Declaration of Qualification prior to assuming her duties as a Trustee.

Trustee MacLeod-Kane also had the opportunity to take the Oath or Affirmation of Allegiance pursuant to Section 209(3) of the Education Act. Upon completion of the declaration, Chair McGregor formally declared Trustee MacLeod-Kane legally constituted to serve as a Trustee of the Limestone District School Board for the term ending November 18, 2026. Consistent with the Board's commitment to accountability and transparency, and the requirements of the Trustee Code of Conduct, Trustee MacLeod-Kane then provided a declaration of her involvement with external agencies, boards, committees, and community organizations for inclusion in the official record.

Chair McGregor welcomed Trustee MacLeod-Kane to the Board table.

16. REPORTS

16.1. OPSBA Report

Chair McGregor reported on the recent regional meeting, noting that Shannon Binder was elected Chair and that Trustee McGregor was elected Vice-Chair. Trustee Lloyd and Trustee McGregor were also appointed to serve on the working groups. Trustee McGregor advised that the first annual planning meeting is scheduled for August 20, 2026, and indicated that additional updates and initiatives are expected to emerge from that meeting.

16.2. Student Trustees' Report

Chair McGregor invited Student Trustee Kolosov to give her report. She stated, "Good evening Trustees, It is a bittersweet kind of feeling delivering my last Board update, but I know myself and my co-Trustees are proud of this past term and are excited for our incoming Students Trustee, and the amazing things they will accomplish next term!

In regards to our last ISC meeting of the year on June 9, one of the main highlights was a report back from John DiPaolo from the United Way, sharing that the funds raised this year though the United Way campaign and our ISC members was a great success. We also planned for next year's ISC group to attend the Seeing is Believing tour that we had the privilege to go to this year as a group to see the impact of the fundraiser and initiative, firsthand, and the United Way campaign was confirmed to continue into next year with ISC.

Our ISC members had the chance to connect and get to know one another at this meeting over many snacks and goodies brought by each member, potluck style. This way, the incoming students members were able to meet other incoming students, and also ask for advice from the outgoing students to get a sense of good strategies for things like event planning, school communication, and personal goal setting, to set them up for next year.

Another highlight of our meeting was that we had Anne Marie (a retired principal) come in as a guest to promote the Unnamed Youth Project in schools and the Youth Advisory Circle to find new members for next year.

Additionally, the Indigenous Leadership Circle has an amazing year with key highlights consisting of exploring career paths at the St. Lawrence career fair, enjoying time in nature at the Little Catatraqui Creek reservation, prepping for and attending Camp Muskoka last month, which was just as great of a time as last year's camping trip! The camp's ziplining and tree-trekking course remained a student favourite, as it was a clear highlight from last year. We are sad to see some of our group members continue off on their postsecondary journey, but will always carry the many dear memories we made as a team.

We wish a happy summer to you all, and acknowledge what a great pleasure it was to have been a part of each board meeting to meet all you lovely folks and learn what incredible work you all do for this school board.

That concludes my report. Thank you!"

16.3. Reports for Action None at this time.

16.4. Reports for Information

16.4.1. Special Education Restructuring Evaluation

Superintendent Blackburn and members of the Educational Services team, Principal Deborah Thompson and Vice-Principal Allison Todd, presented an update regarding the restructuring of elementary special education supports and services and the associated monitoring and evaluation plan implemented following those changes. Trustees were reminded that, during the 2023-2024 school year, Educational Services conducted a comprehensive review of special education programming, resulting in a transition toward a more inclusive, needs-based service delivery model. Key elements of the restructuring included shifting supports from identification or diagnosis-based services to needs-based services, increasing school-based resources to support students within their home schools, expanding the multi-tiered systems of support framework, strengthening in-school team capacity, assigning a Special Education Coordinator to each family of schools, creating the Intensive Support Teacher (IST) role, and increasing school-based staffing through additional Educational Assistant (EA) and Student Support Teacher (SST) positions.

Principal Thompson outlined the monitoring and evaluation process undertaken during the 2024-2025 school year. Information was gathered through service delivery data, special education teacher meeting data, and three interest holder surveys conducted with special education teachers and administrators, Educational Services staff, and classroom educators, including EAs and Early Childhood Educators (ECEs). Labour partners received the report, and a summary will be shared across the system. Principal Thompson noted several limitations to the data, including the absence of pre-restructuring comparison data, varying survey response rates, and the inability to isolate site-specific information. It was further noted that some service delivery models remain under development and that the survey sample was weighted heavily toward educator responses.

The presentation highlighted strong participation in the survey process, particularly among EAs and ECEs, whose perspectives are critical to understanding the day-to-day implementation of special education supports. Survey feedback reflected a high degree of appreciation for the work of special education teachers and EAs, with respondents recognizing the complexity and importance of their roles in supporting students. The data also indicated that broader system pressures beyond the restructuring itself continue to affect experiences within schools and should be considered when interpreting the findings.

Vice-Principal Todd reported that, while challenges remain across all school settings, the data identified several encouraging trends associated with the IST model. Schools with ISTs reported increased capacity to respond to complex student needs, and schools with multiple SSTs and an IST demonstrated lower rates of reported concerns. Data also suggested that the needs-based model enhanced schools' ability to respond flexibly to student needs, with approximately 32% of students supported by ISTs during the 2024-2025 school year not formally identified through an exceptionality designation.
The monitoring process also identified several areas requiring further attention. Survey results indicated that educators continue to require additional training and professional learning opportunities to support increasingly diverse and complex student needs. While most educators reported feeling knowledgeable and capable in supporting students with special education needs, they identified competing demands, classroom complexities, and staffing limitations as barriers to effectively applying their skills. Trustees heard that professional learning during 2024-2025 focused primarily on special education teachers, with ongoing opportunities needed to build capacity more broadly across school teams.

The presentation further highlighted the importance of in-school teams as a highly valued resource for collaboration, decision-making, and implementation of multi-tiered systems of support. While respondents reported strong levels of collaboration with in-school teams, concerns were raised regarding limited time available for collaborative planning and problem-solving. Educational Services indicated that strengthening the structures and processes that support in-school teams will remain a priority.

Survey findings also suggested that, during the initial year of implementation, available resources were frequently directed toward addressing urgent behavioural and safety-related needs. Although efforts during the 2025-2026 school year have expanded to support students across all tiers of need, survey data revealed differing perceptions regarding whether available supports adequately meet student needs.

Classroom educators were more likely than administrators and special education teachers to report that needs exceed available supports, highlighting an area for continued investigation and system attention. Principal Thompson also noted concerns related to the experiences of ECEs. Survey data showed that ECEs reported lower levels of confidence in supporting diverse learners, less access to training and planning time, and lower levels of collaboration with in-school teams compared to other educator groups. In addition, approximately one-quarter of responding ECEs indicated that they regularly take on responsibilities beyond their formal role to support student needs. Trustees were advised that targeted professional learning for ECEs has already begun, including a dedicated day of training during the current school year.

The presentation included qualitative feedback from respondents, including comments supporting the move toward inclusive education while emphasizing the need for sufficient resources, training, and therapeutic supports to ensure meaningful inclusion for students with exceptionalities.

Looking ahead, Principal Thompson outlined several next steps. Planned actions include continuing to clarify and refine the roles of ISTs and SSTs, expanding Tier 1 professional learning opportunities for classroom educators, ECEs, and EAs, and further strengthening in-school teams through the implementation of best practices, system-wide guidance, and ongoing professional learning. Staff indicated that work is already underway to refine service delivery models and develop strategies informed by the findings of the monitoring and evaluation process.

Chair McGregor thanked Associate Superintendent Blackburn, Principal Thompson, and Vice-Principal Todd for their presentation and called upon Trustees for questions.

16.4.2. Math Achievement Action Plan Update

Associate Superintendent Hedderson presented an update on the Board's Math Achievement Action Plan, highlighting its alignment with the LDSB Strategic Plan priorities of supporting student achievement, building educator capacity, and strengthening the use of data to inform school improvement efforts. He reviewed the Ministry of Education's provincial priorities for mathematics achievement, including curriculum implementation, educator professional learning, and responsive supports for students, as well as the key indicators used to monitor progress.

Preliminary year-end data from the board's 26 priority schools indicates that student achievement continues to be concentrated within Levels 2 and 3, with encouraging movement from Level 2 to Level 3 in several schools. While achievement gains vary across schools, Associate Superintendent Hedderson noted that targeted supports continue to be responsive to local needs. He also reported that implementation of curriculum-aligned diagnostic assessments remains an area for improvement, although final data collection is still underway.

Trustees received an overview of system-wide efforts to support mathematics learning, including the increasing use of curriculum-aligned resources, ongoing professional learning for educators, job-embedded support provided by mathematics facilitators and learning partners, and the use of mathematics tutors in schools. He noted that recent Ministry visits to schools confirmed increased consistency in instructional practices across classrooms and schools.

Associate Superintendent Hedderson also highlighted positive engagement with digital mathematics tools. Data from Knowledgehook showed significant student and family participation outside of school hours, reflecting growing support for mathematics learning at home and continued progress toward board goals. Trustees were advised of several collaborative initiatives, including the successful completion of the first Additional Qualification course delivered in partnership with Queen's University, continued efforts to incorporate Indigenous perspectives into mathematics instruction, and the ongoing development of mathematics leadership among educators and administrators. He acknowledged the contributions of mathematics consultants and program staff who continue to support system-wide implementation. The report also included an update on the newly rebranded LDSB Summer Literacy and Math Program, which will support approximately 240 students entering Grades 1 to 4 across four sites this summer. Associate Superintendent Hedderson emphasized the importance of both literacy and mathematics as foundational skills that support future student success.

In closing, Associate Superintendent Hedderson highlighted LDSB's continued leadership in provincial and regional mathematics initiatives, including collaboration with the Ministry of Education, EQAO, Queen's University, and regional school boards. He noted that Limestone educators recently shared their work at a provincial mathematics conference and that LDSB hosted a regional gathering of Eastern Ontario school boards to reflect on progress and strengthen partnerships aimed at improving mathematics outcomes for students across the region.

Chair McGregor thanked Associate Superintendent Hedderson for his report and called upon Trustees for questions.

17. UNFINISHED BUSINESS

None at this time.

18. BUSINESS ARISING

Trustee Lloyd reviewed her Notice of Motion in recognition of the increasing challenges facing students, educators, and support staff in classrooms across the district. The motion requested that the Chair of the Board write to the Minister of Education, and the Ministry of Education to advocate for additional provincial funding to support the hiring of staff who directly support student learning and well-being. The motion further noted that the Limestone District School Board invests approximately $10 million annually beyond provincial allocations to meet special education needs.

During discussion, Trustee McLeod-Kane proposed a friendly amendment to provide copies of the letter to local Members of Provincial Parliament, which was accepted by Trustee Lloyd. Trustee Godkin proposed a further friendly amendment to include Premier Doug Ford as a direct recipient of the letter, which was also accepted.

In speaking to the motion, Trustee Lloyd highlighted the increasing complexity of student learning, mental health, and special education needs and emphasized the pressures these challenges place on students, families, educators, support staff, and administrators. Trustee Lloyd noted that the board's continued spending above provincial special education funding levels demonstrates the gap between available resources and identified needs. She stated that the motion represented a respectful and proactive effort to advocate for increased support for students and staff.

Trustees discussed the importance of providing additional context within the correspondence to outline the challenges facing school boards, including staffing pressures, student supports, and broader system needs. Trustee Ruttan also noted to consider the upcoming central bargaining process and the potential value of further advocacy with other organizations including the Council of Ontario Directors of Education (CODE) which was accepted by Trustee Lloyd. Following discussion, Trustees agreed that the letter should be strengthened to include additional context and rationale while enabling the correspondence to be sent promptly. The Board directed that the finalized letter be shared with Trustees for input prior to distribution. The following motion was put forward:

MOVED BY Trustee Lloyd and seconded by Trustee Hutcheon that "In recognition and acknowledgement of challenges that exist in many classrooms that impact students, frontline educators, and support staff, I move that the LDSB Board of Trustees have the Chair of the Board write a letter to the Minister of Education, Ministry of Education and Premier Doug Ford and that a copy is sent to local MPPs, Union Partners, OPSBA and CODE requesting additional funding to help support the hiring of more staff to directly support student learning and well-being in schools. The letter should include reference to Limestone DSB annually spending approximately $10 million above funding received to support special education in the board." Carried.

19. CORRESPONDENCE

None at this time.

20. NOTICE OF MOTION

None at this time.

21. ANNOUNCEMENTS

None at this time.

22. COMMITTEE MINUTES FOR INFORMATION

22.1. Indigenous Education Committee Meeting Minutes – March 26, 2026

22.2. Special Education Advisory Committee Meeting Minutes – April 22, 2026

22.3. Special Education Advisory Committee Meeting Minutes – May 27, 2026

23. FUTURE BOARD MEETING SCHEDULE

August 19, 2026

24. ADJOURNMENT

MOTION MOVED BY: Trustee Lloyd and seconded by Trustee Hutcheon that the meeting adjourn. Carried.

The Meeting Adjourned at 8:13 p.m.

Administrative Report: Short-Term Borrowing Resolution

Regular Board Meeting

August 19, 2026

Purpose

To recommend a short-term borrowing resolution for the 2026-2027 school year to meet cash flow requirements.

Background

The *Education Act* requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds.

Current

Operating

Periodically, the Board is required to borrow funds for current operating purposes to provide interim financing until revenues are received from municipalities and the Province. The Board did not have any operating borrowing requirements during 2025-2026. The Board is subject to cash flow decisions from the Province and should have a borrowing resolution in place to provide interim financing if our cash flow situation should change.

The operating resolution authorizes the signing officers of the Board to borrow operating funds when required to meet short-term cash flow needs. The dollar amount of the operating borrowing requirement has been set to a maximum of $20.0 Million and is the same amount as in 2025-2026.

Capital

The Board is also required to arrange short-term bridge financing during the construction of major capital projects, capital additions/retrofits and for School Condition Improvement projects.

The Board currently has credit facilities to cover all the required borrowing for the School Condition Improvement projects.

The Royal Bank of Canada (RBC) is the Board's primary banker. The banking services agreement with RBC extends to April 30, 2027.

Recommendations

That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. The borrowing of funds to meet operating requirements to a maximum of $20.0 Million for the 2026-2027 fiscal year.

Prepared by: Roger Richard, Acting Executive Superintendent of Corporate and Staff Services
Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Administrative Report: Honoraria for Board Members

Regular Board Meeting

August 19, 2026

Purpose

Ontario Regulation 357/06 - Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the *Education Act*. The regulation requires an outgoing board to establish an honoraria policy for the new term of Trustees on or before October 15, 2026.

Background

For a term of office, the honorarium as identified in *Ontario Regulation 357/06* for a Trustee of a district school board, in respect of any year of his or her term of office, shall consist of a base amount, enrolment amount, attendance amount and a distance amount.

The Vice-Chair of the Board and the Chair of the Board receive additional amounts in keeping with the additional added responsibilities.

Base Amount: $5,900 amount limit per Trustee

Vice-Chair of the Board- $2,500 plus an enrolment amount of $0.025 per Average Daily Enrolment (ADE)

Chair of the Board- $5,000 plus an enrolment amount of $0.05 per ADE

Enrolment Amount: The enrolment amount limit per Trustee is $1.75 per Average Daily Enrolment (ADE) divided by the number of Board Trustees.

Attendance Amount: $50 per meeting attendance amount limit per Trustee

Beginning in 2006, a maximum amount of $1,200 per Trustee was provided through the Grants for Student Needs allocation and assumes Trustee attendance at two committees of the Board per month, at $50 per meeting.

Distance Amount: N/A

The distance amount applies only to School Boards with an area greater than 9,000 square kilometres. The Limestone DSB area is 7,193 km^2 as established in *Ontario Regulation 412/00*.

Current Status

The Trustee Honoraria policy as set out in Policy 10 (Board Operations), section 1.1.0 below aligns with *Ontario Regulation 357/06* and there is no need to adjust the policy.

> The honoraria for members of the Board will be set in accordance with the *Education Act*, *Ontario Regulation 357/06* and Ministry funding provisions and shall be as follows:
>
> - a base amount of $5,900 per Trustee plus 100% of the C.P.I. adjustments as permitted by Regulation;
> - 100% of the annual enrolment permitted by Regulation;
> - an attendance amount of $50 limit per meeting permitted by Regulation, set at $1,200 per Trustee; and
> - an additional base amount of $5,000 for the Chair of the Board and $2,500 for the Vice-Chair of the Board

The current honoraria paid to Trustees is as follows:

Trustee	$10,875.00
Vice-Chair	$13,860.00
Chair	$16,846.00

The honoraria effective November 15, 2026, adjusted for enrolment would be as follows:

Trustee	$11,094.00
Vice-Chair	$14,108.00
Chair	$17,121.00

The reason for the increase in the above honoraria is the impact of changing enrolment. *Ontario Regulation 357/06* requires the enrolment amount to be based upon the ADE reflected in the Board's estimates for the fiscal year that ends in the calendar year in which the year of the term of office begins and submitted to the Ministry.

Recommendations

That the Board approve the following honoraria policy to be effective for the new term of Trustees on November 15, 2026:

Trustee Honoraria Policy (Board Operations)

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

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

Prepared by: Roger Richard, Acting Executive Superintendent of Corporate and Staff Services

Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Attachment: Appendix A

Trustee Honoraria Calculation
Effective: November 15, 2026
Appendix A

Description	Trustee	Vice-Chair	Chair
Base Amount	$ 5,900.00	$ 5,900.00	$ 5,900.00
Attendance Amount	1,200.00	1,200.00	1,200.00
Enrolment Amount	3,594.60	3,594.60	3,594.60
Indigenous Amount	399.40	399.40	399.40
Trustee Amount	11,094.00	11,094.00	11,094.00
Additional Base Amount		2,500.00	5,000.00
Additional Enrolment Amount		514.00	1,027.00
Total Honorarium	$ 11,094.00	$ 14,108.00	$ 17,121.00

Administrative Report: Policy Updates

Regular Board Meeting

August 19, 2026

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement and Well-Being

This report relates to board governance and focuses attention on housekeeping changes to multiple policies based on legislative and regulatory changes stemming from the passage of Bill 101, Putting Student Achievement First Act (2026), and derived regulatory changes.

Background

Bill 101 was passed in the spring of 2026. This legislation and corresponding regulations impact a number of board policies. The resulting changes from this recent legislation require updating several board policies.

Current Status

Housekeeping changes have been made to several board policies to align with recent legislative and regulatory changes. The majority of the edits are the result of the province adopting, and requiring, use of the terminology of Chief Executive Officer, formerly Director of Education, and Chief Education Officer. Other changes include housekeeping related to the Parent Involvement Committee in Policy 11; and updated regulatory restrictions on discretionary spending for Trustees focused on Ontario Public School Board Association (OPSBA) and Trustee professional learning.

The title change from Director of Education to Chief Executive Officer has also resulted in the requirement for English School Boards to also have a Chief Education Officer. These changes are captured in O. Reg 206/26. This regulation outlines qualifications for both the Chief Executive Officer and the Chief Education Officer. This has implications for LDSB Policies 3 and 20 which will be discussed in more detail at an upcoming Education, Policy, and Operations Committee Meeting.

Ontario Regulation 206/26 also states the following information:

If a person is employed as a director of education of an English-language district school board on the day this subsection comes into force, that person may continue to hold the position, whether or not they hold the qualifications specified in subsection (1), until the earliest of the following days:

1. The day the employment contract expires, as provided for in the employment contract as it read on the day this subsection comes into force.

2. The day employment is terminated. [It should be noted that based on legislative changes through Bill 101, the termination of a Chief Executive Officer now requires the approval of the Minister of Education.]

3. December 31, 2032.

The Education Act, S. 283.0.1.1 provides further Information:

> *(1) The director of education of an English-language district school board shall appoint an employee of the board as the chief education officer of the board. (2) The director of education may be appointed under subsection (1) as the chief education officer of a board.*

Given I possess the qualifications for both the Chief Executive Officer and the Chief Education Officer positions, I am assuming responsibility for both roles. This will provide additional flexibility for the board moving forward, and will not require any additional adjustments to senior staff nor employment terms for any member of the team. By assuming both roles, Limestone will be in compliance with the new legislative and regulatory changes.

Next Steps and Communication Plan

Updating current policies based on the housekeeping edits required by recent legislation and/or regulation. Further review of policies should be considered after the fall elections.

Recommendations

Trustees receive this report for information and approve the housekeeping edits as captured in the appendices for the following polices: 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, and 24. As noted, policies 3 and 20 will be further discussed at an Education, Policy, and Operations Committee Meeting for potential approval.

Prepared by: Krishna Burra, CEO/CEDO/Director of Education

Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Attachments: LDSB Policies 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20 and 24.

BOARD JOB DESCRIPTION

A strong public education system is the foundation of a prosperous, caring, and civil society. All partners in the education sector, including the Minister, the Ministry, and the Boards, have a role to play in enhancing student achievement and well-being, closing gaps in student achievement, and maintaining confidence in the province's publicly funded education systems.

The Education Act provides for the establishment of four types of District school boards: English Public, English Catholic, French Public, and French Catholic. Under the Education Act, locally elected school boards are responsible for operating publicly-funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for board decisions applies to the board as a corporate entity rather than to individual trustees.

Limestone District School Board's major areas of responsibility are:

1.0.0 **ACCOUNTABILITY FOR STUDENT ACHIEVEMENT AND WELL-BEING IN THE DISTRICT**

1.1.0 Promote a culture that supports student achievement and well-being.

1.2.0 Ensure that effective and appropriate educational programs are delivered to all students in the district.

1.3.0 Develop, maintain and review effectiveness of polices and organizational structures that promote the goals of 1.1.0 and 1.2.0.

1.4.0 Make decisions that reflect Limestone District School Board's philosophy and belief statements.

1.5.0 Promote clear, consistent expectations that focus on successful outcomes for students and that encourage pupils to pursue educational goals.

1.6.0 Ensure measures are considered that assess the academic achievement of pupils, including but not limited to tests administered by the Education Quality Accountability Office, average grades on student achievement reports, and the average number of secondary school credits accumulated.

2.0.0 **ACCOUNTABILITY TO THE PROVINCIAL GOVERNMENT**

2.1.0 Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policies.

2.2.0 Perform Limestone District School Board functions required by provincial legislation and board policy.

2.3.0 Provide advice to the Ministry of Education and the provincial trustee association regarding regional and local implications of policy recommendations.

3.0.0 **ACCOUNTABILITY TO THE COMMUNITY**

3.1.0 Make decisions that reflect Limestone District School Board's mission, belief statements and strategic plan that represent the interests of the entire district.

3.2.0 Establish processes that provide the community with opportunities for input.

3.3.0 Provide two way communications between Limestone District School Board and School Councils and between the Board and the ~~School Council liaison Committee (~~Parent Involvement Committee~~)~~.

3.4.0 Provide reports outlining district results in accordance with provincial policy.

3.5.0 Develop district procedures to hear appeals in accordance with appropriate statutes and district policies.

3.6.0 Model a culture that reflects the trustees' Code of Ethics.

4.0.0 **POLICY DEVELOPMENT, IMPLEMENTATION AND REVIEW**

4.1.0 Develop policies that outline how the district will successfully function.

4.2.0 Ensure that all new policies have in place a purpose statement prior to development.

4.3.0 Approve policy statements that meet the criteria identified by the district and Ministry of Education.

4.4.0 Review district policies at least every three years, to ensure that they reflect the desired impact and/or purpose, or more frequently where required to reflect system needs or ensure legislative compliance.

5.0.0 **~~DIRECTOR~~Chief Executive Officer/ BOARD RELATIONS**

5.1.0 Select the ~~Director of Education~~Chief Executive Officer~~.~~

5.2.0 Provide the ~~Director~~ Chief Executive Officer with a clear job description and corporate direction.

5.3.0 Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations.

5.4.0 Evaluate the ~~Director~~ Chief Executive Officerin the first year of service and annually or biannually thereafter. Use the Chief Executive Officer~~Director~~'s job description and district's Strategic Plan as the basis for the evaluation.

5.5.0 At least once a year at the ~~Director~~Chief Executive Officer or Board's request, provide the Chief Executive Officer~~Director~~ with an opportunity to meet alone with the board in closed session.

5.6.0 Periodically review the compensation of the ~~Director~~Chief Executive Officer and senior staff.

5.7.0 Promote a positive working relationship with the ~~Director of Education~~Chief Executive Officer.

6.0.0 **BOARD DEVELOPMENT**

6.1.0 Annually or biannually review Limestone District School Board's effectiveness and performance, using the multi-year Strategic Plan as its basis.

6.2.0 Develop an annual plan for trustee development (both collectively and individually by increasing knowledge of a) Role, b) Processes, c) Issues).

6.3.0 Use the expertise of the ~~Director of Education~~Chief Executive Officer, and other provincial organizations (OPSBA, CODE, OPSOA) to help develop and support the district's development plan.

7.0.0 **STRATEGIC PLANNING**

7.1.0 Provide overall direction for Limestone District School Board by establishing the purpose (mission), vision and belief statements.

7.2.0 Set priorities with outcomes through the multi-year Strategic Plan.

7.3.0 Establish measures supporting student achievement.

7.4.0 Include measures respecting the allocation of resources in support of student achievement that falls below specified achievement outcomes.

7.5.0 Ensure effective stewardship of resources.

7.6.0 Approve the Strategic Plan in public session for district distribution.

7.7.0 Use the Strategic Plan to drive the budget process.

7.8.0 Evaluate the effectiveness of Limestone District School Board in relation to the Strategic Plan.

7.9.0 Monitor progress toward the improvement of student achievement.

8.0.0 **FISCAL RESPONSIBILITY**

8.1.0 Develop a budget review process to help determine annual resource allocations. (Use the Strategic Plan and other provincial and local directions.)

8.2.0 Annually approve the budget to ensure that the financial resources are allocated to achieve the desired results.

8.3.0 Approve as per legislation all capital plans and other planning documents that will drive budget decisions.

8.4.0 Have in place an Audit Committee to ensure that the district is compliant with the provincial audit regulations and that the district has in place appropriate accountability processes.

8.5.0 Ratify Memoranda of Agreements with all bargaining units and non-union groups.

9.0.0 **POLITICAL ADVOCACY AND COMMUNICATION**

9.1.0 Actively advocate for Public Education, and the Limestone District School Board in alignment with the Strategic Plan.

9.2.0 Ensure that the district is communicating with the community.

10.0.0 **RECOGNITION**

10.1.0 Develop mechanisms to ensure that Limestone District School Board recognizes students and student achievement.

10.2.0 Develop mechanisms to ensure that Limestone District School Board recognizes staff and staff achievements.

10.3.0 Develop mechanisms to ensure that Limestone District School Board recognizes community members and volunteers.

The Board also has the following responsibilities:

1. Approval of school year calendars
2. Naming of educational facilities with recommendations shared with the Minister of Education for final approval.
3. Approval of tender selection for major building construction and modernization
4. Approval of disposition of land and buildings
5. Approval of education development charges
6. Approval for the issuance of debentures

Legal Reference:
Education Act S. 169.1, S. 170, S. 171, S. 218.1, Bill 177 Student Achievement and School Board Governance Act, Bill 101: Putting Student Achievement FIrst Act

Revised: July 2021

~~DIRECTOR OF EDUCATION~~Chief Executive Officer JOB DESCRIPTION

As of May 2026, ~~T~~the Director of Education ~~is both~~ now the ~~Chief Education Officer and the~~ Chief Executive Officer (CEO)of the Limestone District School Board. The CEO~~Director~~ reports directly to the Corporate Board. The CEO~~Director~~ is accountable to the Board of Trustees and, through Statute, to the Minister of Education for the organization and operation of the district. All Board authority delegated to staff is delegated through the ~~Director of Education~~CEO. If qualified, the CEO may also assume the role of Chief Education Officer, or this role may be appointed by the CEO.

Areas of Responsibility

1.0.0 **STUDENT/STAFF WELFARE**

1.1.0 Takes the necessary steps to provide a safe and caring environment that fosters well being, and maintains respectful and responsible behaviour for each student.

1.2.0 Takes the necessary steps to provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by Limestone District School Board.

1.3.0 Takes the necessary steps to provide facilities to accommodate Limestone District School Board students.

1.4.0 Acts as, or designates, the local attendance counsellor for the district.

2.0.0 **EDUCATIONAL AND SYSTEM LEADERSHIP**

2.1.0 Provides leadership in all matters relating to education in the district or supports the Chief Education Officer to fulfill this role as well as 2.2.0 and 2.3.0.~~.~~

2.2.0 Ensures that effective and appropriate educational programs are delivered to all students in the district.

2.3.0 Establishes and maintains clear, consistent expectations that that encourage pupils to pursue educational goals.

2.4.0 Considers directly, or supports the Chief Education Officer, in the implementation of various measures to assess the academic achievement of pupils, including but not limited to tests administered by the Education Quality Accountability Office, average grades on student achievement reports, and the average number of secondary school credits accumulated.

2.5.0 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.

2.6.0 Develops and maintains positive and effective relations with staff at the provincial and local government levels.

2.7.0 Develops and maintains positive and effective relations with schools and board departments.

2.8.0 Provides leadership to promote clear, consistent, expectations that focus on successful outcomes for students.

2.9.0 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.

2.10.0 Makes succession plans to ensure strong future leadership for Limestone District School Board.

3.0.0 **FISCAL RESPONSIBILITY**

3.1.0 Ensures that the fiscal management of the district is in accordance with the Ministry's Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act,* Regulations, and Board Policy.

3.2.0 Ensures that the fiscal management of the district is in alignment with priorities and goals in the board's multi-year strategic plan.

3.3.0 Uses appropriate evidence for accounting to stakeholders.

4.0.0 **ORGANIZATIONAL MANAGEMENT**

4.1.0 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.

4.2.0 Reports to the Minister with respect to matters identified in and required by the

Education Act and Regulations.

5.0.0 **STRATEGIC PLANNING**

5.1.0 Provides leadership for the development and review of a multi-year strategic plan, in accordance with Ministry regulation and Board Policy, as amended.

5.2.0 Ensures appropriate involvement of the board (approval of process and timelines, establishment of board priorities and outcomes, key results and final board approval).

5.3.0 Reports regularly on implementation results achieved in relation to the board's multi-year strategic plan and the and district improvement plans.

6.0.0 **PERSONNEL MANAGEMENT**

6.1.0 Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.

6.2.0 Ensures effective systems are in place for the selection, supervision, development and performance review of all staff.

7.0.0 RISK MANAGEMENT

7.1.0 Ensures effective systems are in place to eliminate, reduce, and/or mitigage risks for the organization

8.0.0 CAPITAL INFRASTUCTURE MANAGEMENT AND PLANNING

8.1.0 Ensures capital project and infrastructure is effectively managed from the planning process through to completion.

9.0.0 COLLECTIVE BARGAINING AND LABOUR RELATIONS

9.1.0 Effectively manages labour relations within the provincial collective bargaining structure.

10.0.0 GOVERNANCE, CONFLICT RESOLUTION, AND NEGOTIATION

10.1.0 Understands the governance framework for Board governance based on existing legislation and regulation.

10.2.0 Demonstrates political acuity to effectively resolve conflicts, build consensus, and negotiate between different individuals and/or groups.

11.0.0 FIDUCIARY, LEGAL, AND REGULATORY COMPLIANCE

11.1.0 Understands, implements, and upholds fiduciary, legal, and regulatory requirements.

12~~7~~.0.0 **POLICY/PROCEDURES**

12~~7~~.1.0 Facilitates the planning, development, implementation, review and evaluation of board policies.

12~~7~~.2.0 Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.

13~~8~~.0.0 **~~DIRECTOR~~Chief Executive Officer/BOARD RELATIONS**

13~~8~~.1.0 Establishes and maintains positive working relations with Limestone District School Board.

13~~8~~.2.0 Supports Limestone District School Board in performing its role and facilitates the implementation of its role as outlined in board policy.

13~~8~~.3.0 Communicates effectively with the board and individual trustees.

13~~8~~.4.0 Reports violations by Board of Act, regulations, policies or guidelines to Board and if not addressed satisfactorily, report such violations to the Deputy Minister of Education.

14~~9~~.0.0 **COMMUNICATIONS AND COMMUNITY RELATIONS**

9.1.0 Establishes effective communication strategies to keep the district informed of key monitoring reports, student, volunteer and staff successes, local issues and board decisions.

14~~9~~.2.0 Ensures that open, transparent and positive internal and external communications are in place.

14~~9~~.3.0 Ensures that School Councils have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.

14~~9~~.4.0 Participates in community affairs in order to enhance and support the district and promote public education.

15~~0~~.0.0 **STUDENT, STAFF AND DISTRICT RECOGNITION/PUBLIC RELATIONS**

15~~0~~.1.0 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, volunteer, staff and district successes.

16~~1~~.0.0 **RURAL AND URBAN SETTINGS**

16~~1~~.1.0 Provide leadership experience in both urban and rural school communities.

17~~2~~.0.0 **COMMITMENT TO EQUITY AND INCLUSION**

17~~2~~.1.0 Provide leadership experience and is a proven team builder, with a commitment to equity and inclusion.

17~~2~~.2.0 Provide leadership experience with Equity (First Nations, LGBTQ and racialized communities).

1~~3~~8.0.0 **TECHNOLOGY**

18~~3~~.1.0 Uses technology and social media to engage and connect with staff, partners and stakeholders.

1~~4~~9.0.0 **UNIONS AND NON-UNION STAFF**

19~~4~~.1.0 Works collaboratively with union and non-union staff; staff morale focus to resolve issues.

20~~15~~.0.0 **ETHICAL, MORAL AND PROFESSIONAL INTEGRITY**

20~~15~~.1.0 Provides a collaborative leadership style as recognized by direct reports, peers and colleagues.

21~~16~~.0.0 **PROFESSIONAL LEARNING**

21~~16~~.1.0 Committed to continued professional learning and networking.

22.0.0 CHIEF EDUCATION OFFICER

22.1.0 The CEO may also hold the role of Chief Education Officer if they are qualified based on sections i. and ii. If the CEO is not qualified, they must appoint a Chief Education Officer based on sections i. and ii.

i. The person must have leadership experience related to the administration and delivery of the pedagogical functions of an educational institution that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. For the purposes of subsection 283.0.1.1 (3) of the Act, this qualification is equivalent to membership in the Ontario College of Teachers with respect to the appointment of chief education officers of English-language district school boards.

ii. For the purposes of subsection 283.0.1.1 (3) of the Act, the following are prescribed as other qualifications for chief education officers of English-language district school boards:

(a) The person must have experience, in an executive role, in all of the following areas:

(b) Educational program delivery.

(c) Organizational leadership.

(d) Application of research and data relating to pedagogical practice.

(e) Creating environments that support student achievement and enhance student well-being.

(f) If the person is a member of the Ontario College of Teachers, the person's membership must be in good standing.

Legal Reference: *Education Act S. 279(1), S. 283, S. 286, S. 301, Bill 177: Student Achievement and School Board Governance Act, and Regulation 206/26.*

Revised: ~~July 2021~~August 2026

DELEGATION OF AUTHORITY

Limestone District School Board is allowed to delegate certain of its responsibilities and powers to others. Limestone District School Board delegates to the ~~Director of Education~~Chief Education Officer the right to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters, which in accordance with Ontario legislation, cannot be delegated.

The Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies. Further, the Board requires that any new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

As an example, the ~~Director of Education~~Chief Education Officer is authorized to appoint staff within the staff complements and salary ranges approved in collective agreements and the annual Board budget.

Limestone District School Board delegates to the ~~Director of Education~~Chief Education Officer the authority to develop and review as required administrative procedures in the following major categories:

1. General Administration
2. Educational Programs and Materials
3. Students
4. Personnel and Staff Relations
5. Business Administration

Legal References:
Education Act and Regulations
Policy/Program Memoranda
Child and Family Services Act
Municipal Freedom of Information and Protection of Privacy Act
Employment Standards Act
Occupational Health and Safety Act
Labour Relations Act
Pay Equity Act

Reviewed July 2021

TRUSTEE CODE OF CONDUCT

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

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

1.0 Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

2.0 The Limestone District School Board expects its members to demonstrate ethical, respectful and professional conduct. When acting or holding themself out as Trustees of the Board, a Trustee shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.

3.0 Trustees shall work with fellow Trustees in a spirit of harmony and co-operation in spite of differences of opinion.

4.0 Trustees shall maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow Board members, the Board, or employees, in or out of the board room. When acting or holding themself out as a Trustee, the Trustee shall treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

5.0 Trustees shall deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during closed sessions. No Trustee shall disclose confidential information obtained or made available to them in their role as a Trustee except as authorized by law or the Board. Confidential information includes personal information about an identifiable individual or information subject to solicitor-client privilege. Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.

6.0 Trustees shall represent everyone Limestone District School Board serves, not a particular interest group or geographic area.

7.0 Trustees shall be loyal to the interests of Limestone District School Board.

8.0 Trustees shall maintain the integrity of the Board and the position of the Trustee when communicating and interacting with outside individuals, organizations and agencies.

9.0 Trustees shall respect the majority decisions of the Board.

10.0 Trustees shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the ~~Director of Education~~Chief Education Officer and the Chair of the Board.

11.0 Trustees shall recognize that authority over the organization is only vested in the full board when it meets in legal session. Trustees do not attempt to exercise individual authority.

12.0 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. (As per 7.6.7)

13.0 Trustees shall clearly demonstrate discretion when making personal public statements so as to minimize the impression that such statements reflect the corporate opinion of the Board when they do not.

14.0 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students. No Trustee shall use or permit the use of board resources for any purposes other than the business of the Board.

15.0 No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

16.0 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing their duties to the Board, unless (a) the gift is of nominal value, (b) the gift is given as an expression of courtesy or hospitality, and (c) accepting the gift is reasonable in the circumstances. For example, a Trustee might accept a free ticket or admission to a charitable event or professional development event.

17.0 A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act,* and any other relevant legislation.

18.0 Trustees shall declare any conflict of interest, financial or otherwise, between their personal life and/or business interests and their position on the Board. A Trustee will not participate in or exert influence on any decision in which the Trustee has any direct or indirect interest. Trustees shall refrain from discussion and voting on any matter in which they are in conflict.

19.0 Trustees shall not use his or her office to advance the Trustee's interest or the interests of any family member or person or organization with whom or with which the Trustee is related or associated. No Trustee shall use confidential information, including confidential information obtained by them or made available to them in their role as a Trustee for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child and shall not use such confidential information in a manner that would be detrimental to the interests of the Board. [Parent, spouse and child have the same meaning as in Section 1 of the Municipal Conflict of Interest Act.]

20.0 Trustees shall comply with this Code of Conduct, other Board policies, procedures, By-Laws, and Rules of Order.

21.0 Examples of breaches of the Code of Conduct include a trustee who contravenes legislation; breaches any board policy, procedure, or practice; and among others, breaches confidentiality.

Appendix A:

Notification of Alleged Breach- Informal Complaint Procedure

1. It is expected that whenever possible, allegations of a breach of the Code of Conduct ("Code") by a Trustee shall be investigated following the Informal Complaint Procedure, prior to initiating a Formal Complaint Procedure (as per below). It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated via the *Formal Complaint Procedure.* However, a Trustee does not have to first attempt an informal resolution of a complaint before commencing a formal complaint described below.

2. The Chair of the Board, on their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the alleged breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.

3. At the discretion of the Chair, they may include the Vice-Chair of the Board, or another Trustee of the Board in the above meeting.

4. If the allegation of a breach of the Code involves the Chair of the Board, the Vice-Chair of the Board may carry out the duties described in paragraph 2 above. At the Vice-Chair's discretion, they may include another Trustee of the Board to attend the above meeting.

5. The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees.

6. If a resolution of the informal complaint cannot be achieved, a Formal Complaint Procedure may be commenced.

Appendix B:

Notification of Alleged Breach- Formal Complaint Procedure

1. The notification of an alleged breach of a Board's Code of Conduct shall be provided to the Chair of the Board, or

    a. The Vice-Chair, if the notice relates to the conduct of the Chair; or
    b. Another member of the Board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-Chair.

2. A member of the Board who gives a notification of a breach of the Code of Conduct shall provide copy of the notification to the ~~Director of Education~~Chief Education Officer.

3. A notification alleging a breach of the Code of Conduct shall include the following,
    a. The name and contact information of the member alleging the breach;
    b. The name and contact information of the member whose conduct is the subject of the notification;
    c. The date of the alleged breach;
    d. A description of the alleged breach;
    e. The provision of the Code of Conduct that was allegedly breached;
    f. The date on which the Trustee alleging the breach first knew that the alleged breach occurred; and
    g. The names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

4. A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later.

5. The person to whom the notification was made (Chair, Vice-Chair, or other Trustee, as the case maybe) shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and the entire Board of Trustees. This notice shall not be public or published until published by the Board in accordance with the *Records and Information* section below (end of Appendix C).

6. No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.

7. No trustees shall engage in reprisal or the threat of reprisal against:
    a. A trustee who gave notice of an alleged breach of the code; or
    b. Any person who provides information about the alleged breach to the person appointed by the board to investigate the breach.

8. The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of the Code as particularized in s. 218.3.2(13) of the *Education Act.*

Resolution of Notice of Breach

1. When a formal complaint is brought against a Trustee of the Board, during the 20-Business Day period prior to an Integrity Commissioner being appointed as described below, the Board may attempt to resolve the matter as follows:

    a. The Chair of the Board, or in the absence of the Chair or if the notice of the breach relates to the conduct of the Chair, the Vice-Chair of the Board or if the notice relates to the conduct of the Chair and the Vice-Chair then another Trustee appointed by the Board who is neither the complainant nor the subject of the complaint may attempt to resolve the matter in private as between the parties.

    b. This process may include the Chair/Vice Chair/Trustee, through the ~~Director of Education~~Chief Education Officer or their designate, retaining legal counsel and/or a mediator to assist in resolving the matter.

    c. The process may also include a discussion and the use of remedial measures including, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees.*

    d. If the matter is resolved to the satisfaction of the Trustee alleging the breach, the Trustee shall withdraw their notice of the breach.

    e. The Board of Trustees will be advised whether the matter has been resolved and any agreed upon remedial measures or other basis for resolving the matter.

2. If the complaint described in the notice of breach is not resolved within 20 Business Days after the Trustee alleged to have breached the Code has received the notice, the matter shall be referred to an Integrity Commissioner appointed by the Board as described below under Appendix C, Referal to, and *Appointment of, an Integrity Commissioner.* This should be done as soon as reasonably possible.

Appendix C:

Referral to, and Appointment of an Integrity Commissioner

1. If the complaint is not resolved as described above (under *Resolution of Notice of Breach*), the Trustee (Chair, Vice-Chair or other Trustee) to whom the notification of the breach was given shall refer the complaint to the Integrity Commissioner appointed and paid for by the Board.

2. If a roster of Integrity Commissioners has been created by the Minister of Education, an appointment of an Integrity Commissioner shall be from the roster of Integrity Commissioners.

3. If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board, in consultation with the ~~director of education~~Chief Education Officer, shall appoint an external, independent person who has the qualifications set out in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct.*

4. The appointment of an Integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the ~~Director of Education~~Chief Education Officer.

Investigation

1. Subject to *Refusal to Commence an Investigation* described below, the Integrity Commissioner appointed by the Board to investigate shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board.

2. The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.

3. The Trustee alleged to have breached the Code shall be provided with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The Integrity Commissioner shall determine this, the timelines, and form of such a response.

Refusal to Commence Investigation

1. The Integrity Commissioner may refuse to commence an investigation into the alleged breach of the Code if, a. The complaint was made more than 60 days after the day the alleged breach occurred or was discovered, whichever is later, unless the Integrity Commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or b. In the opinion of the Integrity Commissioner, the complaint is made in bad faith or is frivolous or vexatious.

2. If a breach relates to a series of incidents, the 60-day period above runs from the day the last incident in the series occurred or was discovered.

3. The Integrity Commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and the Board, and the decision of the Integrity Commissioner is final.

Discovery of Breach

1. A breach is discovered on the earlier of:

    a. The day on which the Trustee notifying the Board of the alleged breach first knew that the breach had occurred; and

    b. The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in paragraph (a) above.

Powers of the Integrity Commissioner

1. In the course of conducting the investigation, the Integrity Commissioner may:

    a. Require the production of any records that may in any way relate to the investigation;

    b. Examine and copy any records required under paragraph (a) above; and

c. Require any officer of the Board or any other person to appear before them and give evidence, on oath or affirmation, relating to the investigation.

2. Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.

Decision Process

1. The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.

2. The Integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Code and of any sanctions imposed.

3. The written notice must include:

   a. The reasons for the determination;
   b. the reasons for any sanctions; and
   c. information about the right to appeal.

Potential Sanctions

1. If the Integrity Commissioner determines, following an investigation, that the Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:

   a. Censure the Trustee;

   b. Requiring the Board to reduce the Trustees honorarium by an amount not exceeding the amount prescribed in Regulation 357/*06 Honoraria for Board Members* which currently is 25% of the Trustees combined base and enrollment amount for the year of the term of office in which the breach occurred;

   c. Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;

d. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;

e. Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any other positions;

f. Barring the Trustee from exercising the privileges of a Trustee or acting as a Board representative, or removing the Trustee from a position the Trustee holds as a Board representative;

g. Subject to any other limits set out in the above paragraphs (a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, is reasonable and appropriate in the circumstances;

h. Subject to any other limits set out in the above paragraphs (a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's Code.

2. For greater certainty, the imposition of a sanction barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228(1)(b) of the *Education Act* to be authorization for the Trustee to be absent from the meeting.

3. Any Trustee who is barred from attending all or part of the meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meaning and that are not available to members of the public.

Appeal

1. Either the Board or the Trustee whose conduct was the subject of an investigation may appeal the Integrity Commissioner's decision, the sanctions imposed, or both, and the Board and the Trustee are the parties to an appeal.

2. The Trustee whose conduct was the subject of the investigation shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.

3. The Board or the Trustee who appeals the Integrity Commissioner's determinations shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than 15 Business Days after receiving written notice of the Integrity Commissioner's determination.

Hearing of the Appeal

1. The appeal shall be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister of Education or their delegate (no later than 15 Business Days after the Deputy Minister or delegate receives the notice of appeal), but the panel should not include the Integrity Commissioner whose determination is the subject of the appeal.

2. One of the appointed Integrity Commissioners shall be named by the panel to act as Chair and co-ordinate the hearing of the appeal.

3. The Chair of the panel shall notify the parties to the appeal of:

    a. the appointment of the panel; and
    b. the requirements regarding written submissions of the parties and the requirements of the panel's written decision.

4. The panel shall hear the appeal in writing.

Parties Written Submission

1. The Appellant shall provide written submissions to the panel and the Respondent no later than 20 Business Days after receiving notice that the panel has been appointed.

2. The Respondent shall provide written submissions to the panel and the Appellant no later than 20 Business Days after receiving the Appellant's submissions.

3. The Appellant shall provide their written reply to the Respondent's submissions no later than 10 Business Days after receiving the Respondent's submissions.

4. The Chair of the panel may extend any timeline regarding the above written submissions at the written request of a party to provide for the fair, just, and expeditious resolution of the appeal.

5. A decision to extend the timeline above shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister of Education.

Consideration by the Panel

1. The panel shall convene to consider the appeal at such times and in such place as they may determine. The panel may be convened by electronic means.

Panel Decisions on Processes During the Appeal

1. The panel may:

    a. define or narrow the scope of the appeal;
    b. limit the length of submissions from the parties;
    c. make interim decisions and orders; and
    d. on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith. A panel decision on its motion is final.

2. The Chair of the panel shall notify the parties of any decisions made by the panel above.

Decision of the Panel

1. The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 Business Days after receiving the Respondent's submission.

2. The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.

3. If the panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.

4. If the panel upholds the determination made by the Integrity Commissioner, the panel shall, within 30 Business Days after receiving the Respondent's submissions on the appeal, uphold, vary, or overturn the sanction.

5. If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.

6. The decision of the panel respecting the determination of the Integrity Commissioner is final.

7. A Board shall keep records and publish information on its website about each of the following:

   a. a matter referred to an Integrity Commissioner for investigation and determination;
   b. a decision of the Integrity Commissioner to refuse to commence an investigation under Refusal to Commence Investigation above;
   c. determination of an Integrity Commissioner that a Trustee has, or has not, breached the Code and any sanction(s) imposed; and
   d. a determination by a panel upholding or overturning an Integrity Commissioner's determination including any variation of a sanction.

8. Where the alleged breach of the Board's Code or the determination regarding the breach involves any of the matters described in clauses 207(2) (a) to (e) of the Education Act, the board shall publish only such information as is appropriate.

Legal References:

Education Act S. 170-171 Duties and Powers of Boards, Bill 177, Student Achievement and School Board Governance, 2009, S. 218.1, Bill 101 Putting Student Achievement First Act, 2026.
Ontario Regulation 312/24
Ontario Regulation 306/24
Municipal Conflict of Interest Act
Municipal Freedom of Information and Protection of Privacy Act

Revised: February 2025

ROLE OF THE TRUSTEE

The role of the Trustee is to contribute to Limestone District School Board as it carries out its mandate to achieve its mission and goals related to student success and the development of an improved learning environment. The oath of office taken by each Trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of education.

The *Education Act* gives no individual authority to Trustees. As members of the corporate board, Trustees are accountable to the public for the collective decisions of the Board and for the delivery and quality of educational services. Although a Trustee must serve their community as an elected representative, their primary task is to act as a member of a corporate board.

The decisions of the Board in a properly constituted meeting are those of the corporation. A Trustee who is given corporate authority to act on behalf of the Board by means of written policy or resolution may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the district.

Trustees bring a range of skills, experience, knowledge, values, beliefs and opinions to their role. Their background does not necessarily include teaching, administration, or any other aspect of education. Their diversity ensures that Board processes are truly democratic and contributes to good decision-making. This diversity also helps Trustees provide a balance between the interests of a broader community and the interests of those involved in the delivery of education.

Trustees are responsible for staying informed about developments in education. Trustees have a responsibility to learn about the school system and the many issues that face publicly funded education.

Trustees serve large constituencies, and fulfilling the representational role is challenging. A democratic system entitles everyone to a voice but does not ensure that everyone will always be content with decisions that are made. Effective communication is critically important. Regular two-way communication will enhance a Trustee's ability to represent constituents and help to build understanding and consensus in the community.

The Corporate Role of Individual Trustees

1.0.0 The Trustee shall:

1.1.0 Uphold and comply with all policies and procedures of the Board.

1.2.0 Become familiar with Limestone District School Board policies, meeting agendas and reports in order to participate effectively in Board business.

1.3.0 Normally respond to internal Board emails and electronic invitations, such as from the ~~Director of Education~~Chief Executive Officer or designate, and Board or Committee Chair or Vice-Chair within 48 hours of receipt or by such later date as reasonably stipulated in the communication.

1.4.0 Not attempt to become involved in the day-to-day management of the system.

1.5.0 Refer queries or issues and problems not covered by Board policy to the Board for corporate discussion, decision or delegation.

1.6.0 Where appropriate, refer queries, issues or problems raised by a parent or community member to the principal and, where appropriate, inform the ~~Director of Education~~Chief Executive Officer or designate immediately. Board members support the belief that the most efficient way to run an organization is to deal with issues or problems as close as possible to the place where they occurred.

1.7.0 Provide information about a community's history, traditions and experiences when such information will be helpful for the context for decision-making by the ~~Director of Education~~Chief Executive Officer or the Board.

1.8.0 Participate in and contribute to the decisions of the Board in order to provide the best solutions possible for the education of students in Limestone District School Board.

1.9.0 Strive to develop a positive learning and working culture within the Board.

1.10.0 Bring to the attention of the Board any issues that may affect Limestone District School Board, and interpret the needs of the community to the Board.

1.11.0 Support decisions of the Board and work diligently to ensure that the decisions or policies are implemented and monitored.

1.12.0 Exercise authority within defined limits when delegated such responsibility.

1.13.0 Participate in Board and Trustee development so that the quality of leadership and service in Limestone District School Board will be enhanced.

1.14.0 Express negative judgments of staff or staff performance only as that performance is assessed against explicit Board policies by the official process, or during "in-camera" sessions of the Board. Such communication shall be made directly to the ~~Director~~Chief Executive Officer.

1.15.0 Not divulge confidential information which is obtained in the capacity as a Board member, and not discuss those matters outside the meetings of the Board or the Board's committees.

Legal References:

Education Act S. 209 Trustee Declaration
The Road Ahead: A Report on the Role of School Boards and Trustees. The Education Improvement Commission. 1997.

Last reviewed: July 2021

LIMESTONE DISTRICT SCHOOL BOARD POLICY NO. 7

ROLE OF THE BOARD CHAIR

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

Duties of the Chair

1.0.0 **Reviewing the Agenda**

1.1.0 The Chair shall assist in the development of the Board meeting agenda.

1.2.0 The Chair shall ensure that meeting agenda content is only about those issues which, according to Board policy, clearly belong to the Board to decide and have not been delegated to the ~~Director of Education~~Chief Executive Officer.

1.3.0 The Chair shall provide leadership in maintaining Board's focus on the Board's mission and vision, in accordance with Policy 1: District Mission and Vision, and on the multi-year Strategic Plan in accordance with Policy 2: Board Job Description.

2.0.0 **Preserving an Orderly Process**

2.1.0 The Chair shall preside at all regular and special meetings and ensure that such meetings are conducted in accordance with the *Education Act*, the policies established by the Board and *Robert's Rules of Order, latest Edition.*

2.2.0 The Chair shall preserve order and decorum and decide all questions of order or privilege. The Chair may rule any matter out of order, giving the reason for the ruling. The ruling of the Chair shall be final, subject only to an appeal to the Board challenging the decision of the Chair, without debate. A tie vote, with the Chair voting, sustains the decision of the Chair.

2.3.0 The Chair shall call meetings to order in accordance with the prescribed meeting times and shall determine if a quorum is present.

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

2.4.0 The Chair shall announce the order of business of the Board and state and put to vote all questions which come before the Board.

2.5.0 The Chair shall declare the results of all votes on all matters before the Board.

2.6.0 Further details about the role of the Chair in presiding at meetings of the Board are found in Board Procedural Bylaws.

3.0.0 **Remaining Impartial**

3.1.0 The Chair has a duty to remain impartial. The Chair should have nothing to say on the merits of pending questions.

3.2.0 The Chair may draw to the attention of the Board any factors which may be crucial and relating to the pending question and which appear to have been overlooked by the Board.

3.3.0 In the event that the Chair decides to take part in the debate of a pending matter, the Chair shall call upon the Vice-Chair to take the chair. In the event that the Vice- Chair has already spoken or desires to speak to the pending matter, the Chair shall appoint another member who has not spoken and does not desire to speak on the pending matter.

3.4.0 With the unanimous consent of the Board, the Chair may speak to the pending matter without vacating the chair.

3.5.0 Normally, the Chair of a committee shall be allowed to speak to pending matters during committee meetings without vacating the chair. The procedure described above shall be used if another member of the committee objects to the Chair taking an active part in any debate on a pending matter.

4.0.0 **Expediting Business**

4.1.0 The Chair is responsible for expediting the business of the Board in every way compatible with the rights of the members and for enforcing this policy as necessary, to ensure the orderly conduct of the Board's business.

4.2.0 In order to ensure the expeditious use of the Board's time, the Chair, subject to a member's right of appeal in accordance with Board Procedural Bylaws, shall refuse to recognize motions which are obviously frivolous or dilatory.

4.3.0 The Chair shall attempt to ensure that each member who wishes to be heard on a matter is heard, but, subject to a member's right of appeal in accordance with Board Procedural Bylaws, when it is obvious that the debate is becoming repetitive, the Chair shall indicate that the debate is closed and call the question.

5.0.0 **Reviewing Minutes**

5.1.0 Prior to publication, the Chair of the Board and the Chair of each Board committee or another Trustee designated by such Chair, shall be responsible for reviewing the minutes of the Board or the respective committee.

6.0.0 **Providing Board Leadership**

6.1.0 In the event of a tie vote on a motion before the Board, the Chair may vote.

6.2.0 The Chair may vote on motions before the Board, declaring the intention to vote when the motion is read. If the Chair's vote results in an equality of votes, the Chair shall declare that the motion is lost.

6.3.0 The Chair, in consultation with the ~~Director of Education~~Chief Executive Officer, may call a special meeting of the Board at any time.

6.4.0 The Chair may act as an *ex-officio* member, without voting privileges, of all committees appointed by the Board. As an *ex-officio* member, the Chair shall have all the privileges of committee membership, excluding the right to make motions and to vote. This does not exclude the Chair from being a Trustee member of a committee with full privileges including voting.

6.5.0 The Chair shall be kept informed of significant developments within Limestone District School Board and shall be in regular contact with the ~~Director of Education~~Chief Executive Officer to maintain a working knowledge of current issues and events.

6.6.0 The Chair shall ensure that the Board engages in regular review or self-evaluation of its effectiveness as a Board.

6.7.0 The Chair shall be the chief spokesperson for the Board except for those matters where the Board has previously delegated this role to another individual or group.

6.8.0 The Chair shall be a signing officer for the district.

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

Legal References:

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

Revised: July 2021

STUDENT TRUSTEES

1.0 STUDENT REPRESENTATION ON THE BOARD

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

The Student Trustee:

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

1.1.0 RESPONSIBLIITES OF STUDENT REPRESENTATIVE

1.1.1 By-Laws

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

1.1.2 Duties on Board

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

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

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

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

1.1.3 Conduct

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

1.1.4 Private Session

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

1.1.5 Representation

a) The Student Trustees may represent the Board only when specifically delegated.
b) The Student Trustees shall represent the student voice through their seat on the Board.
c) The Student Trustees shall inform Limestone District School Board Inter-School Council and thereby all students, of issues within the Board and act as liaison with Inter-School Council in the district.
d) The Student Trustees shall comment on and/or bring forth any issues deemed to be pressing and of concern to the Board.
e) The Student Trustees may bring forward motions as a co-named

representative sponsored by an elected Trustee.

f) The Student Trustees shall, upon receipt of complaints, questions or suggestions regarding a school or service, direct the person or persons to the appropriate principal or supervisor of the service. Student Trustees are in the position to receive complaints regarding issues, but shall not involve themselves with complaints about individual employees of the Board. Should the complaint continue, the Student Trustees may discuss the matter with the ~~Director of Education~~Chief Executive Officer or designate.

g) The payment of membership fees to the Ontario Student Trustees' Association (OSTA-AECO) and all appropriate expenses to enable Student Trustees' participation in approved OSTA-AECO events shall be incurred by the Board.

1.1.6 Safety and Supervision of Student Trustees

a) The ~~Director~~Chief Executive Officer ~~of Education~~ shall ensure that Student Trustees are responsibly supervised during approved overnight events to the satisfaction of the ~~Director~~Chief Executive Officer and parents/guardians if the Student Trustees are under the age of majority; and

b) Such supervision may include a written plan of supervision related to an event, signed parental and student forms, communication regarding a supervision plan with conference hosts or organizations, and communication of such plan with other Board members, as appropriate.

1.2.0 TERM OF OFFICE

1.2.1 School Year

The term of office for the Student Trustees shall begin August 1st following their election and shall end on July 31st. The Student Trustees shall normally commence office at the August Board meeting. In the event an incumbent resigns the position during the course of the school year, Limestone District School Board Policy 9 (Student Trustees), indicates another student may be asked to complete the term. The vacant position shall be filled by a by-election following the procedures established in 25.5.0(i). The newly elected Student Trustees may seek a briefing and guidance from the current representative in the month of June, following their election, but will not assume the position until the following August.

1.2.2 One Year Term

The Student Trustees may occupy the position for a one-year term only unless they are re-elected at their school and subsequently re-elected during regular Student Trustee elections.

1.3.0 MENTORSHIP

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

1.4.0 SELECTION/ELECTION PROCESS

1.4.1 Date

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

1.4.2 Electors for Urban and Rural Trustee

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

b) The panel of electors for the urban and rural student trustees will be composed of 22 students: two students from each secondary school in Limestone District School Board, and the current Student Trustees. The Student Council Executive staff advisor is a non-voting support person.

c) Electors will be the two highest-ranking officers of their school's student council.

d) Electors must be 16 years of age or older.

1.4.3 Electors for the Indigenous Student Trustee

a) All secondary (Grades 9-12) self-identified First Nations, Inuit, or Metis secondary school students of the Limestone School Board in regular attendance shall be eligible to be electors.

b) The panel of electors for the Indigenous student trustee will be composed of members of the Indigenous Student Leadership Circle as well as any self-identified secondary student in LDSB who wishes to cast a vote. 11 students: one Indigenous student Limestone District School Board Policy 9 (Board Operations) from each secondary school in the Limestone District School Board.

c) The Indigenous Student Support & Engagement Teacher is a non-voting support person.

1.5.0 ELECTION PROCEDURES

1.5.1 Selection Process

a) All students entering Grade 11, or 12 the following school year are eligible to run for student trustee. All candidates must be prepared to make a three to five minute speech, or prepare a three to five minute video speech, to the electors and be prepared to answer questions from the floor.

b) On each ballot, there will be one list containing the names of all candidates. From this list, electors will choose one candidate. Any spoiled ballot will be discarded.

c) The Student Trustee will be chosen by a simple majority of the electors. The vote will be held by secret ballot.

d) There will be a separate election for each Student Trustee.

e) The two Student Trustees must be from different schools.

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

1.5.2 Role of Staff Advisor During Election

The staff advisor will oversee the presentation of speeches and the discussion and voting by electors. The staff advisor cannot make suggestions to the panel of electors, influence the votes of electors, or vote. iii. Eligibility of Candidates To be eligible, a candidate must: a. be registered as a full-time Senior division (Grade 11/12) student in one of the Board's secondary schools for the upcoming year or an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools –General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; Limestone District School Board Policy 9 (Board Operations) b. have obtained an overall average of at least seventy per cent in the current school year; c. have demonstrated respect for the school's code of student conduct; d. have appropriate parental permission if the student is under 18 years of age; e. have sufficiently completed the required written application at least 24 hours prior to the election.

1.5.3 Eligibility of Candidates

To be eligible, a candidate must:

a) be registered as a full-time Senior division student in one of the Board's secondary schools for the upcoming year or an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools –General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced;

b) have obtained an overall average of at least seventy per cent in the current school year;
c) have demonstrated respect for the school's code of student conduct;
d) have appropriate parental permission if the student is under 18 years of age;
e) have sufficiently completed the required written application at least 24 hours prior to the election.

1.6.0 REGULAR SCHOOL PROGRAM

1.6.1 Impact of Student Trustee Role

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

1.6.2 Parent/Guardian Consent

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

1.7.0 EXPENSES

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

1.8.0 DISQUALIFICATION OF STUDENT TRUSTEE

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

Disqualification may occur for one of the following reasons:

a) Failure to attend three consecutive Board Meetings;
b) The Student Trustee ceases to be enrolled as a full-time student;
c) The Student Trustee commits a serious breach of their school's code of conduct;
d) The Student Trustee's behaviour is deemed to be incompatible with the roles and responsibilities of the position (Policy No. 9 Student Trustees).

1.9.0 RECOGNITION OF THE STUDENT TRUSTEES

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

Revised: July 2021

TRUSTEE HONORARIA AND EXPENSES

1.0.0 **Trustee Honoraria**

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

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

2.0.0 Floral Tributes: Funerals and Illness

2.1.0 Limestone District School Board has made provision for:

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

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

3.0.0 Board Member's Expenses

In alignment with the principles of financial integrity and the effective oversight of public funds, trustee expenses are bound by provincial regulations set out by the Ministry of Education. Legislation does not permit the reimbursement or payment of trustee membership fees in professional or trustee associations. Additionally, reimbursement of expenses is prohibited for discretionary events or activities including professional development, conferences, and conventions, as well as all associated registration, travel, lodging, meal and hospitality costs unless participation is deemed an operational necessity directly essential to the Board's core business operations.

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

i. travel expenses for Board members to attend meetings.

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

i. travel to and from their residence to attend a meeting of the Board, or a committee of the Board, which is held within the jurisdiction of the Board; and attendance is required.
ii. travel and related costs of "designated" business of the Board. "Designated" business shall include:
    - meetings of the Ministry of Education where the member's attendance is requested by the Minister;
    - school graduations and other school functions where the member is invited by the principal to attend as a representative of the Board;
    - meetings called by the Chair and CEO or designate, where the member is required to attend;
    - other meetings or functions where a Trustee participates as a representative of the Board as requested by the Chair and CEO.

iii. all other expenses must be pre-approved in accordance with Administrative Procedure No. 510 Business and Travel Expenses.

3.1.0 Rates for Travel

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

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

3.2.0 Travel Arrangements

3.2.1 Arrangements for Board approved business may be made through the CEO's Office. This includes registration, accommodation, and transportation.

3.3.0 Reimbursement Rates for Meals

3.3.1 The reimbursement rates for meals while on approved Board business shall be paid at the Board's current meal allowance rates. Itemized receipts are required for all meal claims (original receipts). Claims for meals cannot be made, where a meal is provided for attendees as part of the event.

3.3.2 Alcohol expenses will not be reimbursed.

3.4.0 Expense Claims

3.4.1 Claims for reimbursement of expenses shall be submitted on a standard Board expense claim form and shall include itemized receipts for registration fees, hotel accommodation and meals. Expense claims should be submitted on a timely basis and normally should be submitted within two months of the last claim made.

3.4.2 The Chair of the Board shall certify that an individual Trustee's expense claim meets the requirements of Board policy and approve the claims.

3.4.3 The Superintendent of Business Services shall certify that the Chair of the Board's expense claim meets the requirements of Board policy and approve the claim.

3.5.0 Purchasing Supplies, Services, and Books

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

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

3.6.0 Recognition of Trustees on Retirement

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

Revised: May 2026

References: Bill 101, Putting Student Achievement First Act, 2026. Trustee Expenses was updated due to Paragraph 3.7 of Subsection 8(1) of the Education Act.

COMMITTEES OF THE BOARD

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

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

1.0.0 **Development of Committee Structure**

The Board shall at its Initial Meeting establish the committee structure for the Board as described in Appendix G of the LDSB Procedural Bylaws. The membership of all committees shall be determined at the Nominating Committee meeting and reported out as per LDSB Procedural Bylaws, Appendix G, and shall continue for the duration of the one-year session of the Board.

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

2.0.0 **Quorum**

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

2.1.0 <u>Reduced Quorum in Committees</u>

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

2.1.2 A member who anticipates that attendance at a number of consecutive meetings will not be possible, shall inform the committee in advance of such likelihood and the committee for the period of such anticipated absence, and solely for the purpose of calculating quorum as described in Section 2.0.0 above, may reduce the committee membership by one.

2.2.0 Limits on Reduced Quorum

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

2.3.0 Fifteen Minute Rule

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

2.4.0 Actions Possible if No Quorum

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

2.5.0 Adjournment When Quorum Lost

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

3.0.0 Committees of the Board

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

3.1.0 Committees Established by Policy

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

3.1.1 Reports Directly to Board

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

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

4.0.0 **Committee of the Whole Board**

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

4.1.0 Rules to Apply

The rules of debate as outlined in Procedural Bylaws, Appendix B shall apply to debate in Committee of the Whole Board.

4.2.0 Chair of Committee of the Whole

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

4.3.0 Limitations on Debate

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

4.4.0 Rise and Report

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

5.0.0 **Types of Committees—Statutory Committees**

Statutory committees are specifically required by legislation.

5.1.0 <u>Special Education Advisory Committee</u>

5.1.1 Purpose:

- The Special Education Advisory Committee (S.E.A.C.) is an advisory committee to Limestone District School Board and may make recommendations to the Board in any matter affecting the establishment and development of special education programs and services in respect of exceptional students of the Board. This committee provides an avenue for community involvement and receives advice and input from the community.
- The Special Education Advisory Committee is mandated by *Ontario Regulation 464/97.*

5.1.2 Powers and Duties:

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

5.1.3 Membership:

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

Vice Chair shall be the alternate to this sub-committee. The subcommittee will review all applications and make a recommendation for appointment to the board and the board shall appoint the member.

5.1.4 Meetings:

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

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

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

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

5.3.0 Supervised Alternative Learning Committee

5.3.1 Purpose:

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

5.3.2 Powers and Duties:

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

5.3.3 Membership:

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

5.3.4 Meetings:

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

5.4.0 Audit Committee

5.4.1 Duties:

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

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

5.4.2 Membership:

- The Audit Committee shall consist of three (3) Trustees and two (2) external members. External members shall have accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board;
- The term of office for a Trustee member of the Audit Committee shall be four (4) years;
- The term of office for an external member of the Audit Committee shall be a maximum of three (3) years;
- There shall be no remuneration paid to a member serving on the Audit Committee; and
- Members of the Audit Committee can be reimbursed for eligible expenses in accordance with section 3.0.0 of Board Policy 10 – Trustee Honoraria and Expenses.

5.4.3 Meetings:

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

5.5.0 Parent Involvement Committee (PIC)

5.5.1 Purpose:

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

5.5.2 Powers & Duties

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

5.5.3 Membership

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

5.5.4 Meetings

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

5.6.0 ~~Director~~Chief Executive Officer's Review Committee

5.6.1 Purpose:

- To provide an evaluation for the ~~Director of Education based~~CEO on Ontario Regulation 83/24 (enacted March 4, 2024).

5.6.2 Powers and Duties:

- To use the Provincial assessment criteria, ~~Director~~CEO's job description, and the district's Strategic Plan as the basis for the evaluation;
- To review the annual report(s) of the ~~Director~~Chief Executive Officer on the action the CEO~~Director~~ has taken in the system; and
- To present an evaluation report for review and approval by the Board.
- To conduct a third party provider/entity feedback review every other year as part of the bi-annual performance assessment with members of the LDSB community as outlined in O. Reg 83/24

5.6.3 Membership (to be established by May 15 each year):

- Chair
- Vice-Chair
- A minimum of one and a maximum of five Trustees
- The ~~Director~~Chief Executive Officer
- The Vice-Chair of the Board shall be the Committee Chair

5.6.4 Meeting:

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

6.0.0 Types of Committees—Standing Committees

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

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

6.1.1 Purpose:

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

- To make recommendations to the Board on aspects of Board operations
- To make recommendations to the Board regarding the Tri-Board Student Transportation Services Inc.

6.1.2 Powers and Duties: Education

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

Powers and Duties: Human Resources

- To develop and review policies and monitor the success of administrative procedures related to the management of the Board's human resources and programs that provide benefits and services to employees
- To consider and make recommendations to the Board of education regarding human resource matters that are not currently addressed in Board policy, if required, using the process described in Policy 12 Policy Making
- To discuss with the ~~Director~~CEO any issue about human resource matters that might require the development of an administrative procedure
- To appoint task forces or subcommittees to deal with committee responsibilities and duties

Powers and Duties: Operations

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

6.1.3 Membership:

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

6.1.4 Meetings:

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

6.2.0 <u>Budget Committee</u>

6.2.1 Purpose:

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

6.2.2 Powers and Duties:

- To provide direction on budget development
- To provide direction as to budget application when significant adjustments are required
- To consider recommendations from other committees for items to be included in the budget
- To analyze the various drafts of the proposed budget and develop a final draft of the budget for presentation to the Board
- To present to the Board a recommended budget each year

6.2.3 Membership:

- A committee of the Whole Board

6.2.4 Meetings:

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

6.3.0 Policy Committee

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

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

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

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

6.4.0 Environmental Sustainability Advisory Committee

6.4.1 Purpose:

The Environmental Sustainability Advisory Committee (ESAC) is an advisory committee of the Limestone District School Board that provides an avenue for community involvement and receives advice and input from the community. The committee may make recommendations to the Board regarding the establishment and development of education programs and practices of the Board that are related to environmental sustainability. Specifically, the purpose of the ESAC is: to promote environmental sustainability education and awareness throughout the Limestone District School Board;
- to promote and pursue environmentally sustainable procedures, practices, operations and initiatives throughout the Limestone District School Board;
- to build system capacity for environmental sustainability through enhanced partnerships; and
- to foster understanding of, and commitment to, the principles of environmental sustainability among Limestone District School Board trustees, staff, students, parents/guardians, school councils and the public.

6.4.2 Powers and Duties:

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

6.4.3 Membership:

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

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

6.4.4 Meetings:

A minimum of three times per school year.

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

6.5.0 Indigenous Education Committee (IEC)

6.5.1 Purpose:
The role of the Indigenous Education Committee is to advise and make recommendations to the Board on matters relating to the education, well-being, and achievement of First Nations, Metis, and Inuit students while working collaboratively with the Limestone District School Board to support Indigenous students, families and educators. The Indigenous Education Committee works in partnership with the local school Board of Trustees and staff, and is autonomous in providing advice and making recommendations in support of Indigenous students, families, and educators.

6.5.2 Responsibilities
The responsibilities of the Indigenous Education Committee will be as follows:

A. Advise and assist with the implementation of Limestone District School Board (LDSB) Action Plan on Indigenous Education.
B. Advise and assist the Board of Trustees in its commitment to provide an equitable, inclusive, transparent education and work environment for First Nations, Métis, and Inuit students and staff.
C. To provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action pertaining to education: 10, 62 & 63.
D. Advise and assist to ensure that all Indigenous days of significance are respected.
E. To act as a resource to provide informed and current knowledge of First Nations, Métis, and Inuit perspectives to support informed decision making within Limestone District School Board.
F. To liaise with caregivers and community members as needed to ensure equitable and inclusive education and work environment for First Nations, Metis, Inuit students and staff.
G. Responding to other initiatives as they arise within the educational community.

6.5.3 Membership:
Participation in the Committee is voluntary. The defining characteristics of the individuals who will hold a seat on the Indigenous Education Committee are as follows:

A. First Nations, Métis, and Inuit caregivers from the Limestone District School Board (LDSB) are welcome to join or attend the Committee meetings. Ideally there would be a balance between rural and urban as well as elementary and secondary parents/caregivers.
B. First Nations, Métis, and Inuit community representatives from their respective territories within the Limestone District School Board (LDSB).
C. Board staff aligned to Indigenous Education.
D. A Trustee representative (or alternate), Indigenous Trustee representative, and Indigenous Student Trustee representative.
E. Community Stakeholders with an understanding of education and an interest in promoting Indigenous student success and well-being.

6.5.4 Meetings:
The committee shall meet at least five times in each school year. In the absence of a quorum, an information only session may be considered following an adjournment. A report from such an information session will be made at the next regular constituted IEC meeting. All minutes from committee meetings will submitted at the next regular constituted board meeting.

6.5.5

Quorum for IEC is established when 20% of the Indigenous Education Committee is present and fifty percent (50%) of those in attendance are Indigenous.

6.6.0 <u>Awards Committee</u>

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

6.6.2 Powers and Duties:

- To establish and oversee reasonable equitable criteria and process for the recognition of students, staff, volunteers and other stakeholders, including but not limited to The Barry C. O`Connor Excellence in Support Staff Awards, Limestone Student Achievers Awards, Outstanding Service Awards and The J.C. McLeod Excellence in Teaching Awards.

- To review the procedures associated with such awards at least once during a four-year period.
- To direct the distribution of nomination process guideline.
- To review each nomination received, and select recipients based on established criteria.

6.6.3 Membership:

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

6.6.4 Meetings:

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

7.0.0 Types of Committees—Special Committees

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

7.1.0 Purpose, Duties and Powers

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

7.2.0 Must Report Before End of Term

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

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

7.4.0 Board Review/Self-Evaluation Committee

7.4.1 Purpose:

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

7.4.2 Powers and Duties:

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

7.4.3 Membership:

- Committee of the Whole
- The ~~Director~~CEO

7.4.4 Meeting:

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

8.0.0 Duties of Committee Chairs

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

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

9.0.0 Resource Personnel

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

Legal References:

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

Revised May 2024

BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to external Boards or committees. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Board and other organizations.

Board representatives shall function within the terms of reference determined by the external organization and approved by both parties.

The Chair of the Board may also invite and/or appoint individual Trustees to participate on various staff work teams as may be requested by the ~~Director~~Chief Executive Officer, or to attend activities and events in his or her stead.

The following committees shall have Board representation:

1.0.0 Ontario Public School Boards Association (OPSBA)

1.1.0 Purpose:

- This Board member will represent the Board at meetings of OPSBA

1.2.0 Powers and Duties:

- attend OPSBA meetings;
- represent the Board's positions and interests at OPSBA;
- communicate to the Board the work of OPSBA; and
- refer relevant topics to committees as appropriate.

1.3.0 Membership:

- One trustee to the OPSBA Board of Directors to act as both the Board's elected representative to the Eastern Region and as the Board's voting representative at the Ontario Public School Boards' Association Annual General Meeting;

- One alternate

1.4.0 Meetings:

- As called by OPSBA

2.0.0 **The Food Sharing Project**

2.1.0 Purpose:

- This Board member will represent the Board at meetings of The Food Sharing Project

2.2.0 Powers and Duties:

- attend The Food Sharing Project Board meetings
- represent the Board's positions and interests at The Food Sharing Project
- communicate to the Board the work of The Food Sharing Project

2.3.0 Membership

- One trustee
- One alternate

2.4.0 Meetings:

- As called by The Food Sharing Project Board

3.0.0 **Limestone Learning Foundation**

3.1.0 Purpose:

- This Board member will represent the Board at meetings of The Limestone Learning Foundation

3.2.0 Powers and Duties:

- attend The Limestone Learning Foundation meetings
- represent the Board's positions and interests at The Limestone Learning Foundation
- communicate to the Board the work of The Limestone Learning Foundation

3.3.0 Membership:

- One trustee

3.4.0 Meetings:

- As called by the Limestone Learning Foundation Board

Legal References:

OPSBA's Constitution and By-laws
Limestone Learning Foundation Constitution
Revised: July 2021

DELEGATIONS AND SUBMISSIONS

1.0.0 Delegations & Submissions

1.1.0 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. Trustees serve as a link between school communities and Board staff, bringing issues to the attention of the ~~Director~~ Chief Executive Officer and Superintendents. School Trustees serve as ambassadors for the Board and advocates for public education.

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:

1.2.0 Persons wishing to make delegations on educational issues that fall within the Board's governance responsibilities to the Board, or its committees, will apply in person or by submitting the online request for delegation form to the Secretary of the Board. Governance responsibilities can be summarized as follows: As part of the school board, trustees provide governance level oversight including fiscal responsibility, and policy development and implementation with a primary focus on student achievement and wellbeing.

1.3.0 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; or if the matter should be referred to staff For approved delegations, 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. This means the next Board Meeting, or specific Board Committee meeting if the matter is referred to a committee.

1.4.0 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.

1.4.0 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.

1.5.0 The Secretary shall inform the delegation that beyond questions for clarification, there will be no discussion or decision until a later date.

1.6.0 For consideration at the next board meeting, any request for a delegation and the complete and detailed presentation, slides/visuals (if applicable) and speaking notes, 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 p.m. 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 p.m. on the preceding Thursday. Delegates will be advised if the delegation has been approved and when it will be scheduled. For approved delegations, the presenter(s) will highlight the pertinent points in their presentation. Delegations that do not reflect the presentation or talking points shared in advance will be not be permitted to continue their delegation at the meeting.

1.7.0 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.

1.8.0 Delegation requests and presentations received after 4:00 p.m., four business days prior to the next Board Meeting and by 12:00 noon two business days prior to the Board Meeting, shall be considered. Approved delegations placed on the agenda will 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 considered for the next scheduled Board Meeting or designated Committee Meeting.

1.9.0 Delegation presentations will not be received if the delegation…:

(a) is slanderous toward any specific individuals or groups of people;

(b) promotes hate or ~~will~~ is likely to cause harm because it is discriminatory based on the protected grounds in the Ontario Human Rights Code;

(c) will be presented by a delegate(s) that do not reside in the jurisdiction of the Limestone District School Board;

(d) promotes products or services to the Board for personal financial gain;

(e) relates to personal issues related to the delegate, a staff member, or a student; however, these types of matters would be referred to private session if the issue has moved through the preceding steps in Administrative Procedure 497;

(f) relates to employment issues that are covered under LDSB collective agreements or other employment contracts, including the performance of staff members;

(g) focuses on matters which are the subject of litigation with the Board, or where all rights to a hearing, appeal or review under the Education Act or its regulations have not been commenced or concluded;

(h) focuses on matters that are currently the subject of a complaint to the Ontario Ombudsman or are under investigation or review by that Office, the LDSB pursuant to a LDSB policy or procedure or legislation, or the Code of Conduct;

(i) focuses on matters that are not within the jurisdiction of the LDSB;

(j) has already delegated within a 12-month period, unless the subject matter has a different focus of attention; or

(k) focuses on subjects for which there are other opportunities for delegates to provide input through delegations to the Board, such as Program/School Accommodation Review Meetings, the Budget Development Process, etc…

1.10.0 The maximum amount of time allocated at any one Board Meeting to delegations, under 1.6.0 and 1.8.0, will be 20 minutes, not including trustee questions of clarification. Delegations unable to be scheduled at the next meeting due to four previously scheduled delegations will be placed on the agenda of a future Board Meeting.

1.11.0 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). The Secretary of the Board shall advise delegates of the action taken.

1.12.0 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.

1.13.0 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 or contrary to the limitations outlined in 1.9.0 will not be considered. Refused delegations will have their presentations or talking points shared with Board members.

1.14.0 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 e-mailing the chair of the board at submissions@limestone.on.ca

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 preceding Thursday. Any submissions received after that time will be included in the next subsequent Board 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 agenda of the Board following the refusal. Any submission deemed libelous or contrary to the limitations outlined in 1.9.0, will not be considered. It should be noted that for consideration of submissions, residential requirements as outlined in section 1.9.0 (c) do not apply. Refused submissions will have their correspondence shared with all Board members, but this correspondence would not be included as part of a Board agenda.

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: December 2023

References: Good Governance: A Guide for Trustees, School Boards, Directors of Education, and Communities (2022-2026)

TRUSTEE ATTENDANCE, ELECTRONIC MEETINGS AND PARTICIPATION OF BOARD MEMBERS

1.0.0 Attendance at Meetings

1.1.0 The following persons shall be present at each meeting of the Board or Committee of the Whole Board (EPOC):

i) The Chair of the Board or their delegate;
ii) At least one additional member of the Board;
iii) The ~~Director of Education~~Chief Executive Officer of the Board or their delegate.

2.0.0 Trustee Attendance

2.1.0 In-person attendance requirements effective until August 31, 2025 [to be revoked September 1, 2025]:

i) The Chair of the Board or designate shall be physically present in the meeting room of the board for at least half of the meetings of the Board during each 12-month period beginning November 15, 2022, and,
ii) A Trustee shall be physically present in the meeting room of the Board for at least three regular meetings of the Board during each 12-month period beginning November 15, 2022.

2.2.0 In-person attendance requirements effective September 1, 2025:

i) All Trustees must be present in person for all Regular and Special Meetings of the Board, and all Committee of the Whole Board Meetings unless authorized to attend via electronic means as outlined in section 3.3.0, or unless the absence has been approved by board motion in alignment with section 228 of the Education Act.
ii) Failure to attend a meeting in-person, or by electronic means when approved, or as authorized by Board motion, may eventually result in the Trustee vacating their seat. In accordance with section 228(1)(b) of the Education Act, a Trustee vacates their seat if they

are absent from three (3) consecutive board meetings, unless the absence is authorized by resolution of the Board.

iii) In-person attendance requirements do not apply to Student Trustees. Student Trustees may participate in any Board meeting or committee meeting via electronic means and permission to do so is not required.

iv) The only exception for in-person Trustee attendance for all Trustees is if all schools of the board are closed under an order made in accordance with Ontario Regulation 463/97. In these cases, all Trustees and staff may attend a meeting electronically and the physical meeting space will not be open to permit in-person attendance by members of the public.

2.3.0 In the circumstance that a Trustee is unable to provide regrets to the Chair, Vice-Chair, ~~Director,~~ CEO, or Recording Secretary before a Board Meeting or a Committee of the Whole Meeting, their absence will be marked as an unapproved absence. At the start of each Board Meeting, a Trustee who has an unapproved absence from the previous Board Meeting or Committee of the Whole meeting, shall have an opportunity to make a case for requesting the absence be changed to an approved absence before approval of the minutes at the next Board Meeting. This requires a motion to have their absence changed to an approved absence. This motion will pass upon the majority of Trustees voting in favour. Trustees whose absences are approved absences are deemed to be compliant with O. Reg. 463/97 and/or section 228 of the *Education Act*.

3.0.0 Electronic Attendance Requirements

3.1.0 If a Trustee proposes to participate in a meeting described in section 2.2.0 by electronic means, the Trustee shall submit a request in writing and the reasons for the request to the Chair of the Board before the meeting begins.

3.2.0 If the Trustee making a request for participation by electronic means is the Chair of the Board, the Chair shall submit a request in writing and reasons to the Vice-Chair of the Board.

3.3.0 The Chair or Vice-Chair: if it is the Chair making the request, may approve a request if they are satisfied that one or more of the circumstances identified below exist(s):

i) the distance from the Trustee's primary place of residence within the area of jurisdiction of the board to the meeting location is 125 kilometres or more;
ii) weather conditions do not allow the Trustee to travel to the meeting location safely;
iii) the Trustee cannot be physically present at a meeting due to health-related issues;
iv) the Trustee has a disability that makes it challenging to be physically present at a meeting;
v) the Trustee cannot be physically present due to family responsibilities in respect of one or more of the following: the Trustee's spouse; a parent, step-

parent, or foster parent of the Trustee or the Trustee's spouse; a child, step-child, foster child, or child who is under legal guardianship of the Trustee or the Trustee's spouse; a relative of the Trustee who is dependent on the Trustee for care or assistance; or a person who is dependent on the Trustee for care or assistance and who considers the Trustee to be like a family member; or

vi) The Trustee is not physically located within 125km of the meeting location area at the time of the meeting for personal reasons as outlined in 3.3.0 i)-v).

3.4.0 The Chair shall not approve a request for a Trustee to participate by electronic means in a Board Meeting or Committee of the Whole Meeting if the request would result in fewer than one Trustee of the Board, in addition to the Chair of the Board or their designate, being physically present in the meeting room. The same applies for the Vice-Chair approving a request from the Chair.

3.5.0 A member of the Board who participates in a meeting through electronic means shall be deemed to be present at the meeting if approved in advance of the meeting as outlined in section 3.3.0.

4.0.0 Provision of Electronic Systems

4.1.0 At the request of any Board member whose absence has been approved prior to the meeting as outlined in section 3.3.0, the Board shall provide the member with electronic means of participating in one or more duly constituted meetings of the Board or its committees.

4.2.0 The Board shall make public access to meetings available by streaming Board Meetings, Board committees, and Committee of the Whole Board

5.0.0 Participation of Board Members

5.1.0 The electronic means used for these meetings shall permit the Board member to hear and be heard by all other participants in the meeting.

5.2.0 Student Trustees who are participating through electronic means shall not participate in any proceedings which are closed to the public.

5.3.0 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

6.0.0 Public Participation in Board Meetings

6.1.0 The Board shall make public access to meetings available by streaming Board Meetings, Board Committees, and Committee of the Whole Board.

6.2.0 Such participation shall be in accordance with Board Policies.

6.3.0 Unless attending as part of an approved delegation, members of the public are not participants in Board Meetings or Committee of the Whole Meetings, and there is no requirement for the provision of two-way communication via electronic means.

Revised: June 2025

References:
Education Act, Section 228
Ontario Regulation 463/97 Electronic Meetings and Meeting Attendance
OPSBA Guide to Good Governance

LIMESTONE DISTRICT SCHOOL BOARD
POLICY NO. 16

POLICY MAKING

This policy has been developed to provide broad guidelines for the effective operation of Limestone District School Board and a framework for consistent decision-making by the ~~Director of Education~~Chief Executive Officer (CEO) and staff.

Policy development is a key responsibility of Limestone District School Board. Policies establish directions for the district, assign authority and establish controls that make Board governance and management possible. Policies are the means by which the Board, ~~Director~~CEO and district employees are accountable to the community as a whole. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

Limestone District School Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide effective public education. The Board's policies will comply with the *Education Act* and provincial legislation. The Board believes that the development and review of policies are enhanced when the process allows for the ongoing participation of employees. The Board recognizes that a number of groups have an interest in and may provide valuable contributions in the development and revision of policies.

The Board recognizes that policies, to be effective, must be reviewed regularly and changed in keeping with existing circumstances. This policy provides for a review of all the existing policies of the Board. Once a policy has been approved or amended by the Board, all former policies or Board motions that are superseded in whole or in part by the new policy or amendment, shall be considered revoked.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the district and the opportunity for the ~~Director of Education~~Chief Executive Officer to exercise professional judgment in the administration of the district.

Limestone District School Board shall adhere to the following stages in its approach to policy making:

1.0.0 Planning

The Board, in co-operation with the ~~Director~~CEO, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2.0.0 Development

The Board may develop the policy itself (Committee of the Whole) or could delegate the responsibility for development to the ~~Director~~CEO or to a Board committee.

To ensure the effectiveness of policy implementation, the Board will endeavour to inform and consult with groups affected by proposed policies or amendments to existing policies prior to the proposals reaching the Board for final approval.

3.0.0 Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and ~~Director~~ CEO share the responsibility for implementation of policies relating to the Board/~~Director~~ CEO relationship. The Board has delegated to the ~~Director~~CEO the authority to develop procedures to address all other issues, and the ~~Director~~ CEO is responsible for the implementation of these procedures.

4.0.0 Evaluation

The Board, in co-operation with the ~~Director~~CEO, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

Specifically:

4.1.0 The need for a new or revised policy can be initiated by any individual or group and communicated to the ~~Director~~ CEO for consideration.

4.2.0 The Board may request the ~~Director~~CEO to change an administrative procedure to a draft Board policy, and will provide the rationale for this change.

4.3.0 The ~~Director~~CEO must develop administrative procedures as specified in

Policy 4 Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the district. These administrative procedures must be in accordance with Board policies.

4.4.0 Policies adopted by the Board shall be attached to the minutes of the meeting at which they were adopted.

4.5.0 The Board may also delete a policy and subsequently delegate the ~~Director~~CEO authority over this area. The ~~Director~~CEO may choose to then develop an administrative procedure relative to this matter.

4.6.0 All policies which refer to persons shall be written using gender neutral language in order to be inclusive and respectful of individual differences as they relate to gender identity and gender non-conforming persons.

4.7.0 All Board policies and administrative procedures shall be posted on the district's website and distributed electronically to all principals and central office staff.

4.8.0 The Board shall review each policy within the first year of every electoral term, and thereafter as needed.

Legal Reference:

Education Act S. 283 Chief Executive Officer; S. 286 Duties of Supervisory Officers

Reviewed: July 2021

STUDENT SUSPENSION APPEALS, EXCLUSION APPEALS, MINUTES OF SETTLEMENT, EXPULSION HEARINGS, EXPULSION APPEALS

1.0.0 APPEAL OF A SUSPENSION

The duty to consider whether to suspend a student for engaging in certain activities, and the steps taken following a decision to suspend, including an appeal of that decision, are governed by ss. 306-309 of the Education Act, Administrative Procedure 358 and this Policy.

1.1.0 Attempt at Early Resolution

Prior to appealing a suspension, the persons who have received notice (either oral or written) of the decision to suspend must contact the Board in order that he/she/they and the Board can engage in preliminary discussions with a view to resolving the dispute prior to an appeal being made. These discussions may continue after a notice of intention to appeal has been received by the Board, and may result in an agreement that the deadline for hearing and determining the appeal will be extended.

1.2.0 Who May Appeal a Suspension

A Principal's decision to suspend a student under the suspension provisions of Administrative Procedure 358 may be appealed to the Board by:

(1) the student's parent or guardian (unless the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control);
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control); and/or
(3) any other person as specified by Board policy.

1.3.0 Written Notice of Intention to Appeal Suspension

A person who is entitled to appeal a decision to suspend a student under the suspension provisions of Administrative Procedure 358 must give written notice of their intention to appeal to the Secretary of the Board within 10 school days of the commencement of the suspension, unless the parties agree to a later deadline.

The written notice of the intention to appeal must specify the nature of the person's disagreement with the Principal's decision to suspend. It must, for example, state whether the disagreement is with the decision to suspend, the duration of the suspension, or both. The written notice must also indicate whether the person intends to call witnesses at the appeal.

1.4.0 Board to Inform All Interested Parties of Notice of Intention to Appeal

After receiving notice of an intention to appeal a decision to suspend a student under the suspension provisions of Administrative Procedure 358, the Board must promptly contact every person entitled to appeal the suspension and inform him/her that it has received notice of an intention to appeal.

1.5.0 Notice of Hearing of the Appeal

If attempts at early resolution have failed, and after receiving notice of an intention to appeal a decision to suspend a student under the suspension provisions of Administrative Procedure 358, the Board will then issue a written notice of the hearing of the appeal. This notice will contain a statement advising the parties to the appeal of the procedural rules of the hearing of the appeal.

1.6.0 Contact with the ~~Director of Education~~Chief Executive Officer (CEO) of the Board

A person who has given notice of an intention to appeal a decision to suspend a student under the suspension provisions of Administrative Procedure 358 may contact the ~~Director of Education~~Chief Executive Officer of the Board (or the designate) to discuss any matter respecting the appeal of the suspension.

1.7.0 Parties to the Appeal

The parties to the appeal are:

(1) the Principal who suspended the student;
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control);

(3) the student's parent or guardian if the student's parent or guardian appealed the decision to suspend the student;
(4) the person who appealed the decision to suspend the student, if the decision was appealed by someone other than the student's parent or guardian; and
(5) any other interested person as specified by Board policy.

1.8.0 Student May Attend

A student who is not a party to an appeal has the right to be present at the appeal and to make a statement on their own behalf.

1.9.0 Decision to be Made by Committee

The Board may authorize a Suspension Appeal Committee of at least three trustees of the Board, as designated by the Board and based on availability, to exercise and perform powers and duties on behalf of the Board in hearing an appeal of a decision to suspend a student under the discretionary suspension provisions of Administrative Procedure 358. The Committee will elect a Chair from among its members available for the hearing in question. Quorum of the Committee is three members. The ~~Director of Education~~CEO of the Board (or their designate) will act in an advisory role to the Committee on procedural matters during the hearing of the appeal and during the Committee's subsequent deliberations.

1.10.0 Timing of the Determination of an Appeal

The Board or Committee must hear and determine the appeal within 15 school days of receiving notice of the intention to appeal, unless the parties agree to a later deadline. The Board will not refuse to deal with the appeal on the ground that there is a deficiency in the notice of intention to appeal.

1.11.0 Procedural Rules of the Hearing of an Appeal

The following procedural rules apply to the hearing of the appeal of a decision to suspend a student under the suspension provisions of Administrative Procedure 358:

(1) the parties are entitled to be represented by legal counsel if they so wish;
(2) if the parties or their counsel do not attend the hearing of the appeal then it may proceed in their absence;
(3) any parties who fail to attend the hearing will not be entitled to any further notice of the proceedings;
(4) submissions at the hearing will be made first by the parties bringing the appeal, followed by the Principal, and each will have a right of reply;

(5) the parties are entitled to call and examine witnesses, and to cross-examine witnesses;

(6) child and youth witnesses may face a number of challenges when giving testimony, including answering complex questions that may be beyond their cognitive developmental stage, and experiencing anxiety that may exacerbate any previous trauma. Accordingly, the Board or Committee retains the right to limit cross-examination to only that which is reasonably required for a full and fair disclosure of all matters relevant to the issue in the appeal and may direct that testimonial aids may be used (witness screens, a support person who may be present during the delivering of testimony, etc.)

(7) the Board or Committee will rule on any matters of a procedural nature that may arise during the course of the hearing of the appeal; and

(8) the hearing will be held *in camera* unless the parties agree otherwise.

1.12.0 Powers on the Determination of an Appeal

On hearing an appeal of a decision to suspend a student under the suspension provisions of Administrative Procedure 358, the Board or Committee will decide as follows:

(1) to confirm both the decision to suspend and the duration of the suspension;

(2) to confirm the decision to suspend but shorten the duration (even if the suspension under appeal has already been served) and order that the record of the suspension be amended accordingly; or

(3) to quash the decision to suspend and order that the record of the suspension be purged (even if the suspension under appeal has already been served).

1.13.0 Rendering of Decision

The decision of the Committee or Board after hearing an appeal of a decision to suspend a student under the suspension provisions of Administrative Procedure 358 will be made as soon as possible following the hearing. A written decision will follow in which the decision and reasons are shared with the parties. This written decision will be delivered by the Secretary of the Board to the parties who attended the hearing of the appeal.

1.14.0 Decision is Final

The decision of the Board or Committee on an appeal of a decision to suspend a student under the suspension provisions of Administrative Procedure 358 is final and binding on all parties.

2.0.0 APPEAL OF AN EXCLUSION

Under Section 265 (1m) of the *Education Act*, it is the duty of a principal of a school to control access to school or class—subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils.

2.1.0 Communication of Exclusion

In the event that the decision to exclude was communicated orally, the person(s) who was excluded may request, and shall then receive, reasons for the exclusion in writing.

2.2.0 Who May Appeal an exclusion

A Principal's decision to exclude a student under Section 265 (1m) of the *Education Act* may be appealed to the Board by:

(1) the student's parent or guardian (unless the student is at least 18 years old
or the student is 16 or 17 years old and has withdrawn from parental control);
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control); and/or
(3) any other person as specified by Board policy; see 2.2.1, and 2.2.2 below.

2.2.1 Non-students may appeal an exclusion

A Non-student is defined as a person who is not registered at the school for which the exclusion has been issued. For the purpose of sections 2.2.1 and 2.2.2 of this Policy, an "exclusion" includes both an exclusion under the *Education Act* and a notice under the *Trespass to Property Act*. A non-student can appeal an exclusion as outlined in 2.2.2

2.2.2 In order to appeal an exclusion, a non-student may write to the ~~Director of Education~~Chief Executive Officer of the Board within 10 school days of the commencement of the exclusion. An appeal of the decision to exclude a non-student must be in writing and the notice of appeal must include the specific reasons for the appeal, including why the party believes that the exclusion should not have been imposed. The ~~Director of Education of the Board~~Chief Executive Officer, or delegate, will respond in writing with a decision regarding non-student appeals of exclusion. There is no right to an oral hearing and the decision of the ~~Director~~ CEO or delegate is final. Where the exclusion is by way of a notice under the *Trespass to Property Act*, the

Board retains all of its rights under that *Act* despite affording non-students a right to appeal that notice under this Policy.

2.2.3 Appeals of student exclusions

Student exclusions refer to exclusions issued to a person registered at the school for which the exclusion has been issued. Appeals of student exclusions will follow the process outlined in sections 2.3.0 to 2.14.0

2.3.0 Attempt at Early Resolution

Prior to appealing an exclusion, the persons who have received notice (either oral or written) of the decision to exclude must contact the Board in order that he/she/they and the Board can engage in preliminary discussions with a view to resolving the dispute prior to an appeal being made. These discussions may continue after a notice of intention to appeal has been received by the Board, and may result in an agreement that the deadline for hearing and determining the appeal will be extended.

2.4.0 Written Notice of Intention to Appeal Exclusion of students

A person who is entitled to appeal a decision to exclude a student under Section 265 (1m) of the *Education Act* must give written notice of their intention to appeal to the Secretary of the Board within 10 school days of the commencement of the exclusion, unless the parties agree to a later deadline.

The written notice of the intention to appeal must specify the nature of the person's disagreement with the Principal's decision to exclude. It must, for example, state whether the disagreement is with the decision to exclude, the duration of the exclusion, or both. The written notice must also indicate whether the person intends to call witnesses at the appeal.

2.5.0 Board to Inform All Interested Parties of Notice of Intention to Appeal

After receiving notice of an intention to appeal a decision to exclude a student, the Board must promptly contact every person entitled to appeal the exclusion and inform him/her that it has received notice of an intention to appeal.

2.6.0 Notice of Hearing of the Appeal

If attempts at early resolution have failed, and after receiving notice of an intention to appeal a decision to exclude, the Board will then issue a written notice of the hearing of the appeal. This notice will contain a statement advising the parties to the appeal of the procedural rules of the hearing of the appeal.

2.7.0 Contact with the ~~Director of Education~~Chief Executive Officer of the Board

A person who has given notice of an intention to appeal a decision to exclude may contact the ~~Director of Education~~Chief Executive Officer of the Board (or the designate) to discuss any matter respecting the appeal of the exclusion.

2.8.0 Parties to the Appeal

The parties to the appeal are:

(1) the Principal who excluded the student;
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control);
(3) the student's parent or guardian if the student's parent or guardian appealed the decision to suspend the student;
(4) the person who appealed the decision to suspend the student, if the decision was appealed by someone other than the student's parent or guardian; and
(5) any other interested person as specified by Board policy.

2.9.0 Student May Attend

A student who is not a party to an appeal has the right to be present at the appeal and to make a statement on their own behalf.

2.10.0 Decision to be Made by Committee

The Board may authorize an Exclusion Appeal Committee of at least three trustees of the Board, as designated by the Board and based on availability, to exercise and perform powers and duties on behalf of the Board in hearing an appeal of a decision to exclude. The Committee will elect a Chair from among its members available for the hearing in question. Quorum of the Committee is three members. The ~~Director of Education~~CEO of the Board (or their designate) will act in an advisory role to the Committee on procedural matters during the hearing of the appeal and during the Committee's subsequent deliberations.

2.11.0 Timing of the Determination of an Appeal

The Board or Committee must hear and determine the appeal within 15 school days of receiving notice of the intention to appeal, unless the parties agree to a later deadline. The Board will not refuse to deal with the appeal on the ground that there is a deficiency in the notice of intention to appeal.

2.12.0 Procedural Rules of the Hearing of an Appeal

The following procedural rules apply to the hearing of the appeal of a decision to Exclude a student:

(1) the parties are entitled to be represented by legal counsel if they so wish;
(2) if the parties or their counsel do not attend the hearing of the appeal then it may proceed in their absence;
(3) any parties who fail to attend the hearing will not be entitled to any further notice of the proceedings;
(4) submissions at the hearing will be made first by the parties bringing the appeal, followed by the Principal, and each will have a right of reply;
(5) the parties are entitled to call and examine witnesses, and to cross-examine witnesses;
(6) child and youth witnesses may face a number of challenges when giving testimony, including answering complex questions that may be beyond their cognitive developmental stage, and experiencing anxiety that may exacerbate any previous trauma. Accordingly, the Board or Committee retains the right to limit cross-examination to only that which is reasonably required for a full and fair disclosure of all matters relevant to the issue in the appeal and may direct that testimonial aids may be used (witness screens, a support person who may be present during the delivering of testimony, etc.)
(7) the Board or Committee will rule on any matters of a procedural nature that may arise during the course of the hearing of the appeal; and
(8) the hearing will be held *in camera* unless the parties agree otherwise.

2.13.0 Powers on the Determination of an Appeal

On hearing an appeal of a decision to exclude a student the Board or Committee will decide as follows:

(1) to confirm the decision to exclude the student from a specific school or classroom;
or
(2) to quash the decision to exclude from school but confirm exclusion from a classroom;
or
(3) to quash the decision to exclude.

2.14.0 Rendering of Decision

The decision of the Committee or Board after hearing an appeal of a decision to exclude a student will be made as soon as possible following the hearing. A written decision will follow in which the decision and reasons are shared with the parties. This written decision will be delivered by the Secretary of the Board to the parties who attended the hearing of the appeal.

2.15.0 Decision is Final

The decision of the Board or Committee on an appeal of a decision to exclude a student under Section 265 (1m) is final and binding on all parties.

3.0.0 SUSPENSION, INVESTIGATION, RECOMMENDATION AND SUBSEQUENT POSSIBLE EXPULSION HEARING

The requirement to suspend a student believed to have engaged in certain activities for which suspension is prescribed and the steps taken following that suspension, including any recommendation to expel and any appeal of these decisions, are governed by ss. 310-311 of the *Education Act*, Administrative Procedures 358 and 359 and this Policy.

3.1.0 Early Notice of Suspension

A Principal who suspends a student for an activity for which the principal is required to suspend under the suspension provisions of s. 310 of the *Education Act* and Administrative Procedure 358 must:

(1) inform the student’s teacher(s) of the suspension; and
(2) make all reasonable efforts to inform the student’s parent or guardian of the suspension within 24 hours of the suspension being imposed (unless the student is at least 18 years old or is 16 or 17 years old and has withdrawn from parental control).

3.2.0 Written Notice of Suspension

A Principal who suspends a student under the suspension provisions of Administrative Procedure 359 must promptly provide written notice of the suspension to:

(1) the student;
(2) the student’s parent or guardian (unless the student is at least 18 years old or is 16 or 17 years old and has withdrawn from parental control); and
(3) any other person as specified by Board policy.

3.3.0 Content of Written Notice of Suspension

The written notice must include:

(1) the reason for the suspension;
(2) the duration of the suspension;
(3) information about any program for suspended students to which the student is being assigned;
(4) information about the investigation that the Principal will conduct to determine whether to recommend that the student be expelled; and
(5) a statement indicating that:
    i. there is no immediate right to appeal the suspension,
    ii. if the principal does not recommend to the Board that the student be expelled following the investigation, the suspension will become subject to appeal, and
    iii. if there is an expulsion hearing because the principal recommends to the Board that the student be expelled, the suspension may be addressed by parties at the hearing.

3.4.0 Receipt of Written Notice

Where written notice is given, the date of receipt is determined as follows:

(1) if the notice is sent by mail or another method by which an original document is sent, it is deemed to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent; and
(2) if the notice is sent by facsimile or another method of electronic transmission, it is deemed to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

3.5.0 Written Notice that Expulsion Not Recommended

Where a Principal concludes their investigation and decides not to recommend to the Board that the student be expelled, the Principal shall ensure that everyone entitled to receive written notice of the suspension also promptly receives written notice of the following:

(1) that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension;
(2) an indication of whether the Principal has confirmed the decision to suspend and the duration of the suspension, confirmed the decision to suspend but reduced its duration, or withdrawn the decision to suspend;
(3) information about the right to appeal the decision to suspend (unless the decision to suspend is withdrawn) including a copy of Policy no. 13 and the name and contact information of the supervisory officer to whom notice of the intention to appeal must be given.

3.6.0 Appeal of Suspension where Expulsion Not Recommended

If the Principal does not recommend to the Board that a student who has received a suspension be expelled and does not withdraw the suspension, the suspension may be appealed in accordance with part 1 above, subject to the following modifications:

(1) a person who is entitled to appeal must give written notice of their intention to appeal within five school days of the date on which he/she received notice of the determination of the Principal that expulsion will not be recommended; and
(2) if the Principal confirmed the decision to suspend but reduced the duration of the suspension then the appeal is from the reduced duration and not the original duration.

3.7.0 Written Notice that Expulsion Is Recommended

Where a Principal concludes their investigation and decides to recommend to the Board that the student be expelled, the Principal shall ensure that everyone entitled to receive written notice of the suspension also promptly receives written notice which contains the following:

(1) a statement that the student will be subject to an expulsion hearing for the activity that resulted in the suspension;
(2) information about the expulsion hearing including a copy of Policy 13;
(3) information about the procedural rules that will apply during an expulsion hearing;
(4) a statement that the person has a right to respond, in writing, to the Principal's report in which the decision to recommend expulsion was made;
(5) detailed information about the procedures and possible outcomes of the expulsion hearing (including an explanation that if the Board does not expel the student then it may confirm the suspension, shorten its duration or withdraw it, that if the student is not expelled then the parties have a right to make submissions during the expulsion hearing as to the appropriateness of the decision to suspend and/or the length of the suspension, that any decision made by the Board at the expulsion hearing with respect to the suspension is final and not subject to appeal, that if the Board decides to expel the student from their school then the student will be reassigned to another school, and that if the Board decides to expel the student from all schools of the Board then it will assign the student to a program for expelled students); and
(6) the name and contact information of the ~~Director of Education~~Chief Executive Officer of the Board or designate whom the person may contact to discuss any matter relating the expulsion hearing.

The written notice must be accompanied by the Principal's report in which the decision to recommend expulsion was made.

3.8.0 Party May Respond

A person who is entitled to receive written notice of an expulsion hearing or process for minutes of settlement and a copy of the Principal's report may respond in writing to the Principal and to the Board.

3.9.0 Attempt at Early Resolution

Prior to the expulsion hearing, the persons who have received the written recommendation to expel may contact the Board if early resolution is of interest. The Board will then engage in preliminary discussions with a view to resolving the dispute. Although the expulsion hearing is not automatically extended by early resolution attempts, discussions may result in an agreement that the hearing date be postponed in order to allow for further dialogue.

3.10.0 Conditions Required for Early Resolution

The early resolution process may only be used under the following conditions:

(1) The potential parties to a hearing all agree to engage in the early resolution process and are aware that a hearing is the alternative. Lack of full agreement will result in the hearing proceeding;
(2) Agreement must be reached within 15 school days of the start of the suspension, as evidenced by Minutes of Settlement that are signed by all parties;
(3) All parties understand and agree to abide by the terms of the Minutes of Settlement, including the waiver of the right to appeal;
(4) The Minutes of Settlement entered into by the parties are conditional upon the approval of the Disciplinary Committee comprised of a minimum of three (3) Trustees, who will endeavor to review the proposed Minutes of Settlement within 20 school days of the start of the suspension.

3.11.0 Parties to Minutes of Settlement

The parties to the Minutes of Settlement are:

(1) the Principal who suspended the student and who recommended to the Board that the student be expelled;
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control);
(3) the student's parent or guardian and

(4) the Supervisor as designated by the ~~Director of Education~~CEO of the Board and any other person as specified by Board policy.

3.12.0 Parties to the Expulsion Hearing

The parties to the expulsion hearing are:

(1) the Principal who suspended the student and who recommended to the Board that the student be expelled;
(2) the student (if the student is at least 18 years old or the student is 16 or 17 years old and has withdrawn from parental control);
(3) the student's parent or guardian if the student's parent or guardian; and
(4) the Supervisor as designated by the ~~Director of Education~~CEO of the Board and any other person as specified by Board policy.

3.13.0 Student May Attend

A student who is not a party to the expulsion hearing has the right to be present at the hearing and to make a statement on their own behalf.

3.14.0 Decision to be Made by Committee

The Board may authorize an Expulsion Hearing Committee of at least three trustees of the Board, as designated by the Board and based on availability, to exercise and perform powers and duties on behalf of the Board in holding an expulsion hearing or reviewing Minutes of Settlement. The Committee will elect a Chair from among its available members . Quorum of the Committee is three members. The ~~Director of Education~~CEO of the Board (or their designate) will act in an advisory role to the Committee on procedural matters during the hearing and during the Committee's subsequent deliberations.

3.15.0 Submissions and Views of the Parties

At the hearing, the Board or Committee must:

(1) consider the submissions of each party in whatever form the parties choose to deliver their submissions (oral, written or both);
(2) solicit the views of all of the parties as to whether the student, if he/she is expelled, should be expelled from their school only or from all schools of the Board; and
(3) solicit the views of all of the parties as to whether, if the student is not expelled, the Board or Committee should confirm the original decision to suspend, confirm the original decision to suspend but reduce its duration, or withdraw the suspension.

3.16.0 Procedural Rules for the Expulsion Hearing

The following procedural rules, in addition to those directly above, apply to an expulsion hearing:

(1) the parties are entitled to be represented by legal counsel if they so wish;
(2) if the parties or their counsel do not attend the expulsion hearing then it may proceed in their absence;
(3) any parties who fail to attend the hearing will not be entitled to any further notice of the proceedings;
(4) submissions at the hearing will be made first by the Supervisor designated by the ~~Director of Education~~CEO of the Board, then by the Principal, and then by the student or their parent or guardian, and each will have a right of reply;
(5) the parties are entitled to call and examine witnesses, and to cross-examine witnesses;
(6) child and youth witnesses may face a number of challenges when giving testimony, including answering complex questions that may be beyond their cognitive developmental stage, and experiencing anxiety that may exacerbate any previous trauma. Accordingly, the Board or Committee retains the right to limit cross-examination to only that which is reasonably required for a full and fair disclosure of all matters relevant to the issue in the appeal and may direct that testimonial aids may be used (witness screens, a support person who may be present during the delivering of testimony, etc.)
(7) the Board or Committee will rule on any matters of a procedural nature that may arise during the course of the hearing of the appeal;
(8) where there is a conflict in the evidence presented by the parties on the issue of whether the student committed the expulsion infraction(s), the Board or Committee shall assess the evidence and determine whether, on the balance of probabilities, it is more probable than not that the student did in fact commit the infraction(s); and
(9) the hearing will be held *in camera* unless the parties agree otherwise.

3.17.0 Decision to be Made Following an Expulsion Hearing

After completing the hearing, the Board or Committee must decide:

(1) whether to expel the student; and
(2) if the student is to be expelled, whether the student is to be expelled from their school only or from all schools of the Board.

3.18.0 In making the above decision, the Board or Committee must consider:

(1) all submissions and views of the parties, including their views as to whether the student, if expelled, should be expelled from their school only or from all schools of the Board; and
(2) all “mitigating” and “other” factors set out below:

Mitigating Factors

(1) The student does not have the ability to control their behaviour;
(2) The student does not have the ability to understand the foreseeable consequences of their behaviour; and
(3) The student’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

(1) The student’s history;
(2) Whether a progressive discipline approach has been used with the student;
(3) Whether the activity for which the student may be or is being suspended was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
(4) How the suspension would affect the student’s ongoing education;
(5) The age of the student; and
(6) In the case of a student for whom an individual education plan has been developed,
    (i) whether the behaviour was a manifestation of a disability identified in the student’s individual education plan;
    (ii) whether appropriate individualized accommodation has been provided; and
    (iii) whether the suspension is likely to result in an aggravation or worsening of the student’s behaviour or conduct; and
(7) any written response to the Principal’s report in which the decision to recommend expulsion was made.

3.19.0 Timing of the Expulsion Hearing

The Board or Committee cannot expel a student if more than 20 school days have elapsed since the student was suspended, unless the parties to the expulsion hearing agree on a later deadline.

3.20.0 If Student Not Expelled

If the Board or Committee, following an expulsion hearing, decides to not expel a student, then it must go on to consider the decision to suspend and the duration of the suspension. In that regard, the Board or Committee can decide to:

(1) confirm the decision to suspend and the duration of the suspension;
(2) confirm the decision to suspend but reduce its duration (even if the suspension has already been served) and order that the record of the suspension be amended accordingly; or
(3) quash the decision to suspend and order that the record of the suspension be expunged (even if the suspension has already been served).

3.21.0 In making the above decision, the Board or Committee must consider:

(1) any submissions of the parties as to whether the decision to suspend and the duration of the suspension should be confirmed, the decision to suspend should be confirmed but its duration reduced, or the decision to suspend should be withdrawn; and
(2) all "mitigating" and "other" factors set out above.

3.22.0 Notice that Student Not Expelled

After determining that the student will not be expelled, and considering the decision to suspend and the duration of the suspension, the Board or Committee will provide written notice to all parties entitled to attend the expulsion hearing which contains the following:

(1) a statement indicating that the student will not be expelled; and
(2) a statement indicating the Board's or Committee's decision regarding the decision to suspend and the duration of the suspension.

3.23.0 Decision is Final

The decision of the Board or Committee following an expulsion hearing that a student is not expelled, and in regard to the decision to suspend and the duration of the suspension, is final and binding on all parties.

3.24.0 If Student Is Expelled

If the Board or Committee, following an expulsion hearing, decides to expel a student, then it must go on to assign that student to either another school of the Board (where the student is expelled from their school only) or a program for expelled students (where the student is expelled from all schools of the Board).

3.25.0 Written Notice of Decision to Expel

If a Board or Committee decides to expel a student then it must promptly provide written notice of the decision to expel to all parties who attended the expulsion hearing and the student (if the student was not a party to the expulsion hearing). The notice must include:

(1) the reason for the expulsion;
(2) a statement indicating whether the student is expelled from their school only or from all schools of the Board;
(3) information about the school or program to which the expelled student has been assigned; and
(4) information about the right to appeal the decision to expel, including the steps that must be taken in order to appeal.

4.0.0 APPEAL OF DECISION TO EXPEL

4.1.0 Appeal of Decision to Expel

An appeal of a decision made by the Board or Committee to expel a student may be made to the Child and Family Services Review Board.

Information about how to do this, and applicable timelines, can be found on the website of the Child and Family Services Board.

Legal References:

Education Act Part XIII Behaviour, Discipline and Safety
Guideline – Ontario Schools Code of Conduct
Statutory Powers Procedure Act

Revised: July 2021

PUPIL ACCOMMODATION REVIEW

OBJECTIVE

The Limestone District School Board (LDSB) is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the children and young people of the Limestone District School Board.

CONTEXT

The Board's elementary schools are organized in groups linked to a secondary school (school families). The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. From time to time, changes in curriculum, program demands, student enrolment and other factors may result in the need to consolidate, close or relocate a school. There may, however, be circumstances in which a single school should be studied for closure or relocation.

The Board is committed to the following tenets:

- Student curriculum and program needs will drive facilities planning;
- Upgrades to the condition of facilities will occur where possible;
- The Board will comply with Ministry of Education guidelines for school consolidation and closure decisions;
- The Board will pursue capital grants when available;
- The Board will exemplify open decision-making, board oversight and public consultation in capital planning.

This policy implements the *Pupil Accommodation Review Guidelines* released by the Ministry of Education in March 2015. A copy of this guideline and the Ministry document entitled *Administrative Review of the Accommodation Review Process* will be posted on the LDSB website and will be made available at the head office of the Board, upon request.

DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Ministry Administrative Review - Established by the Ministry of Education to allow for the review of the Board's accommodation review process by the Ministry and is included in Appendix B.

Pupil Accommodation Review Committee (PARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

PARC working meeting: A meeting of Pupil Accommodation Review Committee (PARC) members to discuss a pupil accommodation review, and includes a meeting held by the PARC to solicit feedback from the affected school communities of a pupil accommodation review.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

Public delegation: A meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees. (The LDSB will hold a special meeting for this purpose. See Section 4.2 of this policy. For additional delegations see LDSB *Policy #9: Board Operations; Section 17: Delegations and Submissions*)

Pupil Accommodation Review Guideline (PARG) - Established by the Ministry of Education to guide boards in preparation of a pupil accommodation policy and is included in Appendix A.

School Enrolment/School Capacity Committee of the Whole Board - Established as a committee of all trustees to review school accommodation data and prepare recommendations for formal Board approval.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

School Utilization Rate: Based on the portion of the school's enrolment to its capacity as determined by the current Ministry standards for class size requirements and room areas [on-the–ground capacity (OTG)].

PROCEDURES

1. School Board Planning Prior to Considering a Program and Accommodation Review

1.1 Community Planning and Partnership Procedures

As outlined in *Policy #20 Community Planning and Partnerships* the Limestone District School Board supports and encourages cooperative and collaborative partnerships for Facility Sharing as part of the foundation of a strong, vibrant and sustainable publicly funded education system. To this end the Board outlines in the *LDSB Long-Term Accommodation Plan* the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement. The Board shares this information with community partners and the public annually and when the information changes. The procedures outlined in *Policy #20 Community Planning and Partnerships* are implemented prior to considering a Program and Accommodation Review.

1.2 Exploring Options

School Board staff will discuss options with appropriate municipalities and potential partners from the *List of Partners* established through *Policy #20 Community Planning and Partnerships.* Information will also be gathered from the municipalities and partners concerning any development or plans that may impact the school area(s) under consideration.

Options to be explored include the following:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

1.3 Initial Senior Staff Report to the Board of Trustees

In the event that staff deem a Program and Accommodation Review necessary, staff will prepare an Initial Staff Report to present to Trustees for consideration.

The Initial Staff Report must contain one or more options to address the accommodation issue(s) at the affected school(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The Initial Staff Report must also include information on actions taken by staff prior to recommending a Program and Accommodation Review, and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The Board Staff will present the Initial Staff Report to the Board of Trustees at a Committee of the Whole Board meeting.

The Initial Staff Report will be available to the public at the Committee meeting and posted on the Board's website on or before the commencement of the Committee meeting.

2. Establishing a Pupil Accommodation Review Committee (PARC)

After reviewing the Initial Staff Report, the Board may direct the formation of a Pupil Accommodation Review Committee (PARC) for a group of schools or for a single school.

2.1 Notification of Approval to Form a PARC

If the Board of Trustees approves the undertaking of a pupil accommodation review, the ~~Director~~Chief Executive Officer (CEO), on behalf of the Board, will inform the following groups, of the decision:

- The parents and staff of the affected schools;
- The affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review of the Board's approval;
- The ~~Director(~~(CEO(s) of Education of their coterminous school boards and
- The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

The communication concerning the approval of the accommodation review will be provided in writing within 5 business days.

Parents/guardians, staff and school council members of the affected schools will be informed through a letter provided to the schools and sent home via the students. The decision will be posted on the Board's website and provided as a news item to the local newspapers and social media sites by the Communication Department.

2.2 Terms of Reference of the Pupil Accommodation Committee

2.2.1 The Mandate of the PARC

The PARC is the official conduit for information shared between the school board and the school communities. It may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The PARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The PARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the PARC are required to compile feedback from the PARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

2.2.2 Composition of the PARC

The following persons will be invited to be participants on a Pupil Accommodation Review Committee (PARC):

- The Area Trustee(s) will serve as ad hoc PARC members to monitor the PARC progress;
- A school superintendent/supervising principal or designate, at the discretion of the ~~Director of Education~~Chief Executive Officer will chair the PARC;
- From each affected school:
    i. The school principal;
    ii. One teacher;
    iii. One non-teaching staff member;
    iv. Three parents/guardians, chosen by their respective school councils, one of whom will be the school council chair or designate and
    v. One secondary school student representative if a secondary school is included in the affected area.

The membership of the PARC will include, at a minimum, a parent/guardian representative from each of the schools under review. The committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

2.2.3 Operation of the PARC

The PARC will be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting.

Prior to the first Public Meeting the PARC Chair, on behalf of the Board will invite PARC members to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the PARC. An information package necessary to permit the PARC to carry out its mandate will be provided. The information package will include the Initial Staff Report and the School Information Profile (SIP) for each affected school.

Board staff will respond to reasonable requests for additional information from the PARC. Requests for additional information will be considered at Working Committee Meetings and must be agreed to by a majority of the members attending the meeting.

Through invitation by the Chair of the PARC other resource personnel may be called to provide information to the PARC including third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

2.2.4 Meetings of the PARC

The PARC will operate within the timelines set forth in this policy.

The Chair of the PARC will call the first public meeting of the PARC no earlier than thirty business days after the Board decision to form the PARC.

The PARC will meet as often as is deemed necessary by the majority members of the PARC, however the work of the PARC will usually be completed within a 6 month period commencing with Working Meeting #1. There will be a minimum of 4 Working Committee Meetings.

An example of a meeting schedule follows:

TIMELINE	ACTIVITY	AGENDA FOCUS
Prior to First Public Meeting First week of October	Working Meeting #1 (PARC Orientation)	Review Board Policy 15, PARC Terms of Reference and Mandate, Staff present SIP's and Initial Staff Report
At Least 30 business days after formation of PARC Last week of November	Public Meeting #1	Present Board Policy 15; PARC Terms of Reference & Mandate; School Information Profiles; Initial Staff Report; Seek public feedback.
December to end of February	Working Meeting #2 Working Meeting #3 Additional Working Meetings if necessary	Review feedback from Public Meeting #1 PARC; Seek clarification of the Staff Report and the SIPs as needed; Provide feedback on the Initial Staff Report; PARC may discuss potential alternative options and required information.

At Least 40 business days following Public Meeting #1 Early March	Public meeting #2	Review Initial Staff Report; Present the proposed feedback from the PARC to the Board; Seek public feedback.
Following Public Meeting #2 Late March	Working Meeting #4	Review public feedback from Public Meeting #2; Possibly make revisions to the proposed PARC feedback to the Board

All meetings of the PARC will be open to the public and advertised on the Board's website.

Notice of the Public meetings will be provided through school newsletters, notices to parents sent home via the students, the Board's website and advertisements in local community newspapers. The notices will include the date, time, location, and purpose of the meeting as well as a contact name and number. The notices of the public meetings will be provided at least 2 weeks in advance of the planned meeting date.

Meeting notes will be kept of all PARC meetings and will be posted on the Board's website.

3. Consultation with Local Municipal Governments

Following the Board of Trustees' approval to undertake a pupil accommodation review, the affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review will be invited to a meeting to discuss and comment on the recommended option(s) in the Senior Staff's Initial Report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. Board Staff will provide advance notice of when the final public meeting is scheduled to take place.

School Board Staff will document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees

4. Completing the Program and Accommodation Review

4.1 Final Senior Staff Report

At the conclusion of the PARC review process, Board Staff will submit a final staff report to the Board of Trustees at a Committee of the Whole Board meeting.

The final staff report will include a Community Consultation section that contains feedback from the PARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The Senior Staff's report will include as appendices the feedback from the PARC, the information package provided to the PARC, summary notes of the PARC meetings, material received by the PARC from the public discussions with affected municipalities and appropriate interested partners.

The Senior Staff's Final Report will be presented to a Committee of the Whole Board in public session not less than 10 business days after the Final Public Meeting of the PARC.

The Final Staff Report will be available to the public at the Committee meeting and posted on the Board's website on or before the commencement of the Committee meeting.

4.2 Board Meeting for Public Input

A Committee of the Whole Board will hold a meeting for public input no sooner than 10 business days following the presentation of the Senior Staff's Final Report to a Committee of the Whole Board. The meeting will provide an opportunity for the public to make formal delegations to the Board concerning the Senior Staff's Final Report. The public meeting will be scheduled at one of the affected schools.

A minimum notice of two weeks prior to the public meeting will be provided via school newsletters, letters to the school community, the Board's website and advertisements in the local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the ~~Director of Education~~Chief Executive Officer, as Secretary of the Board, at any time.

4.3 Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

There must be no fewer than 10 business days between the public delegations and the final decision of the Board of Trustees.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Board will not usually make a final pupil accommodation review decision during the summer holiday period (typically from July 1 to the day after Labour Day).

5. The School Integration Process

It is important that the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of integration will be carried out in consultation with parents and staff. The ~~Director of Education~~Chief Executive Officer will establish the Integration Committee.

5.1 Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.

5.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- A school superintendent/supervising principal;
- From each affected school:
  - i. The school principal
  - ii. The school council chairperson or designate

The Integration Committee has the authority to co-opt additional members.

5.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee. The Superintendent/Supervising Principal will function as secretary and resource person. Other resource personnel can be called upon to assist the Integration Committee.

5.4 Meetings of the Integration Committee

The Integration Committee will meet as often as required.

5.5 School closure ceremony and funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Integration Committee will design the format and program.

The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds to schools on a case by case basis.

5.6 Timelines

The Integration Committee will report to the ~~Director of Education~~Chief Executive Officer and through the ~~Director~~ CEO to the Board of Trustees no later than February of the final year of a school on the progress of integration planning, and again no later than six months after the implementation of the consolidation.

MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process.

The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available school is less than 15 kilometers for elementary and less than 20 kilometers for secondary;
- utilization rate of the facility is equal to or less than 60%;
- number of students enrolled at the school is fewer than 150 for elementary schools and fewer than 350 for secondary schools; or
- when planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

Even when the criteria for a modified accommodation review are met, the Board may choose to use the standard accommodation review process.

The Limestone District School Board will follow the guiding principles and specific direction of the Ministry of Education *Pupil Accommodation Review Guidelines* should the Board decide to implement a modified review process.

EXEMPTIONS TO THE ACCOMMODATION REVIEW PROCESS

The Boards may decide not to undertake a pupil accommodation review under the following circumstances:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, the Limestone District School Board will provide written notice about the proposed accommodation plans for students before a decision is made by the Board of Trustees. The Board will also hold a public meeting in the affected school to inform the community about the plans and rationale as well as receive feedback from the community prior to the decision.

Within 5 days following a decision to proceed with an exemption, notice about the approval of the exemption will be provided in writing to:

- The parents and staff of the affected school;
- The affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review of the Board's approval;
- The ~~Director(s) of Education~~ CEO(s) of their coterminous school boards and
- The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

An integration/transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students even though no Pupil Accommodation Review has been undertaken.

APPENDIX A: Ontario Ministry of Education, *Pupil Accommodation Review Guidelines*; March 2015
APPENDIX B: Ontario Ministry of Education, Administrative *Review of Accommodation Review Process*

Legal References:

Education Act, Section 8(1)26 School Closings;
Section 171(1)7 Power of Boards to Close Schools;
Sections 194-196 Disposal or Purchase of a School Site;
Ontario Regulations 444/98 Disposition of Surplus Real Property;
Ministry Guidelines: Loading Capacity

Revised April 2017

SELECTION OF THE ~~DIRECTOR~~Chief Executive Officer

Limestone District School Board recognizes the importance of appointing a highly effective system leader to implement the work of the Board. When selecting a ~~Director of Education~~Chief Executive Officer, the Board will seek ~~a chief executive officer~~a CEO who will consider the needs of students as the key mission of the organization. The Board needs a ~~Director~~Chief Executive Officer to provide ~~educational leadership~~, fiscal responsibility, organizational and personnel management, and strategic planning. The ~~Director~~CEO must uphold the Board's key outcomes of a focus on students, respect for staff members, a belief in partnerships and accountability. If qualified, the CEO may also assume the role of Chief Education Officer. If the CEO is not also the Chief Education Officer, the CEO will appoint a Chief Education Officer who will provide educational leadership.

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

1.0.0 Preparation for the Selection Process

1.1.0 Limestone District School Board will select a consultant to assist in organizing the screening and selection process. The consultant may be a local individual in whom the Board has confidence, or a member of a consulting firm that has experience in hiring senior management.

1.2.0 The consultant will provide a workplan. This plan will include execution of stakeholder consultations for the creation of a candidate profile for Board review and/or revision. The plan shall also include proposed timelines.

1.3.0 The Board will establish a ~~Director~~CEO's Selection Committee to short-list the candidates to be interviewed by the Board. The Selection Committee shall consist of the Board and the consultant.

1.4.0 The consultant is responsible for the in-service training of the Selection Committee and the Board in all aspects of the selection procedures.

1.5.0 The Selection Committee shall decide on the most appropriate form of advertising for this position.

1.6.0 The consultant will prepare an advertisement including as many of the most desirable factors aligned with Policy 3 ~~Director of Education~~Chief Executive Officer Job Description as is reasonable to place in the advertisement.

1.7.0 The consultant will assume the responsibility for initiating the advertising process. The consultant will ensure the Superintendent of Human Resources posts the vacancy within the Board, and that the Superintendent of Human Resources will make every reasonable effort to ensure that all qualified current Limestone District School Board employees are made aware of the vacancy. The consultant will endeavour to ensure a diversity of candidates are provided.

1.8.0 The Board will, at its discretion, also advertise externally.

2.0.0 Multi-Criteria Assessment

2.1.0 Applications shall be submitted by letter with an attached résumé indicating experience, education and references with the appropriate releases under the Freedom of Information and Protection of Privacy Act. In addition, candidates will be requested to submit a paper of not more than two typewritten pages indicating their concept of the role of a ~~Director of Education~~Chief Executive Officer and philosophy of leadership~~education~~.

2.2.0 The consultant will study all submissions from external candidates, contact references and select an appropriate number of candidates for review and consideration by the Selection Committee.

3.0.0 Candidates Selected for an Interview

3.1.0 Once the Selection Committee has ranked all applicants, both internal and external, it shall recommend an appropriate number of candidates for final consideration in an interview with the full Board. Normally, not more than five candidates would be involved in the final interview.

3.2.0 In preparation for the interview, the Selection Committee will review the achievements of each of the candidates to be interviewed as well as the skills, knowledge and personal characteristics of the candidates as determined by the submissions.

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

4.0.0 Promotion Criteria for the ~~Director~~Chief Executive Officer's Position and the Role of Chief Education Officer

4.1.0 The person must have experience leading an organization within the public sector, broader public sector or private sector that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. In addition, The ~~Director of Education~~Chief Executive Officer is expected to display above-average competence in the following areas:

i. student/staff welfare;

ii. educational and/or system leadership;

iii. Budget stewardship and fiscal responsibility;

iv. organizational management;

v. strategic planning

vi. personnel management;

vii. Risk management;

viii. Capital infrastructure management and planning;

ix. Collective bargaining and labour relations;

x. Governance, conflict resolution, and negotiation;

~~vi.~~xi. Fiduciary, legal, and regulatory compliance;

~~vii.~~xii. policy/procedures;

~~viii.~~xiii. ~~Director~~CEO/Board relations;

~~ix.~~xiv. communications and community relations;

~~x.~~xv. student~~, staff~~ and district recognition/public relations;

~~xi.~~xvi. successful experience leading in rural and urban settings;

~~xii.~~xvii. inclusive leader, team builder, commitment to equity, inclusion and diversity; and experience with Equity (First Nations, Métis and Inuit, French Language, 2SLGBTQIA+, accessibility and racialized communities);

~~xiii.~~xviii. uses technology and social media to engage and connect;

~~xiv.~~xix. works collaboratively with union and non-union staff; staff morale focus to resolve issues;

~~xv.~~xx. ethical, moral and professional integrity; and

xxi. professional learning.

4.1.1 Chief Education Officer

The CEO may also hold the role of Chief Education Officer if they are qualified based on sections i. and ii. If the CEO is not qualified, they must appoint a Chief Education Officer based on sections i. and ii.

i. The person must have leadership experience related to the administration and delivery of the pedagogical functions of an educational institution that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. For the purposes of subsection 283.0.1.1 (3) of the Act, this qualification is equivalent to membership in the Ontario College of Teachers with respect to the appointment of chief education officers of English-language district school boards.

ii. For the purposes of subsection 283.0.1.1 (3) of the Act, the following are prescribed as other qualifications for chief education officers of English-language district school boards:

(a) The person must have experience, in an executive role, in all of the following areas:

(b) Educational program delivery.

(c) Organizational leadership.

(d) Application of research and data relating to pedagogical practice.

(e) Creating environments that support student achievement and enhance student well-being.

(f) If the person is a member of the Ontario College of Teachers, the person's membership must be in good standing.

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

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

5.0.0 Selection Committee Decision

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

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

Legal References:

Education Act S. 171 Powers of Boards; S. 283 Chief Executive Officer; S. 285 Responsibility of Supervisory Officer; S. 279(1).

Regulation 206/26

Revised: ~~September 2021~~August 2026

COMMUNITY PLANNING AND PARTNERSHIPS

OBJECTIVE

The Limestone District School Board (LDSB) supports and encourages cooperative and collaborative partnerships for Facility Sharing as part of the foundation of a strong, vibrant and sustainable publicly funded education system.

LDSB is committed to focusing on opportunities to share facilities with community partners when building new schools or undertaking significant additions and/or renovations, when considering the use of underutilized space in schools, and when considering properties associated with schools that may close and sites that may be considered for future disposition.

POLICY

The Boards' primary responsibility is to support the achievement and safety of students. Within that context, the intent of this policy is to:

- Improve services and supports available to students;
- Reduce facility operating costs for the Board;
- Strengthen relationships between the Board and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

This policy implements the *Community Planning and Partnerships Guideline* released by the Ontario Ministry of Education in March 2015. A copy of the *Community Planning and Partnerships Guideline* along with this policy will be posted on the Limestone District School Board website and will be made available at the head office of the Board upon request.

CONTEXT

Decisions considered under this policy and its supporting Administrative Procedures will take into account the Board's *Long Term Accommodation Plan*.

Where available space has been identified for partnership opportunities or co-build partnerships, the following principles will be the primary consideration when identifying suitable partnerships:

1) Partnerships will not compromise the health and safety of Limestone DSB students and staff;
2) Partnerships will not compromise the student achievement strategy of the Board;

3) Partnerships will respect the values of the Board;

4) Partnerships will improve services and supports available to the students and community in which the school is located;

5) Partnerships will reduce facility operating costs for school boards and government;

6) Partnerships will maximize the use of public infrastructure through increased flexibility and utilization;

7) Partnerships will strengthen relationships between the Board and community partners and the public;

Operation and maintenance of the space will be carried out by the Board on a cost recovery basis to the partner. Any renovations required by the partner to effectively use the space must be approved by the Board and paid for by the partner.

DEFINITIONS

Facility Partnership Agreement: A legal document that outlines the terms and conditions of the facilities partnership, and complies with all existing Limestone District School Board policies and procedures. The agreement is signed by both/all parties prior to implementation.

Facilities: Buildings and properties owned by Limestone District School Board.

Long-Term Accommodation Plan: A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

Notification List: A list of eligible potential and existing partners, established according to Ontario Regulation 444/98, but not limited to those identified by the regulation.

Partnerships: Mutually beneficial and supportive arrangements between the Board and business, labour, community and government agencies.

Community Partners: community non-profit or profit entities expressing interest in participating in facility use partnership agreements that are deemed eligible by the Board.

Surplus Space: space that has been declared as surplus to the needs of the Board by the Board of Trustees. This space may be leased, sold or otherwise disposed of, subject to Ontario Regulation 444/98 of the Education Act.

Underutilized Space: space in existing facilities that is not declared surplus can be analyzed to determine if it is suitable for partnership opportunities. This space is identified on an annual basis.

PROCEDURES

The key procedures in establishing facility partnerships and supporting effective planning with community partners are identified below. Specific details related to the implementation of these procedures are outlined in administrative procedure *AP- 551 Community Planning and Partnerships* and in administrative procedure *AP-550 Community Use of School Facilities.*

1. Identification of Community Planning and Partnership (CPP) Opportunities

The Limestone District School Board will update annually, usually in April/May, the *Long Term Accommodation Plan*. The plan will include enrolment projections, school capacity, renewal needs, potential consolidations and the construction of new schools or additions, including significant renovations. Through this planning process the Board will identify facilities that may be suitable for facility partnerships and those that may be considered for potential surplus space.

In annually identifying underutilized space the Board will consider include facilities that meet the following criteria:

- The facility has been 60 percent utilized or less for two years and/or has 200 or more unused pupil places;
- Staff are able to identify and create distinct and contiguous space within a facility, separate from the students, as appropriate;
- The space is not required for Board programming or other uses and is projected to be available for the long-term;
- There is appropriate access to the space;
- Parking availability;
- Zoning and site use restrictions;
- Facility conditions;
- Other criteria as recommended by the ~~Director of Education~~Chief Executive Officer.

For surplus space being offered for sale or lease, boards will continue to follow the circulation process outlined in *Ontario Regulation 444/98 – Disposition of Surplus Real Property*.

2. Community Planning and Partnership Notification

The Long Term Accommodation Plan and information about the Board identified space suitable for facility partnerships and those declared as surplus space will be posted on the Board website and updated annually and as needed to maintain accurate information for the public and potential partners. The website posting will also include contact information for personnel who will respond to questions regarding facility partnerships.

The Board will maintain a list of community partners who will be notified when key information regarding community planning or facility partnerships is changed or updated. The list will include as a minimum the entities listed in *Ontario Regulation 444/98 – Disposition of Surplus Real Property* and specifically include:

- All applicable levels of municipal government (single, upper, lower tiers)
- Applicable District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
- Applicable Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres.

Child care operators or government-funded organizations will be added to the notification list upon request, in writing, to the ~~Director of Education~~Chief Executive Officer. Other appropriate entities to the notification list may be added at the discretion of the ~~Director of Education~~Chief Executive Officer.

As per the *Community Planning and Partnerships Guideline* entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.

The Community Partnership List will be maintained in Administrative Procedure 551 and posted on the Board's website. When a partner is added to the list a notification letter outlining the expectations of the partnership will be forwarded to the organization.

3. Annual Community Planning and Partnership (CPP) Meeting

   Board Staff, on behalf of the Board, will hold at least one meeting per year, usually in April/May, to discuss potential planning and partnership opportunities with the public and community organizations. The Board of Trustees will be represented at each meeting by one or more Trustees.

   The Board Staff will notify the entities on the Board's *Community Partnership List* and the general public about the annual meeting. Notification of the CPP Meeting will be posted on the LSDB website and in key local newspapers. Organization contacts on the List of Community Partners will receive written notification at least two weeks in advance of the meeting.

   Invited entities will be requested to bring relevant planning information concerning their organizations to the meeting.

   At the CPP meeting all or appropriate portions of the *LDSB Long Range Accommodation Plan* will be presented and the invitee organizations will share planning information and community needs related to their respective organizations. Information shared will be formally documented in the summary notes of the meeting which will be posted on the LDSB website.

   Additional staff-level meetings may be held to discuss additional information with relevant entities.

4. School Board Planning Prior to a Pupil Accommodation Review

   As the Board explores options to address underutilized space in schools the Board will continue discussions with affected municipalities and other community organizations. These discussions will include information about any community planning and partnership opportunities and proposals that Board staff may present to the Board of Trustees.

5. Co-building and Facility Partnership Agreements

   The Superintendent of Business will present, to the appropriate committee of the Board, a detailed report outlining the terms of any proposed Co-building or Facility Partnership Agreement. Following discussion and receipt of additional information, as needed, the Board Committee will make a recommendation to the whole Board.

   Partnership agreements cannot be finalized until both the Board and the partner/s have an approved source of funding. Requests for Ministry of Education funding and requests for transfer from reserve approvals are expected to reflect that the Board has already solicited interest from partners. The Ministry prefers that the Board and facility partners have ownership of their respective portions of the facility, where the portions are sizeable.

   The Committee and the Board will consider all agreements within the context of this policy and the *Community Planning and Partnerships Guideline.*

Legal References:
Ontario Community Planning and Partnerships Guideline (March 2015)
Ontario Regulation 444/98

Reviewed: July 2021

Administrative Report: Interim Financial Report for Quarter 3

Regular Board Meeting

August 19, 2026

Purpose

To report on the Interim Financial Operating Expenditures for the period from September 1, 2025, to May 31, 2026 (Quarter 3).

Background

The Interim Financial Report – Operating Expenditures for the period ending February 28, 2026, was presented to the Board on May 20, 2026. This report provided operating expenditures for the period from September 1, 2025, to February 28, 2026 (Quarter 2).

Attached is the Interim Financial Report – Operating Expenditures for the period ending May 31, 2026 (Quarter 3), which is presented in a similar format to the 2025-2026 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As of Quarter 3, $241.4M of the $316.9M operating budget, or 76%, has been spent. This is comparable to the 76% results from the same quarter last year.

It is important to note that expenditures are calculated based on payments made within the specified period. Some expenditures may be non-cyclical, potentially resulting in higher or lower amounts within a given timeframe. For further details, refer to Appendix 1.

The Board is on target to end the 2025-2026 fiscal year within the budgeted deficit of ($2.9M).

Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services

Reviewed by: Roger Richard, Acting Executive Superintendent of Corporate and Staff Services
Krishna Burra, CEO/CEDO/Director of Education

Attachments

Appendix 1 - Interim Financial Report – Operating Expenditures (Quarter 3)

Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending May 31, 2026 (Quarter 3)
Appendix 1

Expenditure Categories		2025-2026 Revised Estimates		2025-2026 Expenditures at (Q3)	2025-2026 % Spent at (Q3)	2024-2025 % Spent at (Q3)
Instruction						
Classroom Teachers	$	159,910,300	$	116,645,577	73%	73%
Supply Staff		9,610,395		8,359,379	87%	89%
Educational Assistants		21,639,036		18,771,903	87%	93%
Early Childhood Educators		5,572,520		4,874,665	87%	86%
Textbooks and Supplies		8,055,032		5,603,858	70%	61%
Computers		4,286,122		3,083,062	72%	73%
Professionals/Paraprofessionals		11,109,571		8,412,564	76%	72%
Library and Guidance		3,657,933		2,722,473	74%	78%
Staff Development		1,646,127		1,644,449	100%	77%
Department Heads		376,216		287,795	76%	76%
Principals and VPs		13,153,509		9,813,539	75%	78%
School Office		7,566,122		6,307,453	83%	83%
Coordinators and Consultants		5,194,849		3,990,358	77%	75%
Continuing Education		2,214,652		1,191,801	54%	46%
Instruction Total		253,992,384		191,708,876	75%	75%
Administration and Governance						
Administration and Governance		8,795,256		6,882,976	78%	74%
Administration and Governance Total		8,795,256		6,882,976	78%	74%
Transportation						
Transportation		21,300,678		19,099,252	90%	90%
Transportation Total		21,300,678		19,099,252	90%	90%
Pupil Accommodation						
School Operations and Maintenance		30,818,429		22,038,024	72%	75%
Pupil Accommodation Total		30,818,429		22,038,024	72%	75%
Other						
Other Non-Operating Expenses		1,967,301		1,650,252	84%	88%
Pupil Accommodation Total		1,967,301		1,650,252	84%	88%
Operating Expenditures Total	**$**	316,874,048	**$**	241,379,380	76%	76%

Limestone
DISTRICT SCHOOL BOARD

220 Portsmouth Ave., Kingston, ON K7M 0G2
P: 613-544-6920 | F: 613-544-6804
TF: 1-800-267-0935 | TTY: 613-548-0279
limestone.on.ca

June 24, 2026

Via email: marlene.feenstra@cupe1480.ca

Dear Marlene,

Thank you again for your delegation on the topic of "Funding Increase for Supports", presented to the LDSB Board of Trustees at the Board Meeting on Wednesday, June 17, 2026. The purpose of this letter is to acknowledge your delegation at the meeting and outline some potential follow-up.

As you are aware, after your delegation later in the meeting, the board did pass a motion asking the chair to send a letter to the Minister, Ministry, CODE, OPSBA, and labour partners. This motion and letter did speak to the concerns you raised in the delegation. As a result, there may not be any further follow-up. That being said, trustees will have the opportunity to discuss your delegation further at the next Regular Board Meeting on August 19, 2026. If there is anything further from those discussions, we will follow-up with you at that time.

In the meantime, if you have any feedback on your experience presenting at the Board Meeting, and how staff can assist to ensure delegations have a smooth presentation, kindly reach out to our producer, Maddie Crothers at crothersm@limestone.on.ca with your feedback.

Thank you again for sharing the information with the Board.

Sincerely,

Krishna Burra, CEO/Director of Education, Limestone District School Board

cc: Chair Karen McGregor