



AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, May 1, 2024 – 5:30PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEPOCMTGMAY1>

Public Meeting – 5:30 PM

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

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 Update on the See Yourself in Limestone Student Census 2020 & Administration of the Student Census 2025 – Superintendent Alison McDonnell (Pages 2-5)
 - 4.2 Limestone District School Board Literacy Update - Associate Superintendent Sartor (Pages 6-11)
5. REPORTS FOR ACTION
 - 5.1 Provincial Directors’ Performance Appraisal – Director Burra (Pages 12-18)
6. UNFINISHED BUSINESS - None at this time.
7. NEW BUSINESS - None at this time.
8. CORRESPONDENCE - None at this time.
9. NEXT MEETING – June 5, 2024
10. ADJOURNMENT



ADMINISTRATIVE REPORT: UPDATE ON THE SEE YOURSELF IN LIMESTONE STUDENT CENSUS 2020 AND ADMINISTRATION OF STUDENT CENSUS 2025

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

May 1, 2024

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

To provide Trustees with an update on the status of the See Yourself in Limestone Student Census 2020 project and to share information about the administration of the second Student Census in the Fall of 2025. Supports Strategic Plan Focus: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture.

Background

The Ministry of Education requires boards to complete a Student Census. The Student Census administration took place in the late fall of 2020, after extensive community consultation beginning in 2019. The Student Census offers an opportunity to create a shared understanding of the diverse backgrounds, experiences, strengths, and needs within Limestone's school communities. The census questions ask about several aspects of student identity including race and cultural background; sexual orientation and gender; disabilities and conditions; socioeconomic status; and experiences at school.

The survey was completely voluntary, online, and was confidential. There were three versions of the survey: Grades 7 to 12, Grades 4 to 6, and Grades K to 3. Resources were provided in advance to support the administration of the survey in schools. For example, an Educator and Technical Guides. Students in Grades 4 to 12 completed the survey in class with educator support, while parents/guardians of students in Grades K to 3 completed the survey at home in consultation with their students. It should also be noted that several public consultation sessions occurred in the winter of 2019-2020, prior to the onset of the pandemic, to share questions and seek feedback. The overall

response rate for Grades 4 to 12 was 76%. The overall response rate for Grades 7 to 12 was 72%. The overall response rate for the Board (K-12) was 55%. The highest response rates were among students in Grades 4 to 9.

The See Yourself in Limestone Student Census 2020 Preliminary Report: September 2021 was shared with Trustees in September 2021. This report was also shared with administrators and made publicly available on the LDSB website in September 2021. The Preliminary Report provided a detailed introduction to the methodology and framework used, next steps in this project, along with Board-level summary of data, such as responses to each question in the surveys (data tables). In this first report, data was descriptive only, meaning that there was no interpretation included and results were reported by individual question only.

A Technical Advisory Group (TAG) comprised of LDSB community stakeholders and members of the Student Census Team was established in January 2022 to support the analysis of the data. Since this time, the Research Team, and the Technical Advisory Group (along with a subcommittee of TAG called the Closed Group comprising individuals who self-identify as racialized and offer guidance on the messaging, interpretation, and presentation of race-based data specifically) have established priorities for analysis, identifying key variables, and working to build meaningful, empowering representation of the students and communities whose data is included. The TAG identified student sense of belonging as a priority for analysis, as belonging is a fundamental element of student engagement, agency and self-determination. TAG also identified race as the key driver for analysis in the first report to create greater understanding, improve student experience, and create meaningful, positive change.

The See Yourself in Limestone: Student Sense of Belonging report was released in April 2023. This report was the first in a series of reports and focused on student belonging and experiences at school based on race and race related data, including cultural background or ethnicity; religion; country of birth; newcomer status; and language. This report offered information on belonging indicators: experience of positive school climate; social justice education; positive representation and reflection of identity; opportunities to express and learn about cultural background; caring adults at school; treatment by adults at school; and being made to feel unwelcome or uncomfortable at school. This report was also shared with administrators and made publicly available on the LDSB website in April 2023.

The See Yourself in Limestone: Student Census Achievement Report was released in December 2023. This was the second report to analyze data from the Student Census from 2020. The focus of this report was traditional measures of student achievement for all census related identity groups, and includes some information on student sense of belonging for groups who were not the subject of the first report. This report included information on achievement indicators: one caring adult at school; one

adult at school expects me to do well; suspensions; reasons for absent or late; special education (IEPs); EQAO math and literacy; pathways (Applied); credit accumulation; and graduation. This Student Census Achievement Report offers the Limestone District School Board the opportunity to reflect on system practices in the future.

Current Status

The Student Census 2020 is in its final communications phase. Presentations of the findings of the Achievement Report will conclude in May 2024. Smaller reports may continue to come forward based on 2020 student census data. Over time, and through careful analysis in collaboration with students, families, staff, and community partners, the information gathered through the Student Census 2020 will continue to help us identify and address systemic barriers; expand on our strengths; cultivate classrooms and schools that mitigate discriminatory biases; create more equitable outcomes and inclusive learning environments; and support student achievement and well-being.

Next Steps and Communication Plan

The Limestone District School Board will begin planning the second cycle of Student Census data collection in the Fall of 2024 with plans to administer the second Student Census in the Fall of 2025. Like the 2020 Student Census, the board will take a participatory approach to the project that involves consultation with diverse members of the Limestone community. The community consultation period prior to the survey's implementation is expected to take about ten to twelve months.

The Technical Advisory Group (TAG) will be renewed prior to Fall of 2024 with a call for expressions of interest in the Spring of 2024. The purpose of the Technical Advisory Group (TAG) will be to continue to give advice, opinions and make recommendations in the design of methods for data collection (e.g., survey development and implementation), analysis (e.g., determining disparities and disproportionalities among student outcomes relative to identity) and the representation of results (e.g., specifically how the information is reported and shared) and to ensure that multiple and diverse perspectives are applied to the analysis of Student Census data to minimize the risk of bias.

Upon administration in the Fall of 2025, the Student Census 2025 will provide the board with demographic, belonging and achievement data that can be directly compared to students who completed the 2020 Student Census and are still attending school within Limestone, specifically students who are currently in Grades 9 to 12+ who were in Grades 4 to 9 in 2020. All information for students in kindergarten to Grade 4 will be new data, as none of the students in these grade ranges could have participated in the 2020 Student Census. Data from Student Census will continue to be used

to create a shared understanding of the diverse backgrounds, experiences, strengths, and needs of students within Limestone's school communities.

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: LIMESTONE DISTRICT SCHOOL BOARD LITERACY UPDATE

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

May 1, 2024

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

To provide Trustees with a system literacy update, and to share plans moving forward.

By focusing on literacy instruction and reviewing student achievement to determine future instructional planning and next steps, we are focusing on the following Strategic Plan Goals:

- 1) Improving student well-being/sense of belonging, participation/engagement in class time and time focused on learning
- 2) Improving literacy learning and achievement for every student
- 3) Improving graduation rates and preparedness for future success for all groups of students
- 4) Improving responsiveness and service to families, staff, and community partners

Background

On October 3, 2019, the Ontario Human Rights Commission (OHRC) announced a public inquiry into human rights issues that affect students with reading disabilities in Ontario's public education system. The Right to Read inquiry, which focused on early reading skills, found that Ontario's public education system was not meeting the needs of students with reading disabilities, such as dyslexia and many others, by not using evidence-based approaches to teach them how to read.

On February 28, 2022, the OHRC Right to Read report was released and highlighted that learning to read is not a privilege but a basic and essential human right. The report included 157 recommendations directed toward the Ministry of Education, Ontario school boards, and Faculties of Education outlining how to address systemic issues that affect the right to learn to read. Just over half of those

recommendations directly implicated the work of Ontario school boards. The recommendations were divided into five areas:

- 1) **Curriculum and Instruction** – The report recommended revising the Full Day Kindergarten (FDK) and Grade 1-8 language curriculum to include explicit, systematic, and direct instruction in foundational reading skills which include phonemic awareness, phonics, decoding, and practice with reading words in stories to build word-reading accuracy and speed. Further, it recommended removing all instruction that is based on the 3- cueing system (meaning, structural and visual approach).
- 2) **Early Screening** – The report recommended that all students from Senior Kindergarten to Grade 2 be screened twice per year, using a standardized, evidence-based screening tool as this is a critical component of universal, tier 1 instruction.
- 3) **Reading interventions** – The report highlighted the need to provide systematic reading interventions when educators uncover that students are struggling to acquire word level reading skills. The report indicated that interventions are most effective when delivered in Kindergarten and Grade 1 and should also be available to all students. The report further supported the idea that more intensive (tier 2 and 3) interventions need to occur daily in focused blocks of time.
- 4) **Accommodations** - The report indicated that students require instructional accommodations that are timely, effective, and supported. The report also underscored that accommodations are not a substitute for teaching students to read. They need to be provided *along with, not in place of*, evidence-based curriculum and interventions.
- 5) **Professional assessments** - The last area focused on providing earlier access to professional assessments and establishing clear criteria for access.

2022/2023 School Year:

Throughout the 2022/2023 school year, LDSB was committed to ensuring that all students had access to tiered literacy instruction and intervention support. The literacy team focused on four learning initiatives:

Supporting Job-Embedded Literacy Learning in Classrooms

Nine Learning Coaches were hired to support all 50 elementary schools. The learning coaches

received two weeks of intense training alongside various members of the program team as the 2022/2023 school year began. At the beginning of the school year, each school was allocated between 5 and 9 weeks of 'coaching time' (dependent upon school population and student need). In the area of literacy, the role of the coach was to work alongside educators as they implemented direct and explicit literacy instruction based on student data. The learning coach supported educators by planning together, modelling lessons, providing feedback, and gathering data to inform instruction. This support was instrumental as educators have shifted their learning toward more explicit, direct, and research-based literacy instruction.

Professional Learning for Administrators

A prominent Canadian educational researcher, Ken Leithwood, determined that principals are second only to educators as the most important school factor affecting student achievement. Knowing that educators would receive job-embedded professional learning as they worked alongside the learning coaches, we developed a seven-session learning series for all principals and a four-session learning series for all vice principals. During each session, administrators participated in a half-day of professional learning that included research review, practical instructional strategies, sample lessons, and important resources to share with their educational team. By the end of the school year, LDSB invested over \$200,000 in literacy materials that included instructional resources and decodable books, in all 50 elementary schools.

Acadience Pilot – Universal Screening for K-2

As noted above, one of the five areas of the OHRC Right to Read report focused on universal screening. In 2023, the Ministry of Education publicly shared that all school boards would implement universal literacy screening for all Senior Kindergarten-Grade 2 students during the 2023/2024 school year. Commencing February 2023, the literacy program team led a series of 4 professional learning sessions with 8 elementary schools. Teams of 5 individuals from each school (Administrator, Student Support Teacher (SST), and three K-2 educators) learned how to implement a universal screener called Acadience, and how to interpret the data to inform classroom instruction.

Expansion of Empower

The Empower program was expanded to 42 elementary schools and 7 secondary sites. The Empower program is a research based, intensive, explicit literacy program. Students receive instruction for 50-60 minutes per day, in a group of 6-8 students. The instructor receives 4 days of training throughout the school year. At the high school level, a small group of students attend an Empower class as a credit-based literacy course, for one semester. Specific student data is gathered before the program commences and upon its completion. The goal of the program is to build student skills in decoding and spelling (elementary) and decoding, spelling, fluency, and comprehension (secondary).

Current Status

In June 2023, the Ministry of Education released a revised language curriculum for implementation in September 2023.

Once again, throughout the 2023/2024 school year, LDSB has been committed to ensuring that all students have access to tiered literacy instruction and intervention support. The literacy team focused on six learning initiatives:

Universal Screening for K-8:

As shared above, in spring 2023, the Ministry of Education shared that all school boards would implement universal literacy screening for all Senior Kindergarten-Grade 2 students during the 2023/2024 school year. In September 2023, the Ministry announced a delay in this mandatory implementation, but provided school boards with funding to train and prepare for a Universal Screening launch in September 2024. The literacy team developed and executed a plan to train every SK to Grade 2/3 teacher, all Student Support Teachers (SSTs), all District Learning Centre (DLC) teachers and all Early Childhood Educators (ECEs). Given the participation in the pilot, and the ongoing learning with Learning Coaches during the 2022/2023 school year, many educators were looking for advanced training. To respond to this need, the team devised two different training sessions: Level 1 (for beginners) and Level 2 (for individuals who had already implemented Universal Screeners). From December to April, the Literacy team offered ten professional learning sessions. In addition to training, the team has worked alongside Information & Technology Services (ITS) to build an electronic platform that houses literacy data. LDSB data suggests that 87% of K-2/3 teachers are currently using Universal Screeners. LDSB is well positioned to implement Universal Screening in SK-Grade 2 commencing in the 2024/2025 school year. In addition, educators in Grades 3-8 and in high school are building increased awareness in its use as a tool to plan targeted literacy instruction.

Implementation of the New Language Curriculum: Focusing on Curriculum Fidelity

As the updated Grade 1-8 Language Curriculum was released, LDSB asked all elementary schools to designate a Literacy Lead. Literacy Leads from each elementary school participated in two full days of professional learning, facilitated by the Literacy team. The purpose of the professional learning was for participants to gain a deeper understanding of the updated curriculum, to receive instructional resources, and to offer resources for Literacy Leads to share back with their school during divisional meetings, staff meetings and PA days.

Literacy Coaches

While the team of 6 literacy coaches was smaller this year, their work continued in every elementary

site. School based support, per Ministry direction, was in K-3 classrooms, focusing on implementing the new curriculum and using data (i.e., Universal Screeners) to plan for targeted and purposeful instruction. One of the Literacy Coaches was supported through Indigenous funding. As all the Literacy Coaches have worked together, this partnership has continued to support authentically infusing Indigenous ways of being, knowing and doing into all aspects of learning, including literacy. In addition to their work alongside educators, Literacy coaches have also developed and delivered professional learning sessions, supported learning at staff meetings and PA days, and have developed instructional resources to use in classrooms. Their work with educators, support staff and administrators has been integral in building evidence based, consistent literacy practice throughout the system.

Focusing on Writing

Through a survey, elementary educators requested professional learning and support in teaching writing. A three-day professional learning series was developed for primary (Grades 1-3) and junior/intermediate (Grades 4-8) educators using a resource called The Writing Revolution. This commenced in April and will finish in June 2024. Twenty-five primary educators and 27 junior educators are participating. Each educator was expected to build a professional learning plan with their administrators to share their learning with the rest of the school team following each of these three sessions.

Empower Expansion

Now in its 4th year of implementation and expansion, Empower is available in almost every elementary site and all secondary sites. This past year, the Empower (6-8) program was piloted at Calvin Park Public School. The results of the program have been significant. Students have realized significant gains in reading achievement, but also in self-confidence. Qualitative data from students, educators and family members will be gathered (pre-program and post-program surveys) as well as student growth in literacy.

Community Connections

This year, the Literacy team developed a folder of helpful resources for schools to share with family members and community organizations. These literacy resources have been used during Parent/Caregiver Information Sessions led by School Advisory Councils and during school-based events. They were also shared at a Parent Involvement Committee (PIC) meeting. We have also partnered with some community organizations such as the Kingston & Frontenac Public Libraries to host Family Literacy Nights. Our goal is to expand these resources and to continue to support caregiver learning and engagement.

Next Steps and Communication Plan

The Limestone District School Board has committed to ensuring that all students will become proficient readers by the end of Grade 2. To do this, we must ensure that all educators possess the knowledge to deliver targeted and explicit literacy instruction and that they continue to receive responsive support.

As we continue to implement the revised curriculum, we commit to continued engagement with caregivers and the community to share best practices and to support learning at home and at school.

The Literacy Team, alongside the Indigenous Education team, Equity team, Educational Services team, and the Human Rights and Equity Advisor will continue to collaborate to support instructional approaches and share materials that allow all students to see themselves in the curriculum, and to support a sense of belonging and confidence.

Finally, we will continue to work alongside the Educational Services team to ensure explicit and effective literacy instruction at all tiers of support. Alignment in instructional delivery will continue to be critical for students and staff.

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: PROVINCIAL DIRECTORS' PERFORMANCE APPRAISAL

EDUCATION, POLICY, & OPERATIONS COMMITTEE MEETING

May 1, 2024

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

To provide the Board of Trustees with an overview to changes to the process and timelines for the Director's Performance Appraisal. In addition, for the Board to strike a committee, based on recommendations to changes to Policy 11 (Board Committees) as it relates to the "Director's Review Committee".

Background

Historically and based on the Education Act, school boards had responsibility for overseeing and assessing the Director of Education's performance based on criteria established between the director and the Board of Trustees. On March 4, 2024, Ontario Regulation (O. Reg.) 83/24 – Director of Education Performance Appraisal (DPA) came into effect. O. Reg. 83/24 sets out the mandatory assessment criteria that all school boards must use to complete their director's annual performance appraisal. The regulation does allow for some local flexibility to incorporate additional, locally focused criteria.

O. Reg 83/24 delineates between full and interim performance appraisals. Essentially the only difference is whether a 360 degree, bi-annual process is required and the members of the school board community included in that part of the process.

The regulation also explains what process is required depending on the hiring date of the director. Given I was hired in August 2020, the full process would be utilized for the 2024-25 school year, and would be repeated every other year (2026-27, 2028-29, etc...). An interim process would be utilized in the other years (2025-26, 2027-28, etc...).

Current Status

O. Reg 83/24 sets consistent timelines and processes for all directors of education for publicly funded school boards across the province of Ontario. Below is an outline of the timelines detailed in the regulation.

- By May 15 of any given year, the Board is required to establish a committee of no fewer than three and not more than seven board members to conduct a performance appraisal of the director of education for both full and interim evaluation cycles. It should be noted that Policy 11 (attached) for the Director's Review Committee outlines the inclusion of four trustees, including the Chair and Vice-Chair. One member of the committee would be elected to be the chair.
- By July 31 the committee chair and at least one other member of the committee are required to meet with the director of education to develop and finalize their performance plan in accordance with s. 9(1) and 9(3) of O. Reg. 83/24.
- By August 15 the committee chair must provide all trustees with a copy of the director's performance plan. In addition, the Chair of the Board is required to provide written notice to the Minister which includes the following information: (a) date that the director of education began their role (August 2020); (b) whether steps regarding bi-annual feedback in s. 8(1) of O. Reg. 83/24 are required during the current evaluation cycle; (c) confirmation that the director of education's performance plan has been put in place for the current evaluation cycle; and (d) the Chair of the Board must post a copy of the confirmation on the board's website.
- By December 1 in a full performance appraisal year when bi-annual feedback is required, the Minister would provide written notice to the board of trustees and the director of education on whether the Minister intends to provide feedback.
- By January 11, the committee chair must request feedback from every member of the board of trustees on the director of education's progress towards implementing and achieving the goals.
- By January 21, each member of the board of trustees provides feedback to the chair of the committee.
- By January 31, the committee chair and at least one other member of the committee need to meet with the director of education to review progress towards implementing and achieving goals in the performance plan.
- By April 30, an external provider/entity must be selected by the board to conduct the bi-annual feedback (360) assessment. The external provider/entity must have at least five years

member of the board of trustees including student trustees; each member of every statutory, ad hoc, or other committee of the board; each staff member of the board who reports directly to the director of education; each parent member of the school council at each school of the board; a representative nominated by each local employee association (union, federation, association) representing employees of the board; a representative sample of community partners and stakeholders, as identified by the committee with input from the director of education; and the Minister of Education if they have provided notice to the board and director of their intention to provide feedback by December 1 (see timeline above).

- By May 15, the external provider/entity is required to prepare a written report that summarizes and analyzes feedback and submit the report to the committee and the director of education.
- By June 10, the director of education is required to update their performance plan in accordance with s. 9(4) of O. Reg. 83/24.
- By June 20, the committee chair is required to provide a copy of the draft performance appraisal report, prepared in accordance with s. 10 of O. Reg. 83/24, to every member of the board of trustees.
- By June 30, each member of the board of trustees is required to provide any feedback on the draft performance appraisal report to the committee.
- By July 7, the committee chair is required to provide the draft performance appraisal report to the director of education.
- By July 31, the committee chair and at least one other member of the committee must meet with the director of education to review actions implemented to achieve goals in performance plan, update the plan for next evaluation cycle, discuss the draft of the report, and provide an opportunity for a response.
- By August 10, the committee must finalize the performance appraisal report and provide the final report to the board of trustees and the director of education.
- By August 15, the Board of Trustees must provide the Minister of Education with (a) written confirmation that the performance appraisal has been conducted and adopted by board resolution; and (b) a list of community partners and stakeholders that participated in the bi-annual feedback (if applicable). On the same day, the board must post a copy of the written confirmation and the list of community partners and stakeholders on the board website.

Next Steps and Communication Plan

The Board of Trustees amend current Policy 11 (Board Committees) to comply with O. Reg. 83/24, select members of the Board of Trustees to sit on the performance appraisal committee (May 2024 to August 2025), and start the process and timeline outlined above in this report.

Recommendations

1. Trustees adopt the recommended changes to LDSB Procedural Bylaws for Section VI Committees. See appendix A.
2. Trustees adopt the recommended changes to Policy 11 to comply with O. Reg. 83/24. See appendix B. Additional changes have been made to Policy 11 for housekeeping purposes to ensure alignment and correct placement in the policy.
3. Trustees select four members of the Board to serve on the Director's Review Committee as required under O. Reg. 83/24 to comply with the May 15 deadline, and as outlined in the amendments made to the LDSB Procedural Bylaws and Policy 11.

Prepared by: Senior Staff

Reviewed by: Krishna Burra, Director of Education

Attachments: Attachment A: LDSB Procedural Bylaws for Section VI Committees

Attachment B: LDSB Policy 11 Committees of the Board

Attachment C: Existing LDSB Policy 11 Committees of the Board

Appendix A

ARTICLE VI - COMMITTEES

Section 1. Purpose of Committees. The purpose of committees is to support the work of the Limestone District School Board and to provide for a strong and effective governance system.

Section 2. Method of Meeting. Ideally, committee meetings will be held in person. Barring the aforementioned, if necessary, committee meetings may be held telephonically, or electronically. Any meeting shall provide for communication among all committee members synchronously.

Section 3. Standing and Statutory Committees. The Board may establish standing committees as deemed necessary. Committees established by law are statutory committees. The membership, purpose, powers, and duties of committees are as prescribed in legislation or by the Board as necessary. Standing and statutory committees as established by the Board, are outlined in Policy No. 119 Committees of the Board and Policy 173 Student Suspension Appeals, Exclusion Appeals, Minutes of Settlement, Expulsion Hearings, Expulsion Appeals.

- 3.1 Statutory Committees.** The statutory committees of the Limestone District School Board shall be Special Education Advisory (SEAC), Student Suspension Appeals, Minutes of Settlement, Expulsions Hearing, the Supervised Alternative Learning (SAL), the Audit, [Director's Performance Review](#), and Parent Involvement (PIC).
- 3.2 Standing Committees.** The standing committees of the Limestone District School Board shall be the Education Policy and Operations (EPOC), Budget, Policy, Environmental sustainability Advisory (ESAC), [Indigenous Education Committee](#), Awards and Nominating Committee.

Section 4. Membership of Standing Committees. The membership, purpose, powers and duties of all standing committees shall be as per Policy No. 119 Committees of the Board. Each member, except the Chair and Vice-Chair, shall be required to sit on at least one committee of the Board.

Section 5. Attendance at Committee Meetings. Trustees are expected to attend committee meeting for committees they have been appointed. If they cannot attend, they must inform the alternate (if one exists) and the Secretary of the Board in a timely manner. Meeting minutes shall note when Trustees are absent from the meeting. While Trustees not assigned to a committee may attend the committee meeting, they shall sit in the gallery.

Section 6. Special Committees (Ad Hoc)

- 6.1** Special committees may be created as necessary by the Board.
- 6.2** The Board by resolution shall create a Director's Review Committee as prescribed in Policy 119 Committees of the Board and Policy 2 Board Job Description.
- 6.3** The Board by resolution shall create a Board Review/Self-Evaluation Committee as prescribed in Policy 119 Committees of the Board and Policy 2 Board Job Description.

COMMITTEES OF THE BOARD

5.6.0 Director's Review Committee

5.6.1 Purpose:

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

5.6.2 Powers and Duties:

- To use the Provincial assessment criteria, Director's job description, and the district's Strategic Plan as the basis for the evaluation;
- To review the annual report(s) of the Director on the action the Director has taken in the system; and
- To present an evaluation report for review and approval by the Board.
- 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
- Two other Trustees
- The Director
- One Trustee will be elected by a majority of the committee to act as its chair.

5.6.4 Meeting:

- The appraisal committee shall be convened by a Board motion annually.
- Meetings shall be called by the Committee Chair as needed during the appraisal period based on timelines outlined in Ontario Regulation 83/24.

Appendix C

7.4.0 Director's Review Committee

7.4.1 Purpose:

- To provide an evaluation for the Director of Education.

7.4.2 Powers and Duties:

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

7.4.3 Membership:

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

7.4.4 Meeting:

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