



Governance Committee
Monday, January 20, 2025
EC-340D & Virtual Meeting

AGENDA: 3:00 p.m.

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Review of Committee Workplan
5. Board of Trustee Self-Assessment Survey Results
6. Trustee Code of Conduct: Procedure – updates per O. Reg. 306/24
7. Adjournment

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GOVERNANCE COMMITTEE

Monday, January 20, 2025

Board of Trustee Self-Evaluation – Survey Results (Year 2)

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

Recommendation:

That the Board of Trustee Self-Evaluation Survey Results (Year 2) report be received.

Background:

Last year, Trustees completed their initial Board of Trustee Self-Evaluation which asked them to reflect on what they knew (i.e. the traditional roles and responsibilities of the Board of Trustees), but also inspired them to think about how they could evolve practices to reflect the pillars of the Multi-Year Strategic Plan.

Status:

The year-over-year self-evaluation is an effort to measure the progress made by using a maturity model to show growth along the journey and where the board needs to go. Trustees were asked to indicate progress on each item using the maturity scale and to assess the progress of the Board of Trustees as an entity, not as individuals.

The results of the surveys received for Year 2 have been aggregated with open responses summarized in themes and show a year-over-year progression from the initial self-evaluation conducted last year.

The survey results can be found in [Appendix A](#).

Financial Implications:

There are no financial implications known at this time.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Board of Trustees Self-Evaluation, 2024-2025

Between December 2024 and January 2025, Trustees were invited to engage in the second self-evaluation of Board of Trustee progress. Participation was voluntary and Trustees could skip questions they preferred not to answer.

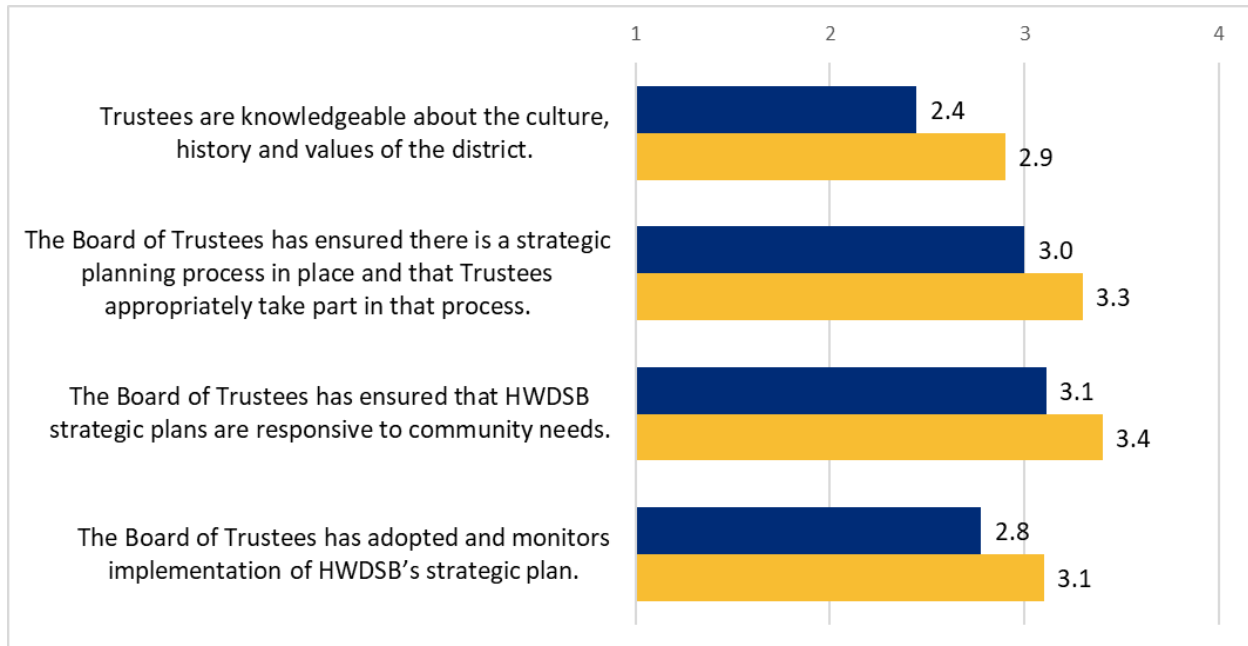
The purpose of the yearly self-evaluation is to assess strengths and areas for improvement. A maturity model is used for this activity to show change over time along a continuum. It is designed to foster growth by asking where the Board of Trustees is at on this journey and where they need to go. Some questions were aspirational when asked during 2023-2024, meaning there was no expectation this work had begun, but that this is now part of the ongoing work of the Board of Trustees.

Scale:

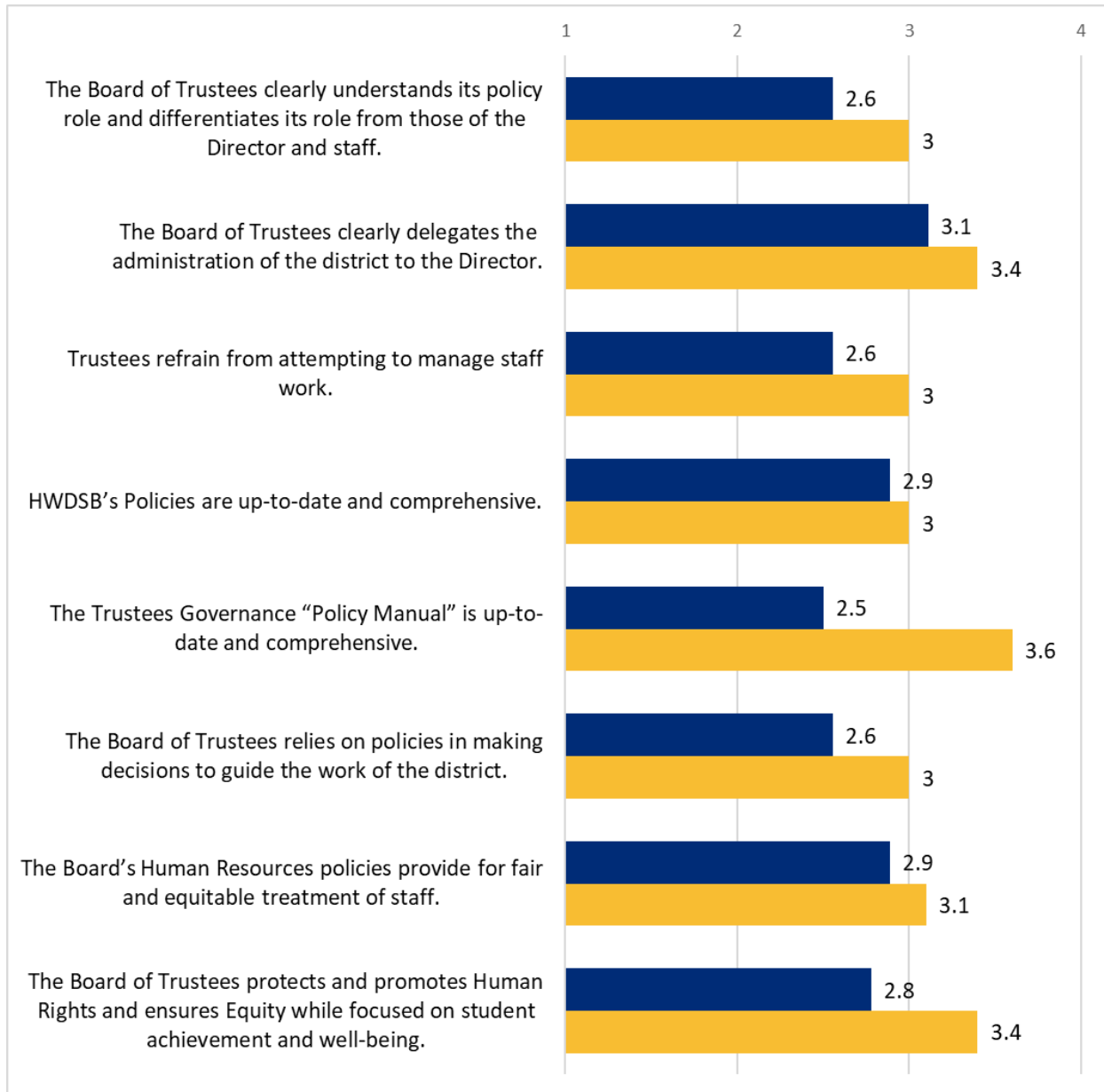
1. PRE-IMPLEMENTATION:	we have nothing in place to address this, we may need to know more, we may be gathering information, we may be planning
2. EARLY IMPLEMENTATION:	this happens ad hoc, we're still learning
3. BUILDING CAPACITY:	this happens but not always consistently, we are learning more, practicing, supporting, shifting practice
4. SUSTAINING CAPACITY:	we are where we need to be. Practice/knowledge is consistent and ongoing

Of HWDSB's 10 Trustees, 7 participated this year. Their responses, using the scale above, are summarized below alongside the findings from 2023-2024 during which 10 Trustees participated. The average response is indicated at the end of each bar. It is that number we look at to assess progress toward a maximum of 4.

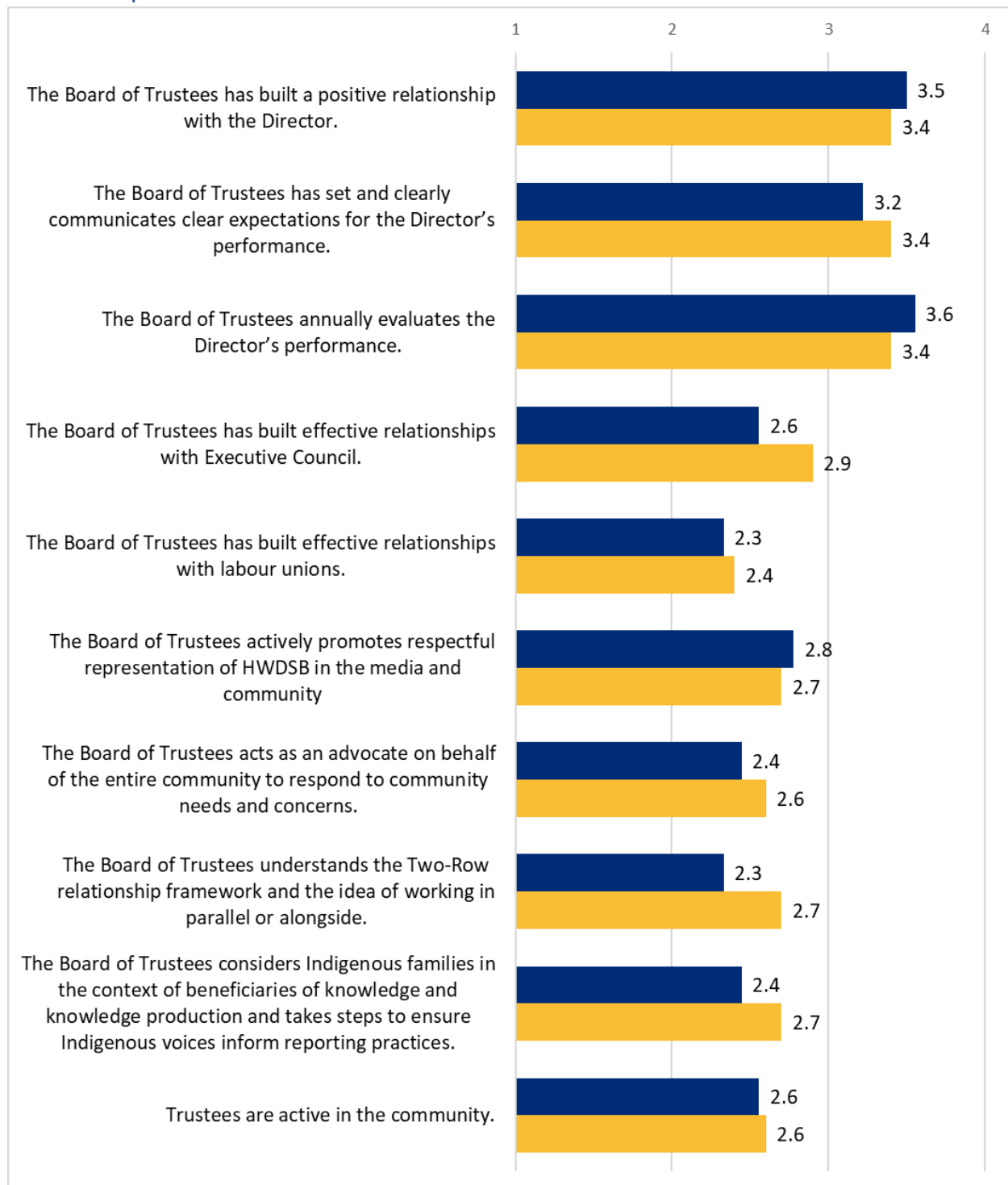
Mission and Strategic Planning



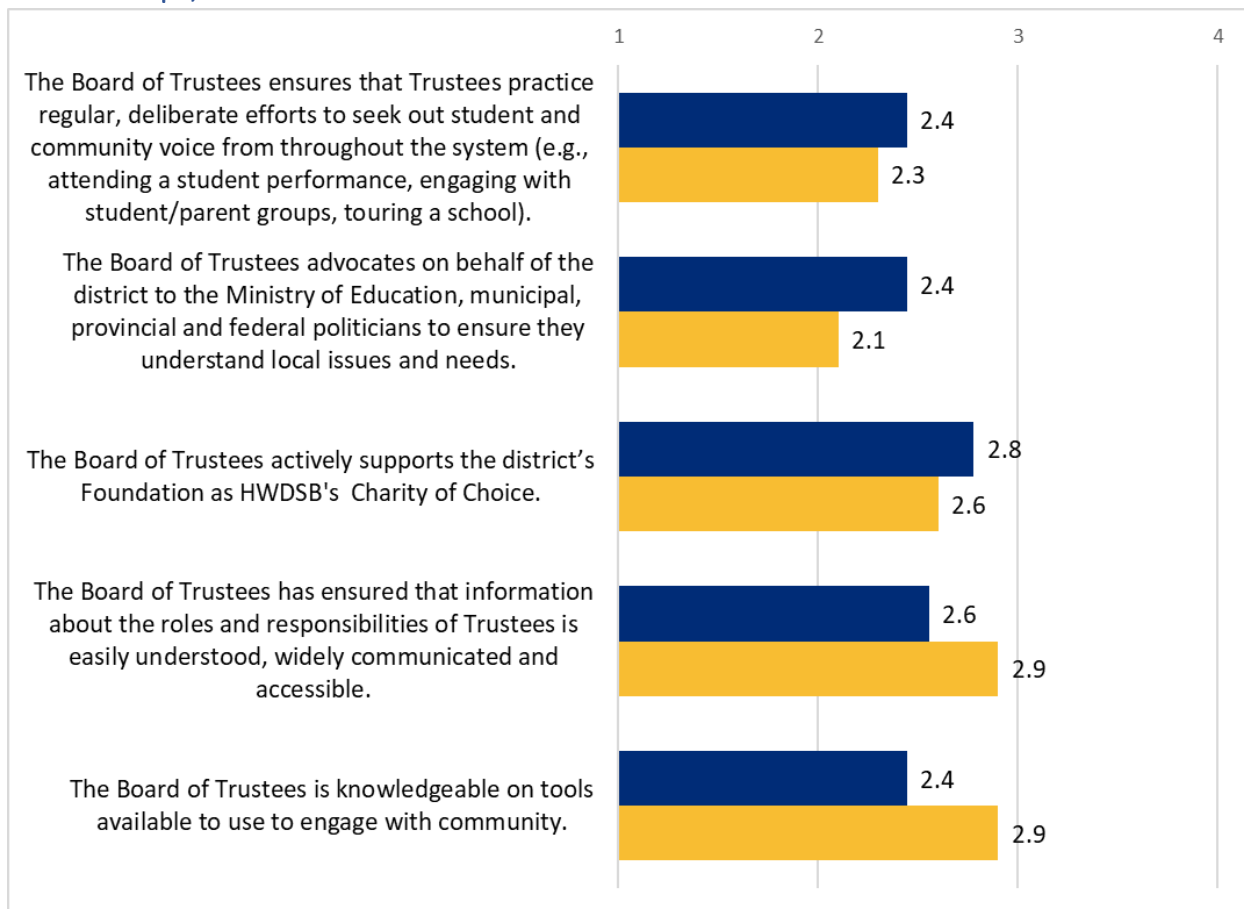
Policy and Governance Role



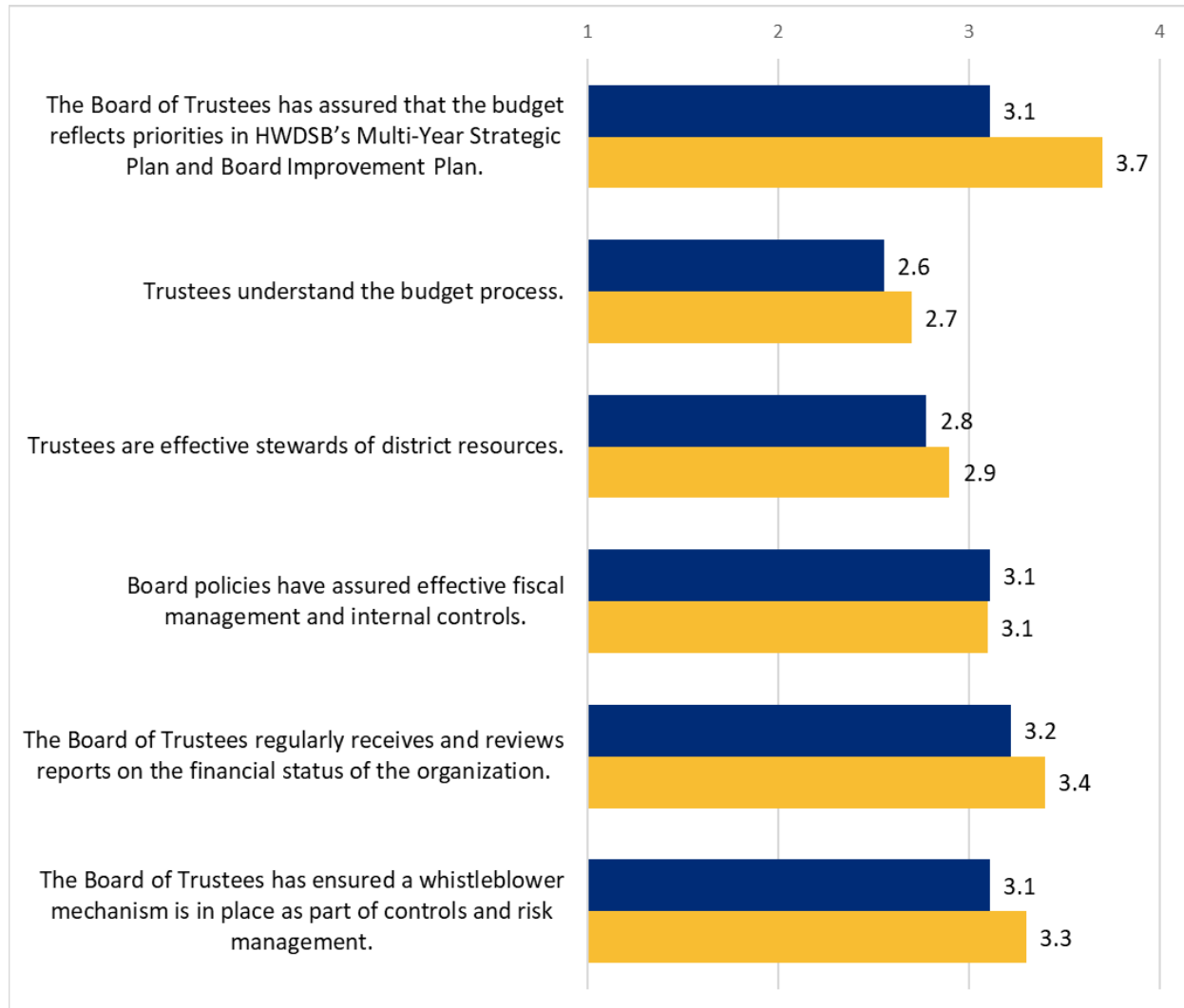
Relationships



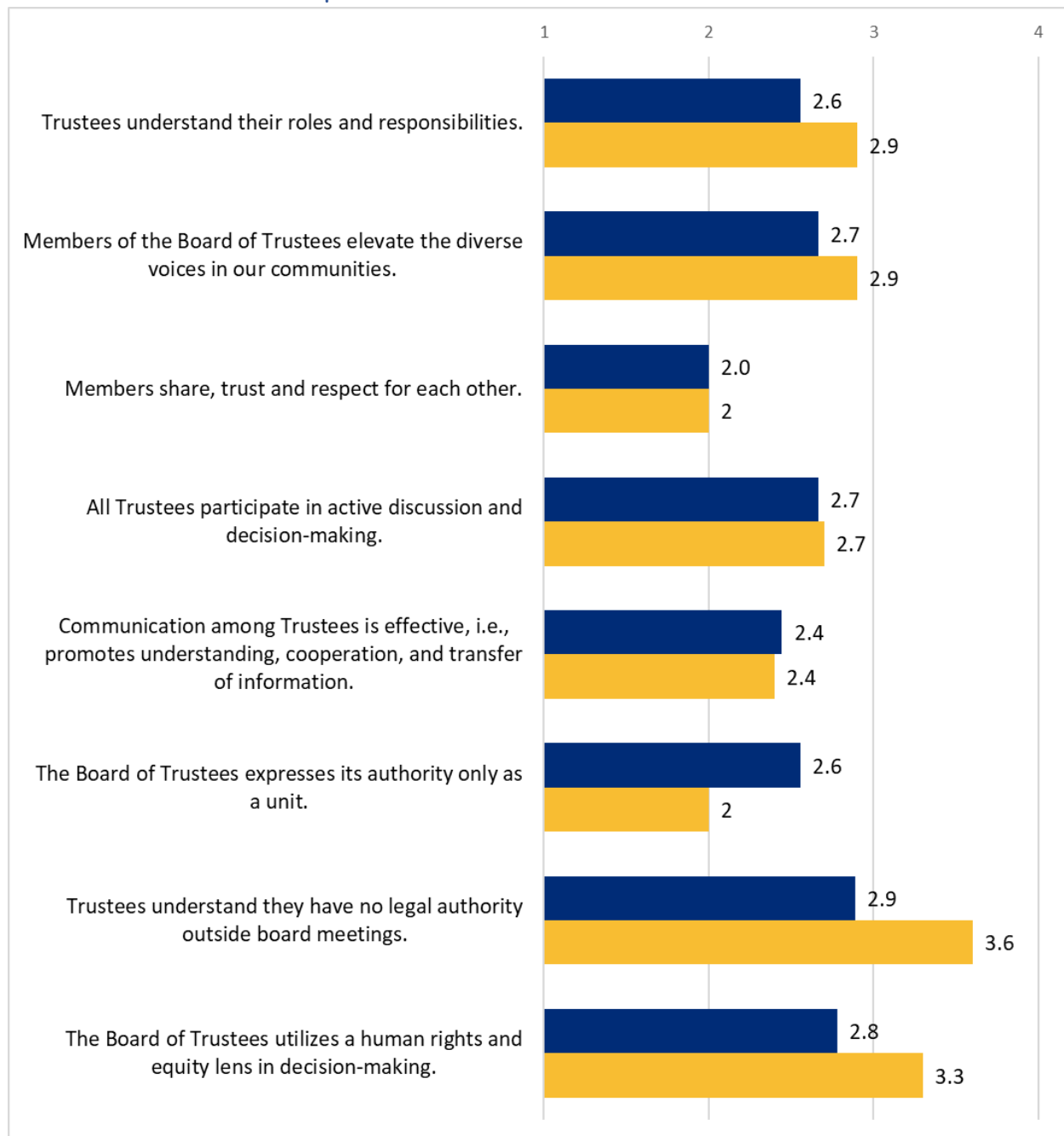
Relationships, cont'd.



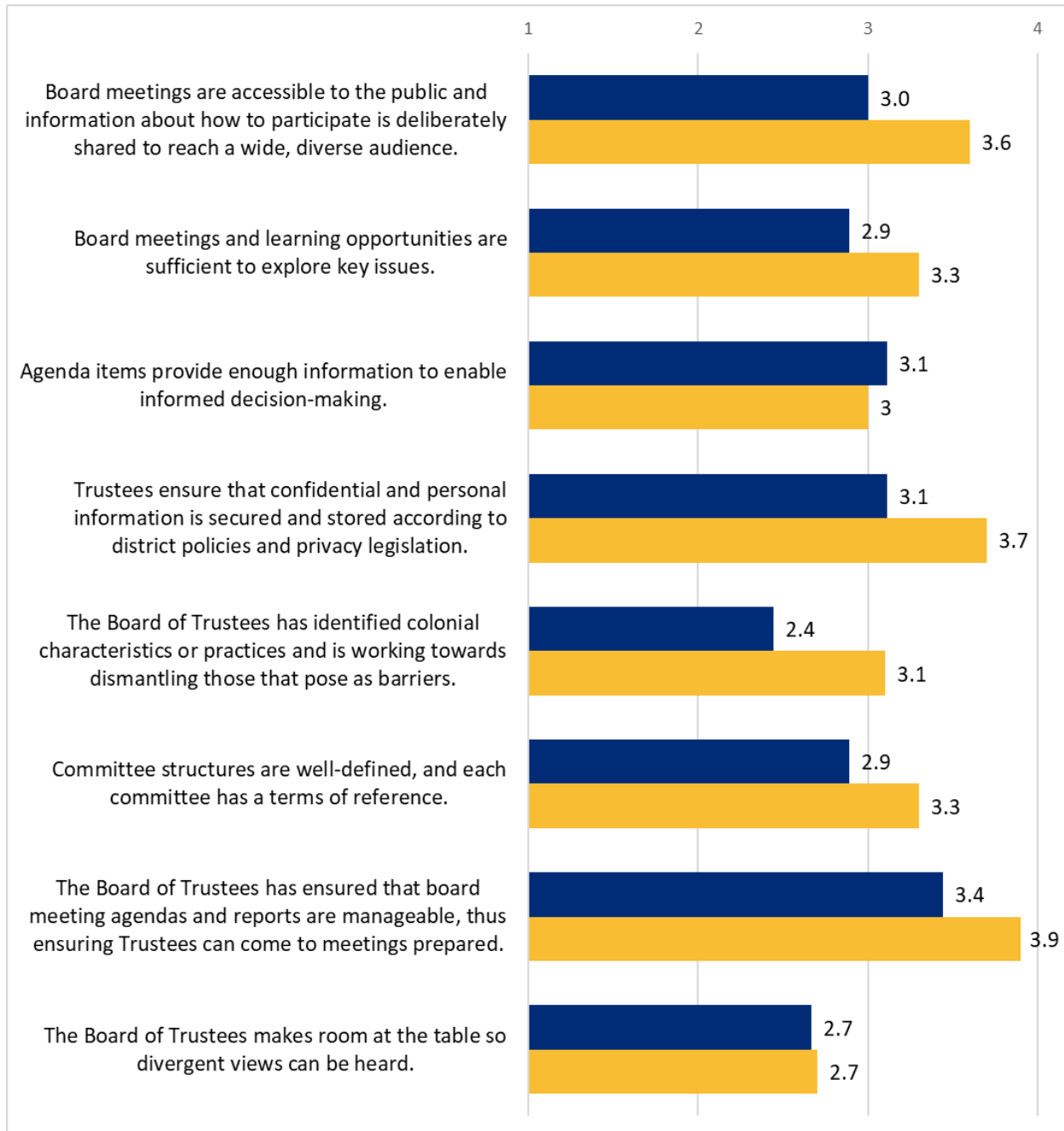
Fiduciary Role



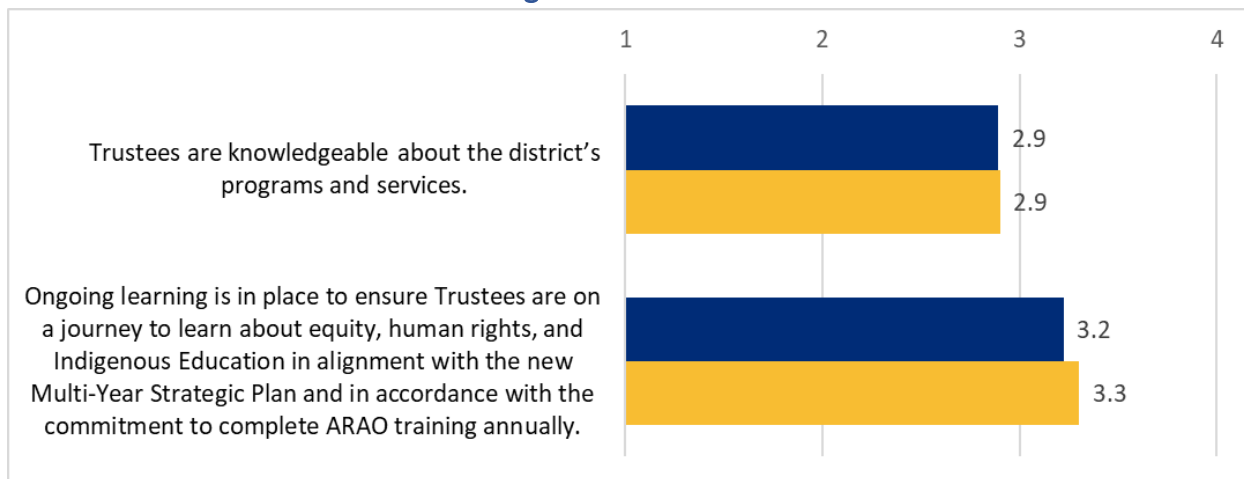
Board of Trustee Leadership



Effective Committee and Board Meetings



Board of Trustee Professional Learning



Following the matrices of maturation questions above, Trustees were asked optional open-ended questions. Below is a summary of the themes/sentiments expressed by those who chose to respond.

1. In your opinion, what are the Board of Trustees' greatest strengths?

Participating Trustees feel that the Board's strengths lie in its ability to analyze issues effectively and ask pointed questions to retrieve critical information, to support staff to do their work—which sometimes means taking a more passive role to reduce interruptions to staff, to foster engagement and trust in the community, and bring diverse perspectives to the table. Trustees value the strong working relationship with the Director and each other, as well as their unified purpose toward improving education for every student.

2. What are the Board of Trustees' greatest opportunities for improvement?

Participating trustees identified areas for improvement that centre on better meeting preparation to improve discussion and efficiency while reducing unnecessary questions, better collaboration and consensus making, being present at professional development sessions in a stance that embraces learning and growing together, improved attendance at committee meetings and a desire for all Board members to read committee packages to be better informed. They also identified relationship building as a key opportunity for improvement.

3. As a member of the Board, I have concerns about...

Concerns voiced by Trustee participants focused on relationships, collaboration and teamwork, lack of action, insufficient working knowledge of key areas, and lack of community voice. For example, there is concern over the lack of effort in trying to understand each other's perspectives which leads to inertia and lack of cohesiveness. In addition, not all Trustees have a clear understanding of budget, fiduciary responsibilities, and facilities which diminishes capacity for effective oversight. Community voice is not present at the table and this was articulated as a concern. Lack of relationship building with the senior team was also seen as a concern along with the perception that the Trustee role is performatory while it should be an integral part of

Board decisions. Lastly, there was a shout out to longstanding Trustee, Ray Mulholland, and the knowledge gap he left behind when he retired from the Board.

4. I think the Board of Trustees would benefit from learning about these topics:

Most pressing learning needs centered around three main areas: 1) governance, roles, conducting meetings, 2) budget process, policy development, 3) timely procedural information, for example, ongoing updates on new programs, program effectiveness, finance info by school and facilities info by school. In addition, further development in general knowledge about the culture of the board and the city, as well as social media was expressed as areas of learning potential.

5. What additional resources & supports does the Board of Trustees need to understand roles and responsibilities as members of Trustee special committees, advisory committees, legislative committees, etc.?

Ideas for resources and supports covered training courses, possibly digital, and written resource material to support professional development pertaining to committee operations, including how committee agendas are set, as well as committee work, and general governance. A mechanism for safe reporting of conflict, harassment, and bullying as HWDSB has for staff could be seen as a valuable support for Trustees as well.

6. Please describe how the board functions as a cohesive unit. Is it functioning as a unit as well as it should? Why or why not?

Trustees identified significant challenges in working as a cohesive unit, with some members emphasizing the lack of collaboration and teamwork. These issues hinder the Board's effectiveness in decision-making and achieving common goals. In contrast, other trustees felt the Board was operating as it should. Some Trustees felt that there is a problem being able to express differing opinions in a healthy way that does not lead to hurt feelings and ostracization.

Summary

This second annual Board of Trustees Self-Evaluation was designed to cover areas pertinent to the governance of public boards of education and do so in a way that provides a road map for future development, growth and improvement. The maturity model acts as a point in time and can be compared to results in past and subsequent years to track progress. The open-ended questions were designed to elicit more granular information that Trustees can now use to plan next steps. This self-evaluation highlights the Board's strengths in analytical abilities, commitment to education, and diversity. However, it also reveals critical areas for improvement, including better preparation, enhanced collaboration, and the need for targeted professional development. Addressing these areas will enable the Board to function more effectively as a cohesive and productive unit.



GOVERNANCE COMMITTEE

January 20, 2024

Trustee Code of Conduct - Procedure

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Heather Miller, Officer of Trustee Services

Recommendation:

That the Trustee Code of Conduct – Procedure be approved.

Background:

The Trustee Code of Conduct was updated (July 29, 2024) under Ontario Regulation 312/24 *Member of School Boards – Code of Conduct*. Boards must update their code of conduct procedures to ensure compliance with [Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct](#) and section 218.3 Enforcement of Code in the *Education Act*.

Status:

The Ontario Public School Boards' Association (OPSBA) has provided member boards with a template which reflects revisions in the legislation and regulations noted above and could be modified to address local concerns, so long as the changes do not conflict with the required provisions that came into force on January 1, 2025.

Staff have reviewed the OPSBA template and drafted a proposed Trustee Code of Conduct Procedure based on the requirements of the Regulations ([Appendix A](#)) for consideration by the Governance Committee.

Notes:

- Section 218.3 of the *Education Act* provides that only a member of the Board may bring a complaint of a breach of the code to the attention of the Board. It does not provide that members of the public may bring forward a code breach.
- The recommendation from OPSBA is that school boards continue to use an informal complaint process for addressing alleged breaches and that a formal complaint process be used for egregious and repetitive behaviours that disrupt the Board from upholding good governance practices and conducting its business.

- The Integrity Commissioner may define the scope of the investigation in the formal process.
- Boards are responsible for all fees charged by an Integrity Commissioner as per the *Education Act*.

Financial Implications:

There are no financial implications known at this time.

Strategic Directions:

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Trustee Code of Conduct – Procedure

Ontario Regulation 246/18: *Member of School Boards – Code of Conduct* has been revoked and replaced with a new Ontario Regulation 312/24 *Members of School Boards – Code of Conduct* that sets out paragraphs. 2(1) (4.1 and 4.2) that are mandatory code of conduct provisions effective January 1, 2025, [concerning the prohibition of frivolous, etc. complaints and reprisals].

Section 218.3 *Enforcement of Code of Conduct* of the *Education Act* and Ontario Regulation: 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* sets out certain mandatory provisions for the enforcement of the Members Code of Conduct.

The above mandatory provisions come into effect on January 1, 2025.

The statements in **bold** under the Trustee Code of Conduct Procedure provisions are requirements under the *Education Act* or the Regulations. The text in red indicates HWDSB local considerations.

Definitions

Appellant - the party appealing the Integrity Commissioner's determination. "Business Day" means a day from Monday to Friday, excluding Holidays as defined in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

Holiday – defined in the *Legislation Act, 2006*, **Section 88**

Integrity Commissioner - a person appointed by the Board from the Minister of Education's roster of integrity commissioners or during the time no such roster exists, a person appointed by the Board who holds the qualifications to be appointed an integrity commissioner prescribed by Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

Respondent - the party responding to an appeal of the Integrity Commissioner's determination.

Informal Complaint Procedure

Note: Each year two Trustees shall be chosen by the Board of Trustees to play a part in the procedure when the circumstances warrant that one or both Trustees are needed in place of the Chair and/or the Vice Chair of the Board to carry out any of the duties of the Trustee who is disqualified. The two Trustees will be designated and ranked as Code of Conduct First Alternate, and Code of Conduct Second Alternate, and, in that order, shall play a part in the procedure corresponding to the disqualified Trustee, if allowed.

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 following 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 meeting will also include the Vice Chair (or Alternate) where** 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 **and Vice Chair (or Alternate)**, 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 **and the Alternate** may carry out the duties described in paragraph 2 above. At the Vice-Chair's **and the Alternate'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.

Formal Complaint Procedure

7. **A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:**
 - a. **the Chair of the Board; or**
 - b. **the Vice-Chair of the Board, if the notice is related to the conduct of the Chair; or**
 - c. **another Trustee of the Board (Code of Conduct Review, First Alternate or Second Alternate), who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.**
8. **The Trustee who gives notice of an alleged breach of the Board's Code of Conduct shall provide a copy of the notification to the Director of Education of the Board.**
9. **The person to whom the notification was made (Chair, Vice-Chair, or other Trustee, as the case may be) 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.

10. **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.**
11. **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.**
12. **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*.**

Notice of Breach

13. The written notice of a breach of the Code **shall include:**
 - a. **the name of the Trustee alleging the breach and their contact information;**
 - b. **the name and contact information of the Trustee 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 that was allegedly breached;**
 - f. the date on which the Trustee alleging the breach first knew that the alleged breach occurred;
 - g. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
14. 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. See particulars of this timeline below under *Refusal to Commence an Investigation* and *Discovery of Breach*.

Resolution of Notice of Breach

15. 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 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.
16. **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 *Appointment of Integrity of Commissioner*. This should be done as soon as reasonably possible.

Appointment of Integrity Commissioner

- 17. **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.**
- 18. **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.**
- 19. If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board 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* and in consultation with the Director of Education.
- 20. 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.

Investigation

- 21. **Subject to *Refusal to Commence an Investigation* described below, the Integrity Commissioner appointed by the Board shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board.**
- 22. **The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.**

23. **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

24. **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.**
25. **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.**
26. **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

27. **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

28. **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.**
29. **Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.**

Decision Process

30. 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.
31. 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.
32. 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

33. 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.
34. 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.
35. 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 meeting and that are not available to members of the public.

Appeal

36. 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.
37. 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.
38. 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

39. 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.
40. One of the appointed Integrity Commissioners shall be named by the panel to act as chair and co-ordinate the hearing of the appeal.
41. 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.
42. The panel shall hear the appeal in writing.

Parties Written Submission

43. 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.
44. The Respondent shall provide written submissions to the panel and the Appellant no later than 20 Business Days after receiving the Appellant's submissions.
45. The Appellant shall provide their written reply to the Respondent's submissions no later than 10 Business Days after receiving the Respondent's submissions.
46. The chair of the panel may extend any timeline regarding the above written submissions at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.
47. A decision to extend a 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

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

Panel Decisions on Processes During the Appeal

49. 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.
50. The chair of the panel shall notify the parties of any decisions made by the panel above.

Decision of the Panel

51. 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.

52. **The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.**
53. **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.**
54. **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.**
55. **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.**
56. **The decision of the panel respecting the determination of the Integrity Commissioner is final.**
57. **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.**
58. **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.**