
Agenda – Education, Policy & Operations Committee Meeting

Wednesday, February 5, 2025

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBEOCMTGFeb525>

Public Meeting – 5:30 p.m.

Land Acknowledgement: “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 THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. REPORTS FOR ACTION

4.1 Trustee Code of Conduct – Director Burra (Pages 2-18)

5. REPORTS FOR INFORMATION

5.1 Operational Plan: Literacy, 2024-2025- Associate Superintendent Sartor (Pages 19-22)

5.2 School Year Calendar Process and Options for 2025-2026 – Associate Superintendent Gollogly (Pages 23-26)

6. UNFINISHED BUSINESS

7. NEW BUSINESS

8. CORRESPONDENCE

9. NEXT MEETING – March 5, 2025

10. ADJOURNMENT

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

Administrative Report: Trustee Code of Conduct

Education, Policy and Operations Committee Meeting

February 5, 2025

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

To provide trustees with recommended changes to Policy 5 Trustee Code of Conduct due to changes stemming from legislative changes from Bill 98 (June 2023) and resulting regulations: O. Reg 312/24 Members of School Boards- Code of Conduct; and O. Reg 306/24 Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct.

Background

Policy 5 Trustee Code of Conduct has been renewed at different times based on legislative and/or regulatory requirements. It was last reviewed with resulting substantive changes as part of the bylaw and policy review that occurred in 2021, and further refined with the regulatory requirement to make changes to the Trustee Code of Conduct in August 2024. As a result of regulatory changes stemming from Bill 98, the Better Schools and Student Outcomes Act, 2023 further updates are required with the implementation of Regulation 306/24. Ontario Regulation 246/18: Member of School Boards – Code of Conduct has been revoked and replaced with a new Ontario Regulation 312/24 Members of School Boards – Code of Conduct and Ontario Regulation 306/24 Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct that sets out mandatory provisions for a code of conduct and the processes to be initiated when an alleged breach is brought forward. Regulation 312/24 was enacted on July 29, 2024 and Boards were required to revise their current trustee codes of conduct and related policies to reflect the new regulatory requirements by August 28, 2024. Regulation 306/24 is now in effect and requires further refinement of Policy 5 as it relates to alleged breaches and the potential involvement of integrity commissioners. As mentioned in August 2024, Regulation 306/24 being put into force changes the processes to be utilized when a breach is alleged, the potential requirement for a referral to an integrity commissioner, and the enforcement of potential sanctions for breaches of the Code of Conduct.

Limestone District School Board

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Current Status

The most significant changes due to the implementation of Regulation 306/24 are clearly outlining a process for addressing alleged breaches, the potential involvement of an integrity commissioner, and a potential appeal process. The goal of the regulation is to establish consistency across school boards for how alleged breaches are addressed. An internal and less formal process is outlined to initially address alleged breaches. If that process is unsuccessful, a referral can be made to an integrity commissioner to further investigate the matter and render potential sanctions. Finally, either the board or an individual trustee can choose to appeal the decision of an integrity commissioner to a panel of three integrity commissioners appointed by the Deputy Minister of Education. Any decision rendered by the panel would be final. The regulation also outlines how and where alleged breaches are publicly reported. It should be noted that all costs associated with the involvement of an integrity commissioner, or an appeal panel, are borne by the board in question.

Next Steps and Communication Plan

Recommended edits have been made to Policy 5 to comply with the regulatory requirements set out in Regulation 312/24 and 306/24. See Appendix A for the recommended edits that ensure regulatory compliance.

Recommendations

That Trustees approve the edits as outlined in Appendix A.

Prepared and Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix (A): Policy 5 with edits to ensure regulatory compliance. It should be noted that Policy 5 now includes multiple appendices to ensure alignment with the different components, and processes, outlined in Regulation 306/24.

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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 themselves 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 themselves 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 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. The Board may censure a Trustee in accordance with the Education Act: Student Achievement and School Board Governance Act, as amended, where such person:
- ▲ Contravenes legislation;

- Breaches any board policy, procedure or practice; and
- Breaches confidentiality.

Appendix A:

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 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 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.
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 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, Referral 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, 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.

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 meeting 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.

~~Appendix A (Education Act: Section 218.3)~~

~~Enforcement of Code of Conduct~~

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

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

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

~~1. Censure of the member.~~

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

~~3. Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board. [2009, c. 25, s. 25]~~

~~(4) — For greater certainty, the imposition of a sanction under paragraph 2 of subsection (3) barring a member from attending all or part of a meeting of the Board shall be deemed, for the purpose of clause 228 (1) (b), to be authorization for the member to be absent from the meeting. [2009, c. 25, s. 25]~~

~~(5) — A member of a Board who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board under subsection (3) is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public. [2009, c. 25, s. 25]~~

~~(6) — If a Board determines that a member has breached the Board's code of conduct under subsection (2),~~

~~(a) The Board shall give the member written notice of the determination and of any sanction imposed by the Board;~~

~~(b) The notice shall inform the member that they may make written submissions to the Board in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and~~

~~(c) The Board shall consider any submissions made by the member in accordance with clause (b) and shall confirm or revoke the determination within 14 days after the submissions are received. [2009, c. 25, s. 25]~~

~~(7) — If the Board revokes a determination under clause (6) (c), any sanction imposed by the Board is revoked. [2009, c. 25, s. 25]~~

~~(8) — If the Board confirms a determination under clause (6) (c), the Board shall, within the time referred to in that clause, confirm, vary or revoke the sanction. [2009, c. 25, s. 25]~~

~~(9) — If a sanction is varied or revoked under subsection (7) or (8), the variation or revocation shall be deemed to be effective as of the date the original determination was made under subsection (2). [2009, c. 25, s. 25]~~

~~(10) — Despite subsection 207 (1) but subject to subsection (11), the part of a meeting of the Board during which a breach or alleged breach of the Board's code of conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207 (2) (a) to (e). [2009, c. 25, s. 25]~~

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

~~1. Make a determination under subsection (2) that a member has breached the Board's code of conduct.~~

~~2. Impose a sanction under subsection (3).~~

~~3. Confirm or revoke a determination under clause (6) (c).~~

~~4. Confirm, vary or revoke a sanction under subsection (8). [2009, c. 25, s. 25]~~

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

~~(13) — The passage of a resolution to do any of the things described in paragraphs 1 to 4 of subsection (11) shall be recorded in the minutes of the meeting. [2009, c. 25, s. 25]~~

~~Appendix A (Education Act: Section 218.3) (continued)~~

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

Legal References:

Education Act S. 170-171 Duties and Powers of Boards, Bill 177, Student Achievement and School Board Governance, 2009

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

Administrative Report: Operational Plan – Literacy, 2024-2025

Education, Policy and Operations Committee Meeting

February 5, 2025

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

To provide trustees with an update on the Literacy Operational Plan, and how the plan supports the goals of the LDSB strategic plan.

Limestone District School Board continues to focus on building foundational literacy skills in elementary students and supporting the instructional capacity of all educators. In doing so, 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 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
- 2) Early Screening

Limestone District School Board

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- 3) Reading Interventions
- 4) Accommodations
- 5) Professional Assessments

In June 2023, a revised Ontario Language Curriculum (Grades 1-8) was released for implementation in September 2023.

While Limestone District School Board had already begun a learning journey in 2021 focused on the science of reading and supporting evidence-based literacy programming and instruction, the OHRC's Right to Read report and the revised Ontario Language Curriculum further shaped this work.

Current Status

Improve student well-being/sense of belonging, participation/engagement in class time and time focused on learning:

The most effective way to increase time focused on learning is to create a targeted and personalized learning plan for every student that is responsive to their strengths and needs. Administrators and educators have continued to build their capacity in data driven decision making by gathering screener and diagnostic data to plan personalized instruction for every student. The literacy program team and learning partners have also led professional learning for educators focused on explicit instruction. Explicit instruction includes strategies to encourage participation by all students (through a call out procedure) instead of one student at a time (by raising hands). Finally, through professional learning and coaching, the literacy team has supported learning in student self-regulation. This involves building student understanding of their current achievement level, followed by goal setting so that students can track their own progress.

Improving literacy learning and achievement for every student:

This year, Early Reading Screening (ERS) became mandatory for every SK – Grade 2 student in Ontario. The Literacy Program Team and the Learning Partners have been integral in supporting system implementation. LDSB chose to use Acadience Reading, which is a standardized, reliable, and valid universal screener that helps teachers to identify children at risk for reading difficulties. By the end of September, all SK-Grade 2 teachers had been trained to administer the screener, and by November 2024, all SK, Grade 1, and Grade 2 students had been screened. This important data was the first step in planning targeted and explicit literacy instruction for every student. While early reading screening is mandatory in K-2, LDSB's goal is to support all educators teaching Kindergarten through Grade 8, to

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recognize the value of early reading screening and to use it as a valuable data point in their literacy programming. This is not the only area where data has driven a system response.

LDSB EQAO and report card data indicate lower student achievement in junior (Gr. 4-6) writing. In addition, teachers have requested support to build a strong writing program. LDSB has developed a series of professional learning sessions that support the development of an evidence-based writing program in K-8, with sessions focused more heavily on the junior division. Between the learning sessions, educators are provided with additional job-embedded support from the Learning Partner team as they work collaboratively to implement the program and track student progress. While we originally prioritized participation in this professional learning based on student achievement data, to date, 96% of all LDSB elementary schools have had at least one participant. Offering consistent programming and professional learning allows for collaboration and consistency within, and across schools.

The goal in LDSB is to improve learning for every student and this necessarily looks different for each student. Some students may require more intensive programming to learn a required skill. As such, we have continued to support a multi-tiered system of support in literacy. While we have reached systemwide implementation of Empower (a tier 3 evidence-based reading program requiring intensive support), we have also introduced two additional programs in LDSB, named Lexia and Rewards. These are considered tier 2 programs which are evidence based but less intensive. As we gather data and support their implementation, we will continue to offer tiered literacy programs and supports in every elementary school.

Elementary school teams, which include an administrator, and 1-4 educators (dependent on the size of the school) have been invited to three full-day professional learning sessions at the board office. This has provided school teams the opportunity to work collaboratively to review data sets, to engage in literacy learning, and to plan future school-based learning together. Again, this supports LDSB's focused intention which is ***to make a positive difference in the lives of every student, in every classroom, in every school.***

Improving responsiveness and service to families, staff, and community partners

The literacy team has worked diligently to develop accessible information about literacy instruction and teaching that can be shared with families. These include 'Highlights of the Week' that schools can choose to include in their weekly newsletters. The team has also created a folder of supports for schools that includes everything required to run a Literacy Information Session for a school community. Finally, schools can access a literacy presentation to share with School Councils. These presentations have also been offered in the community at the Kingston Frontenac Public Libraries and at community partner sites such as KEYS Employment and Newcomer Services.

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As part of the system implementation of Early Reading Screening, information has been shared with families so that they are aware of this new assessment practice and can reach out to staff with any questions they may have.

Next Steps and Communication Plan

The Literacy Operational Plan is monitored in many ways, which includes gathering qualitative data (student surveys, data gathered at all professional learning sessions), engaging in regular reviews of the Student Achievement Plans and Key Performance Indicators (KPIs), sharing results from school visits with school supervisors, and through ongoing review of literacy data now available in the LDSB dashboard.

Information is regularly reviewed, analyzed, shared, and discussed by different teams so that this data can be used as guidance to inform future operational planning.

Recommendations

That this report be received for information.

Prepared by: Stephanie Sartor, Associate Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

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Administrative Report: School Year Calendar Process and Options for 2025-2026

Education, Policy, and Operations Committee Meeting

February 5, 2025

Purpose and Link to the Strategic Plan/Goal: Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning

Improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

Provincial Regulation 304: School Year Calendar, Professional Activity Days requires that a regular school year start on or after September 1, and end on or before June 30 of any given year. Additionally, every school year must include a minimum of 194 school days.

In Limestone District School Board, the 194 school days are made up of 7 PA Days and 187 instructional days. Examination days for secondary schools fall under instructional days.

Regulation 304 requires the following school holidays:

- Every Saturday and Sunday
- Labour Day – September 1, 2025
- Thanksgiving Day – October 13, 2025
- Ten (10) consecutive days for Winter Break- December 22, 2025 – January 2, 2026
- Family Day – the third Monday of February – February 16, 2026
- Five (5) consecutive days for March Break – March 16, 2026 – March 20, 2026
- Good Friday and Easter Monday – April 3, 2026 – April 6, 2026
- Victoria Day – May 18, 2026

According to the regulation, all school boards shall submit an approved school year calendar to the Ministry of Education by March 1, 2025. A school year calendar that deviates from Regulation 304 must be approved by the Ministry of Education and is referred to as a modified calendar.

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The three school boards in the Tri-Board Consortium (LDSB, HPEDSB, and ALCDSB) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice is that should a board decide to deviate from the common calendar, that board must continue to pay for the transportation as arranged in the common calendar and is also required to assume 100% of the transportation costs for any additional days of transport. In Limestone District School Board, each day of independent transportation would cost more than \$65,000.

Current Status

School calendar leads from the three boards, after consulting with their Senior Teams, met several times to create options to share with their respective School Year Calendar Committee.

Facilitated by Associate Superintendent Gollogly, Limestone representatives from each labour partner and the Parent Involvement Committee met on January 16th to provide input on the three (3) options presented.

Next Steps and Communication Plan

Based on the meetings in all three boards, the following options were presented for the Committee and is the basis of a survey that is available to all members of the Limestone community, including community partners, from January 23 to February 10, 2025.

School Year Calendar Options

Option 1

	Option One EDU Base - 194 days
First Day of School for Students	September 3, 2025
Last Day of School for Students	June 25, 2026
Winter Break	December 22 – January 2, 2026
Spring Break	March 16-20, 2026
PA Days	September 2 October 3 November 21 January 30 April 17 May 29 June 26
Exam Days	January 22 – 28 2026

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	June 18 – 24 2026
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Option 2

	Option Two EDU Base - 194 days
First Day of School for Students	September 2, 2025
Last Day of School for Students	June 25, 2026
Winter Break	December 22 – January 2, 2026
Spring Break	March 16-20, 2026
PA Days	September 5 October 3 November 14 January 30 April 17 May 29 June 26
Exam Days	January 22 – 28 2026 June 18 – 24 2026

Option 3

	Option Three EDU Base - 194 days
First Day of School for Students	September 3, 2025
Last Day of School for Students	June 25, 2026
Winter Break	December 22 – January 2, 2026
Spring Break	March 16 – 20, 2026
PA Days	September 2 October 10 November 14 January 30 April 17 May 29 June 26
Exam Days	January 28 – 29 2026 June 18 – 24 2026

Survey results will be presented to trustees at the board meeting on Wednesday February 19, 2025 with a recommendation of a 2025-2026 school year calendar for approval.

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Recommendations

That this report be received for information.

Prepared by: Patty Gollogly, Associate Superintendent of Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education

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