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# LIMESTONE DISTRICT SCHOOL BOARD

## Agenda

### Committee of the Whole Board

#### (EDUCATION, POLICY & OPERATIONS)

#### MEETING

Wednesday, May 29, 2019

Limestone District School Board Education Centre

Barry C. O'Connor Boardroom

5:00 p.m.

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."

#### Approval of Agenda

#### Declaration of Conflict of Interest

#### Section A –Matters Requiring Action at the Meeting

##### **1. Reports for Information**

- a) School Climate Data (Stat Plan Ref. W1.1) (Pages 3-4)
- b) Strategic Plan Monitoring – Spring Update (Pages 5-58)

##### **2. Reports Requiring Decision**

- a) Indigenous Representation on School Boards (Strat Plan Ref. C2.1) (Pages 59-63)

**Section B –Information Items**

**1. Internal Reports and Other Communication**

**2. External Reports and Other Communication**

**Other Business**

**Next Meeting Date**

August 28, 2019 at 5:00 p.m.

**Adjournment**



## Education Policy & Operations Committee

### ADMINISTRATIVE REPORT – SCHOOL CLIMATE

MAY 29, 2019

#### Purpose:

To provide Trustees with an overview of School Climate data and initiatives in place to support schools in creating safe and caring learning environments.

#### Background:

In September 2012, the *Accepting Schools Act* (Bill 13) was introduced. The purpose of the legislation was to:

1. Identify bullying;
2. Prevent bullying; and
3. Improve inclusiveness in schools.

Policy/ Program Memorandum No. 144 was released in December 2012. The policy outlined requirements and guidelines for school boards to create their own procedures for addressing bullying prevention and intervention in schools. One of these requirements included the expectation that school boards conduct anonymous school climate surveys of students at least once every two years.

Both Bill 13 and PPM 144 identify a positive school climate as an essential component of bullying prevention. "A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions."

#### Current Status:

Climate surveys in the Limestone District School Board happen annually in the Spring. The climate survey was opened up to allow schools two opportunities to survey students this academic year. The Limestone District School Board uses the *Our School* Climate survey (formerly known as *Tell Them From Me*).

School Climate goals are required as part of the School Learning Plan. The goal is created under the heading of Equity and Well-being. School staffs use the *Our School* survey results as one piece of data to assess and monitor the school's culture. The survey represents one aspect of Student Voice for the school community. Many schools follow up the survey by meeting with student focus groups to explore the results in more depth in order to gather additional insights and possible strategies.

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Ongoing professional learning takes place throughout the school year.

The Limestone District School Board has several board-wide resources to support creating a positive school climate. Some examples include: WITS / LEADs resources for students & staff; MEND training for staff; and Roots of Empathy for students. Monthly Administrator meetings include regular review and learning regarding Human Rights and Equity and Inclusion.

Positive school climate is included in the Limestone District School Board's Improvement Plan and connects to the Strategic Plan Pillars of Wellness and Collaboration. This work continues to be supported through the ongoing work and alignment with the Equity and Inclusive Education Strategy and the Well-Being Strategy. Staff and students will continue to monitor and respond to the needs of students so that every student expresses feeling safe, included, and accepted.

### Recommendation(s):

That the Board receive this report on School Climate as presented.

Report Prepared By: Michele Babcock, Superintendent of Education  
Reviewed By: Debra Rantz, Director of Education

Attachments:  
N/A



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## Education Policy & Operations Committee

### ADMINISTRATIVE REPORT: STRATEGIC PLAN MONITORING

MAY 29, 2019

#### Purpose:

To update Trustees on the progress of the Strategic Action Plans for 2018-2019.

#### Background:

Under the *Education Act*, the Director is responsible for the implementation of the Multi-Year Strategic Plan (MYSP). The Director, with Senior Staff, will transform the MYSP into concrete action plans for which they will own responsibility. These plans will outline how to achieve the MYSP's priorities and goals and work to bring the MYSP to life.

#### Current Status:

Under the *Education Act*, the Director must review the Multi-Year Strategic Plan annually with the Board of Trustees, timed to align with the Director's Annual Report at the end of the calendar year. To assist Trustees with their ongoing monitoring, a mid-year update is provided using a 'traffic light' system to evaluate the progress of specific actions which were designed to operationalize the achievement of our strategic goals.

At the Education, Policy and Operations Committee meeting on May 29, 2019, Senior Staff will present a monitoring update, focusing on the items that have been assessed as 'red' or 'yellow' on the attached action plans. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track.

Staff's commitment to Trustees is that the areas of focus will also populate Board and EPOC agendas throughout the five-year Strategic Plan, thereby providing ongoing monitoring opportunities.

#### Recommendation(s):

That the Board receive the Monitoring Action Plan for information.

Debra Rantz  
Director of Education

#### Attachments:

Strategic Action Plans for 2018-2019

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# Strategic Action Plan: 2018 – 2019

Spring 2019 Update

| Pillars  | Goals   | Area of Focus   |
|--|---|---|
| <br><b>Wellness</b>     | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> <li>1. Implement positive physical, mental and emotional health strategies.</li> <li>2. Promote diversity and foster a sense of belonging (cultivate, nurture).</li> <li>3. Provide safe, inclusive and respectful learning environments.</li> </ol>    | <p>W1.1 Healthy Schools<br/>W1.2 Mental Health<br/>W1.3 Outdoor Education</p> <p>W2.1 Accessibility<br/>W2.2 Equity &amp; Inclusion<br/>W2.3 International Education and Second Language Development</p> <p>W3.1 Health &amp; Safety<br/>W3.2 Safe Schools Prevention &amp; Intervention<br/>W3.3 Capital Improvements</p>        |
| <br><b>Innovation</b> | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> <li>1. Cultivate problem solving, creative and critical thinking skills.</li> <li>2. Differentiate programming to support individual learning needs.</li> <li>3. Advance relevant and engaging learning experiences to support all pathways.</li> </ol> | <p>I1.1 Environmental Sustainability<br/>I1.2 Literacy<br/>I1.3 Mathematics</p> <p>I2.1 Assistive Technology<br/>I2.2 Leadership Development/Succession<br/>I2.3 Universal Design for Learning</p> <p>I3.1 Alternative &amp; Continuing Education<br/>I3.2 Technologically Enhanced Education<br/>I3.3 Expanded Opportunities</p> |

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|   |  |  |
|---|--|--|
|  <p><b>Collaboration</b></p> | <p><b>To improve student achievement and well-being, we will:</b></p> <ol style="list-style-type: none"> <li>1. Work with families to support every student’s learning journey.</li> <li>2. Maximize student engagement in classrooms and schools.</li> <li>3. Enhance partnerships with parents/guardians, employees, government and community groups.</li> </ol> | <p>C1.1 Accommodation Planning<br/>                 C1.2 Enhanced Communications<br/>                 C1.3 Parent Engagement</p> <p>C2.1 Indigenous Education<br/>                 C2.2 Student Voice</p> <p>C3.1 Cashless Schools<br/>                 C3.2 Early Years/Childcare<br/>                 C3.3 Labour Relations<br/>                 C3.4 Human Resources Process Enhancements</p> |
|---|--|--|

**Mission Statement**

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

**Vision Statement**

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.





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# Action Plan W1.1 Healthy Schools

**GOAL:** To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

**RESPONSIBILITY:** Associate Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                       | Status | Evidence of Success  |
|---|---------------------------------|--------|--|
| In partnership with OPHEA, and Julie Lalonde, engage in professional learning with grade 7-12 educators to deepen understanding related to the topic of consent education, and culture and what that looks like in our Board.       | September 2018 - June 2019      | ●      | Intermediate educators engaged in professional learning in October 2018. 7-12 educators will participate together in March 2019. Educators and support staff created a common understanding, common language, and a common approach to some of the challenges we are facing. Educators had the opportunity to develop contacts for future discussion and learning together. Partnerships with community were strengthened. |
| In partnership with Kingston Gets Active and Queen's University, an educator from every LDSB school will engage in professional learning to enhance understanding and benefits of quality Physical Education for all K-12 students. | September 2017 – September 2020 | ●      | As per the agreement with Kingston Gets Active and Queen's University, all LDSB schools were to receive professional learning related to Physical Education over a three year period, ending September 2020. This program was cancelled.   |
| In partnership with the Lifesaving Society of Canada, the Limestone DSB will provide additional opportunities for students to build swimming survival skills for students with low pass rates.                                      | January 2019 - June 2019        | ●      | As an enhancement to the Grade 3 Swim to Survive program, schools with lower Swim to Survive success rates will be provided the opportunity to participate in a Swim to Survive program with Grade 6 students.   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success  |
|---|----------------------------|--------|--|
| Work with KFL& A Public Health to support Smoke Free Ontario Act 2018.  | January 2019 – June 2019   | ●      | KFL&A and LDSB will work cooperatively to support the Smoke Free Ontario Act 2018 mandate of no smoking within 20 meters of any school property. KFL&A will support LDSB with promotional materials, signs, and Public Health Nurse support for smoking cessation programs. KFL&A will also work with LDSB administrators on the enforcement of the Smoke Free Ontario Act 2018. |
| In Partnership with the Queen's University NeuroProtection Project (NP2), KASSA Junior Football players will participate in a concussion reducing strategy. | September 2018 – June 2019 | ●      | Allen Champagne, a Queen's University PhD candidate will lead Junior KASSA football players through pre-season, sport-specific testing that is designed to identify behaviours and corrective measures that not only improve sports performance, but also reduce the chances of sports related concussions.  |





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# Action Plan W1.2 Mental Health

**GOAL:** To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

**RESPONSIBILITY:** Associate Superintendents Alison McDonnell, Scot Gillam and Superintendent Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status | Evidence of Success   |
|--|--------------------------|--------|---|
| Implement regulated mental health workers in schools to provide direct mental health services to students. | September 2018-June 2019 | ●      | <p>Hire regulated health professionals with expertise in child and/or youth mental health to carry out direct counselling and/or mental health supports.</p> <p>Develop an implementation plan that considers local needs and demand for services to ensure positive outcomes for students.</p> <p>Use evidence-based approaches that fit with the presentation of students at Tier 2.</p> <p>Mental health workers work closely with in-school teams to support student well-being and academic achievement.</p> |
| Support elementary and secondary schools in becoming trauma sensitive.                                     | September 2018-June 2019 | ●      | <p>Provide full day training on trauma sensitive practices by Dr. Sian Phillips to select elementary, secondary and educational services staff.</p> <p>Provide Level One certification in Dyadic Developmental Psychotherapy for select educational services staff.</p> <p>On-going collaboration and monthly school consultations with Dr. Sian Phillips with JG Simcoe, The Prince Charles, Rideau Heights and Molly Brant elementary schools.</p>  |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                | Status | Evidence of Success   |
|---|--------------------------|--------|---|
| Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team.      | September 2018-June 2019 | ●      | <p>Inclusion of student and family voice on Mental Health Leadership Committee.</p> <p>Inclusion of additional staff representation including social worker, equity and inclusion and indigenous representative and support staff.</p>  |
| Collaborate with community mental health and addictions partners to strengthen a system of care for students at risk.             | September 2018-June 2019 | ●      | <p>Review and revise the Limestone District School Board Suicide Risk Protocol with community partner input.</p> <p>Support LDSB staff attendance at monthly workshops facilitated by Kairos focused on building addiction awareness and literacy.</p>  |
| Provide professional learning opportunities to administrators to build capacity in creating and leading mentally healthy schools. | September 2018-June 2019 | ●      | <p>Principals and Vice Principals engage in professional learning at monthly administrator meetings focused on:</p> <ul style="list-style-type: none"> <li>• Leading Mentally Healthy Schools Resource for School Administrators</li> <li>• Leading Mentally Healthy Schools Reflection Tool</li> <li>• Decision Making Support Tool</li> <li>• Supporting Minds: An Educator's Guide to Promoting Student's Mental Health &amp; Well-being</li> <li>• Building Meaningful Relationships to Support Student Well-being &amp; Supporting Staff Mental Health &amp; Well-being</li> </ul> <p>Creation of Minds On Line e-learning platform to access evidence informed mental health resources.</p> |





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Strategic Action Plan: 2018 – 2019

W1.2 Mental Health

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status | Evidence of Success   |
|--|--------------------------|--------|---|
| Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH). | September 2018-June 2019 | ●      | <p>Monthly roll out of tools, resources, and activities to engage and promote staff well-being at the individual, school and organizational level.</p> <p>Staff provides feedback through an on-line evaluation overseen by The Propel Centre for Population Health Impact at the University of Waterloo.</p> |

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# Action Plan W1.3 Outdoor Education

**GOAL:** To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

**RESPONSIBILITY:** Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success  |
|--|----------------------------|--------|--|
| Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety.        | September 2018 – June 2019 | ●<br>● | Compliance with Ministry expectations regarding Outdoor Education Safety<br><br>Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (ie. NLS, First Aid, Paddling, etc...) |
| Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre.                            | September 2018 – June 2019 | ●      | Creating natural playground structures and outdoor classroom spaces in the upper campground space for students.  |
| Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes. | September 2018 – June 2019 | ●<br>● | Social media presence on Instagram, Twitter, and YouTube.<br><br>New website to be launched in Spring 2019 utilizing the same communication tools available to schools.  |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status                       | Evidence of Success   |
|--|----------------------------|------------------------------|---|
| Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre | September 2018 – June 2019 | ●<br><br>●<br><br>●<br><br>● | Further collaboration between the Katarokwi Learning Centre and GLOC. For example, the Tipi project, basket weaving, sweet water, and canoe building.<br><br>Capacity building for Outdoor Education staff. For example, all GLOC staff participated in the Blanket exercise, and are working with local Knowledge Keepers to support student programming.<br><br>Further enhancement of the presence of Indigenous Education at the GLOC<br><br>Supporting Indigenous Student Leadership days at the GLOC. |
| Continuing to improve and refine programming offered to students visiting the GLOC.  | September 2018- June 2019  | ●                            | Developing a pre and post visit activity for teachers to engage with students.  |





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# Action Plan W2.1 Accessibility

**GOAL:** To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

**RESPONSIBILITY:** Associate Superintendents Alison McDonnell and Stephanie Sartor and Superintendents Andre Labrie and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                    | Status | Evidence of Success   |
|--|------------------------------|--------|---|
| Removal of physical barriers through renovations and new school builds.                                    | September 2018-<br>June 2019 | ●      | Installation of accessibility features in new builds as per AODA requirements (e.g., new Kingston Secondary School) and renovation to existing structures as required.                              |
| Promote equity of opportunity and inclusion of all students to access experiential learning opportunities. | September 2018-<br>June 2019 | ●      | Implementation of Form 260 (an addendum to AP 260), Considerations for Out of School Curricular Activities in elementary and secondary schools.   |
| Increase accessibility to literature and professional resources through the use of technology.             | September 2018-<br>June 2019 | ●      | LDSB has partnered with eastern Ontario boards of education to implement an E-library consortium for access to all students and staff using SORA, OverDrive. Usership continues to grow each month. |
| Strengthen student voice through the establishment of school-based accessibility audits.                   | September 2018-<br>June 2019 | ●      | Students are engaged in school-based accessibility audits to identify areas of improvement within schools.  |
| Hire Disability Management Coordinator   | September 2018-<br>2019      | ●      | A Disability Management Coordinator has been hired and is actively supporting staff and implementing the attendance support program.  |





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# Action Plan W2.2 Equity and Inclusion

**GOAL:** To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (culture, nurture).

**RESPONSIBILITY:** Superintendents Michèle Babcock, Andre Labrie and Associate Superintendents Scot Gillam and Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                    | Status | Evidence of Success  |
|---|------------------------------|--------|--|
| Implementation of the Ministry of Education Action Plan (Year 2 of 3-Year plan) | September 2018 – August 2019 | ●      | School Principals and Vice-Principals will engage in professional learning with Equity Consultant.   |
| Ongoing professional learning in Equity and Inclusive Education.                | September 2018 – August 2019 | ●      | Professional Activity Days and Staff Meetings will include professional learning activities and resources for staff.   |
| Review of Limestone Gender Guidelines   | September 2018 – May 2019    | ●      | Guidelines will be updated to reflect current learning.  |
| Culturally Responsive Relevant Pedagogy training and collaborative inquiry.     | January 2019 – June 2019     | ●      | One school will engage in training and collaborative inquiry to explore how culturally responsive relevant pedagogy will support student achievement.  |
| One day conference for Student Voice.   | Spring 2019                  | ●      | Students from each secondary school will participate in a one-day Student Voice Day to share their educational journey regarding their sense of belonging and to build on past Voice Day. Recommendations from this day are being used to inform planning. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                 | Status | Evidence of Success   |
|---|---------------------------|--------|---|
| School data infographic project.  | February 2019 – June 2019 | ●      | Three schools will engage in data capacity building to better understand the profile of their school population to inform school planning and programming.  |
| Minimize disruptions to school attendance and provide continuity for child and youth in care within the education system. | January 2019-June 2019    | ●      | Work collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington and Tri board transportation to identify and provide transportation to students in care who have been removed from their home and would benefit from remaining in their home school. |
| One day student conference focusing on gender diversity.  | Spring 2019               | ●      | Students from each secondary school will participate in a Gender Diversity and Leadership Conference. Staff and student body of hosting school will engage in learning with an expert in the field.   |





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Strategic Action Plan: 2018 – 2019 *W2.3 International Education & Second Language Development* Spring 2019 Update

# Action Plan W2.3 International Education and Second Language Development

**GOAL:** To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (culture, nurture).

**RESPONSIBILITY:** Superintendents Krishna Burra and Michèle Babcock and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status      | Evidence of Success   |
|--|--------------------------|-------------|---|
| <b>International Education</b>   |                          |             |   |
| International Student Enrolment and Homestay recruitment.                                | September 2018-June 2019 | ●<br>●<br>● | Maintaining current levels of student enrolment from a range of countries<br><br>Starting to build further capacity at additional sites to support the growth of international student enrolment.<br><br>Recruit additional homestays to house international students in Limestone. |
| Assessing International Students experiences in LDSB                                     | September 2018-June 2019 | ●           | Further refinement of the 'exit survey' for international students that was developed and piloted in the 2017-18 school year. The focus of the survey will continue to focus on the quality of the learning experience and student well-being                                       |
| Creating and implementing a survey for ESL teachers working with International students. | September 2018-June 2019 | ●           | The survey will focus on assessing teacher needs and next steps for capacity building.  |

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**Strategic Action Plan: 2018 – 2019 W2.3 International Education & Second Language Development Spring 2019 Update**

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status     | Evidence of Success  |
|--|----------------------------|------------|--|
| Updating and completing a legal review of critical documents related to International Education                  | September 2018-June 2019   | ●          | Homestay agreements and student participation agreements will be updated and vetted with legal counsel.  |
| Seeking additional funding sources and partnerships to support International students                            | September-June             | ●<br><br>● | Applying for additional Ministry funds focused on building educator capacity related to International students and/or English as a Second Language learners. No funding opportunity provided in 2018-19.<br><br>Continuing to foster and promote additional partnerships with Education sector partners to enhance our promotional efforts and support International student pathways (local agencies, and provincial/national international education associations: OASD-I, CAPS-I) |
| <b>English as a Second Language</b>  |                            |            |  |
| Create a K-12 ESL continuum of support for educators.  | January 2019 -- June 2019  | ●          | Educators will engage in a Ministry project in the area of ESL in FDK. Focus will be on developing a continuum in FDK (K-Step).  |
| <b>French as a Second Language</b>   |                            |            |  |
| Increase student confidence in listening and speaking French (Year 2 of 3 Year FSL plan)                         | September 2018 – June 2019 | ●          | Teachers will engage in professional learning focused on listening and oral language strategies to promote competence and proficiency.   |
| Increase the number of students remaining in FSL programs (Core and Immersion) (Year 2 of 3 Three year FSL Plan) | 2017 - 2020                | ●          | FSL educators will engage in ongoing professional learning focused on student oral fluency and proficiency.  |

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**Strategic Action Plan: 2018 – 2019 W2.3 International Education & Second Language Development Spring 2019 Update**

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success   |
|--|----------------------------|--------|---|
| DELFL Assessment (Pilot) will be offered to students enrolled in Grade 12 FSL. | September 2018 – June 2019 | ●      | Grade 12 students will have the opportunity to have their French competency and proficiency assessed based on the international language Levels of the DELFL in May 2019. |

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## Action Plan W3.1 Health and Safety

**GOAL:** To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

**RESPONSIBILITY:** Associate Superintendent Scot Gillam and Superintendents Andre Labrie and Superintendent Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                    | Status | Evidence of Success   |
|--|------------------------------|--------|---|
| Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator and Associate Superintendent Scot Gillam will conduct Safety Audits to support schools and/or classroom. | September 2018 – August 2019 | ●      | Safety Audits will be completed for schools and/or classrooms as identified by school administration and/or the Joint Health and Safety Committee by June 28 2019.  |
| Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs)  | September 2018 – August 2019 | ●      | Health and Safety Coordinator is completing the programming so that worker injuries and Safe School Incident reports can be completed online and if necessary, at the same time. Pilot started in April 2019. |





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# Action Plan W3.2 Safe Schools Prevention and Intervention

**GOAL:** To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

**RESPONSIBILITY:** Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success  |
|--|----------------------------|--------|--|
| Continue to work with Community Partners on the reaffirmation of our commitment to the Community Threat Assessment Process.  | September 2018 – June 2019 | ●      | Community Threat Assessment Protocol Level 1 Training will be provided to LDSB staff, and our Community Partners by Scot Gillam, Lynne Rousseau and Kevin Hulton, certified Level 1 trainers. Two training sessions will take place by June 2019.  |
| Work with our Police Board Protocol Partners to ensure that our policies and procedures are continually adapting to new laws and legislation.                      | September 2018- June 2019  | ●      | Review and update Police Board Protocol with local Police Forces and LDSB staff. Provide new staff with information and training on the Protocol by June 2019.   |
| Work with Public Health and Youth Diversion to ensure staff, students and families are aware of the implications of the legalization of Cannabis in Canada/Ontario | October 2018 – August 2019 | ●      | Information sessions for parents, teachers and community representatives will be conducted throughout the year to inform about cannabis use and the various supports in the community. Youth Diversion will run Cannabis awareness sessions for LDSB staff throughout the year. Public Health nurses will support school and individual requests for support for cannabis addiction and cessation programming. |





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# Action Plan W3.3 Capital Improvements

**GOAL:** To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

**RESPONSIBILITY:** Superintendent Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                    | Status | Evidence of Success   |
|--|------------------------------|--------|---|
| Kingston Intermediate/ Secondary School contract and begin construction. | September 2018 – August 2019 | ●      | <p>Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction.</p> <p>Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter.</p> <p>New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017.</p> <p>In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019/2020. An updated construction schedule is expected in June 2019.</p> |
| Renewal Project Plan   | October 2018 – August 2019   | ●      | <p>The approved project plan highlighting school renewal projects by school or various schools is posted on the Board's website.</p> <p>Facility Services staff together with engineering consultants are beginning the detail specifications for the renewal projects such that tenders can be issued</p>  |





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Strategic Action Plan: 2018 – 2019

W3.3 Capital Improvements

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions                                       | Timelines | Status | Evidence of Success  |
|---|-----------|--------|--|
| Renewal Project Plan<br><i>[Continued...]</i> |           |        | in spring 2019 and contracts awarded for construction work to begin in spring/summer 2019. |

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# Action Plan 11.1 Environmental Sustainability

**GOAL:** To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

**RESPONSIBILITY:** Superintendents Michèle Babcock and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success   |
|--|----------------------------|--------|---|
| Create a Limestone Schoolyard Naturalization Plan in consultation with Evergreen Consulting and provide support to schools in schoolyard naturalization.                   | September 2018 – June 2019 | ●      | A Limestone Schoolyard Naturalization Plan is created. Three - four schools per year are supported with the creation of schoolyard design and conceptual plans.     |
| Increase the number of schools involved in the Loving Spoonful GROW Gardens project and increase educator capacity regarding curriculum links (3-year partnership project) | 2017 – 2020                | ●      | Six Limestone schools will add GROW gardens to their properties. Educators will participate in workshops to build understanding of curriculum links to the project. |
| Writing Utensil Recycling program.   | Winter 2019                | ●      | All schools will be invited to participate in a Writing Utensil Recycling program supported through Staples.  |
| Increase number of schools registering as ECO Schools.   | September 2018 – June 2019 | ●      | Educators will build capacity in understanding the ECO School program and its links to classroom. An increased number of schools will certify as ECO Schools.       |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus                             | Timelines                  | Status | Outcomes/Next Steps  |
|--|----------------------------|--------|--|
| Waste Management Audits will be conducted. | September 2018 – June 2019 | ●      | Schools will participate in waste management audits to build understanding and improve awareness of environmental stewardship. |





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# Action Plan 11.2 Literacy

**GOAL:** To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

**RESPONSIBILITY:** Superintendents of Education Krishna Burra, Jessica Silver, Michèle Babcock, Associate Superintendent Stephanie Sartor and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success  |
|--|----------------------------|--------|--|
| K-12 LDSB educators will build capacity in their use of diagnostic assessments to support struggling readers with precise instructional strategies.                                | September 2018-June 2019   | ●      | Teachers have increased efficacy in their use of diagnostic assessments of students, and precise instruction to help struggling readers improve their literacy achievements in reading and writing.  |
| Elementary Instructional Coaches will collaborate with teachers throughout all parts of the coaching cycle.  | September 2018 – June 2019 | ●      | Instructional Coaches have increased collaboration through the coaching cycle with administrators and teachers in schools based on student need. Coaches are encouraging administrators to engage in and support the learning throughout the coaching cycle. Coaches are continuing to monitor their impact and the sustainability of their work in the classroom. |
| Secondary English teachers will continue to engage in collaborative professional learning related to the implementation of the NBE3U/3C/3E, Contemporary Aboriginal Voices course. | September 2018 – June 2019 | ●      | FNMI Studies Support/Coach will support classroom teachers in the delivery of the NBE curriculum. A range of professional learning opportunities will be provided to support educators: blanket exercise, engagement with local knowledge keepers, trauma-informed practice, Indigenous film festival, among others.   |





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Strategic Action Plan: 2018 – 2019

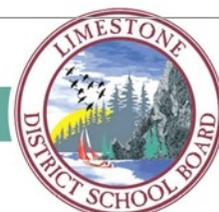
11.2 Literacy

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines                 | Status | Evidence of Success  |
|---|---------------------------|--------|--|
| <p><b>K-8 Literacy Assessment Support:</b> Consultants will deliver professional learning to a group of educators and then support educators 1:1 during the school day several times during the year with a focus of embedding literacy assessment practices into their literacy block.</p>   | September 2018-June 2019  | ●      | Educators have increased efficacy in collecting and interpreting a range of assessment information which they use to plan precise instruction based on needs.  |
| <p>Junior/Intermediate Literacy/Technology collaboration (Writing): Knowing Our Students As Writers. Program team members will support educators to build knowledge of their students as writers and how to give effective formative feedback</p> <p>K-12 Google Read &amp; Write Support for educators to increase use of technology tools to support student learning, and demonstration of learning in literacy.</p> | September 2018– June 2019 | ●      | <p>Exit cards from 35-40 educators demonstrated they felt more comfortable assessing student writing and that they were planning to use the technological tools shared with them back at their sites to support student formative assessment in writing.</p> <p>Professional learning was shared with primary/junior educators in select English sites and French Immersion sites (14 sites, 30 classrooms, 500 students). Follow up support was provided to each educator for 1:1 co-plan/co-teach session. Educators are providing / collecting / analyzing literacy assessment data from student work while providing student practice with Google Read and Write technology, especially in the use of Text to Speech and Speech to Text.</p> |
| K-12 Literacy resources and supports: the literacy team will curate and collate relevant resources in a K-12 Team Drive and create a literacy vision  | September 2018-June 2019  | ●      | Program team members created and shared a Literacy Vision Skill Map. They are also continuing to add resources that will support K-12 educators in the area of teaching literacy.  |

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Strategic Action Plan: 2018 – 2019

*11.2 Literacy*

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                   | Status | Evidence of Success   |
|--|-----------------------------|--------|---|
| Grade 7/8 Literacy After School Series   | December 2018-<br>June 2019 | ●      | Grade 7/8 educators attended workshops around components of a comprehensive literacy program. Topics this year include bringing purpose to Book Clubs and Independent Reading.  |
| Grade 6 - 12 Summer Literacy Conference with Penny Kittle and Kelly Gallagher: Approximately 80 educators from the LDSB attending. | July 2019                   | ●      | Teaching Practices That Position Students Closer to Reading and Writing Excellence: In this workshop, Penny and Kelly will discuss critical decisions that underpin artful teaching, and how these decisions help to move young readers and writers closer to excellence. |

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# Action Plan 11.3 Mathematics

**GOAL:** To improve student achievement and well-being we will cultivate problem solving, creative and critical thinking skills.

**RESPONSIBILITY:** Superintendent Jessica Silver and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success   |
|---|----------------------------|--------|---|
| Program team will focus on spreading mathematics learning throughout LDSB by providing professional learning and developing support documents for educators which aligns with the Focus on the Fundamentals Teacher Resource, and the K-12 LDSB Vision for an Effective Math Program. | September 2018 – June 2019 | ●      | K-12 Educators will attend professional learning, have resources to support the intentional planning and implementation of a balanced math program. The Vision is utilized on a regular and ongoing basis, and educators are accessing support documents. |
| Program team will create electronic learning materials and videos for educators that will be housed electronically on the Minds Online site.  | September 2018 – June 2019 | ●      | Learning materials will be available on the Minds Online site for LDSB educators to access and learn from, at their convenience, based on student and educator need.  |
| Peter Liljedahl will provide professional learning to secondary math teachers drawing from his research on thinking classrooms  | November 2018              | ●      | System-wide professional learning opportunity will be provided for secondary educators to build their capacity in creating thinking classrooms, using random groups, non-permanent vertical surfaces and starting with rich problems.                     |





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Strategic Action Plan: 2018 – 2019

*11.3 Mathematics*

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines                  | Status | Evidence of Success  |
|---|----------------------------|--------|--|
| Elementary Math Lead learning will focus on system spread, consolidation of learning, and improved pedagogy through instructional moves with Cathy Marks KrPan.   | October 2018 – March 2019  | ●      | Math leads will engage in professional learning related to pedagogical expertise, conceptual understanding, and leadership, in order to share their learning to build capacity within schools. |
| Targeted professional learning for elementary educators in all schools will be provided, with a focus on early quantity and number concepts, and fractions.   | October 2018 – May 2019    | ●      | Elementary educators will engage in professional learning to improve their efficacy related to early number concepts, and fractions.   |
| Program team members will provide support to Elementary Intensive Support Schools, and Secondary Intensive and Increased support schools through job-embedded professional learning, using an instructional coaching model. | September 2018 – June 2019 | ●      | Program team members will focus on collaboration through student centered coaching to improve educator mathematics pedagogy and conceptual understanding, determined by student need.          |
| Two Elementary Administrator groups are being supported to focus on building their instructional leadership capacity in mathematics, with a focus on leadership moves to cultivate a positive math culture.                 | October 2018 – June 2019   | ●      | Administrators will have improved Instructional Leadership for mathematics learning, through a collaborative model of professional learning.   |

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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                  | Status | Evidence of Success  |
|--|----------------------------|--------|--|
| After school learning series are being offered K-12 in manipulatives, number talks and early fundamental math concepts.                            | December 2018 – May 2019   | ●      | Educators will participate in professional learning to improve their efficacy and capacity in the classroom. |
| Targeted professional learning around coding, robotics, and integrating technology into the math classroom will be offered to elementary teachers. | September 2018 – June 2019 | ●      | Educators will participate in professional learning to improve their efficacy and capacity in the classroom. |





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# Action Plan I2.1 Assistive Technology

**GOAL:** To improve student achievement and well-being we will differentiate programming to support individual learning needs.

**RESPONSIBILITY:** Superintendent Krishna Burra and Associate Superintendent Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success  |
|---|----------------------------|--------|--|
| Assistive Technology Resource Teachers will provide class and school-based capacity building to support the effective use of assistive technologies.            | September 2018 – June 2019 | ●      | Assistive Technology Resource Teachers will continue to develop resources to support the intentional planning and implementation of effective use of assistive technologies for K-12 educators. These resources will be made available on Minds On Line.                             |
| Assistive Technology Resource Teachers will collaborate with Program Team to embed special education tools into pedagogy to support all student needs.          | September 2018 – June 2019 | ●      | Assistive Technology Resource Teachers will continue to partner with Program Team to embed the use of assistive technologies into staff professional development to support success.<br><br>Co create accessible curriculum and assessment materials to address learner variability. |
| Educational Services, in partnership with ITS and Curriculum will address learner variability across the District by providing access to assistive technologies | September 2018 – June 2019 | ●      | Google Read and Write extension is accessible to every student and staff in the Board.<br><br>Analytics indicate increased usage by students and staff.  |





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# Action Plan I2.2 Leadership Development/ Succession

**GOAL:** To improve student achievement and well-being we will differentiate programming to support individual learning needs.

**RESPONSIBILITY:** Superintendents Andre Labrie, Craig Young and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                    | Status | Evidence of Success   |
|---|------------------------------|--------|---|
| Implement Succession process for the selection of elementary Principal and Vice Principals                                | September 2018 – April 2019  | ●      | A pool of placement ready candidates is established   |
| Implement the Mentoring program for new leaders   | October 2018 – June 2019     | ●      | All new Principal and Vice Principals are engaged in the boards Mentoring program and achieve the goals of the program in their first two years in the roll |
| Implement the expanded program of the Future Leaders program to include non-academic staff.                               | October 2018 – December 2018 | ●      | The program took place and received very positive feedback from both academic and support staff participants.   |
| Limestone Staff supporting and instructing the EOSDN Leadership Program as well as our staff participating in the program | September 2018 – March 2019  | ●      | Limestone staff participating and feedback provided by participants indicating positive outcomes.   |





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# Action Plan I2.3 Universal Design for Learning

**GOAL:** To improve student achievement and well-being we will differentiate programming to support individual learning needs.

**RESPONSIBILITY:** Associate Superintendent Alison McDonnell and the Program Leadership Team

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                  | Status | Evidence of Success  |
|--|----------------------------|--------|--|
| Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).   | September 2018 – June 2019 | ●      | <p>Program Team will collaborate and share resources related to UDL.</p> <p>Program Team will engage in a book study focused on UDL.</p> <p>Program Team will engage in professional learning focused on UDL at each monthly program team meeting.</p>       |
| Educational Services will continue to build a common understanding of the principles of UDL with Student Support Teachers (SST) and Learning Program Support (LPS) Teachers. | September 2018-June 2019   | ●      | <p>SSTs and LPS teachers will receive explicit professional learning opportunities focused on the principles of UDL at SST and LPS meetings three times per year.</p> <p>The principles of UDL will continue to be modeled within professional learning.</p> |





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# Action Plan I3.1 Alternative and Continuing Education

**GOAL:** To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

**RESPONSIBILITY:** Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status | Evidence of Success   |
|--|--------------------------|--------|---|
| LDSB will participate in Year 3 of the Regional Partnership on Adult Education (RPAE), with a focus on implementation of the Regional Strategic Plan.    | Dec 2018 – June 2019     | ●      | Implementation of the 2018-2019 Regional Strategic Plan, with improved regional coordination among the RPAE Boards of Education, including regular regional communication, professional learning, and meetings. |
| Alternative and Continuing Education teachers will participate in regionally offered capacity building sessions, related to the Regional Strategic Plan. | October 2017 – June 2018 | ●      | Teachers reported increased efficacy in each of the five outlined areas of the Regional Strategic Plan as a result of attending the regional capacity building sessions.  |
| Diverse, inclusive programming options will be offered for students at the Katarauqui Learning Centre, with support from Community Partners.             | October 2017 – June 2018 | ●      | Student attendance and engagement improved as a result of the programming options offered   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines               | Status | Outcomes/Next Steps   |
|---|-------------------------|--------|---|
| Regional Proposal of a pilot project for Flexible Delivery of programming to adults working within the community. | April 2017 – April 2018 | ●      | Pilot extended to 2018-2019, adults working within the community will be provided with flexible delivery of an English credit within their workplace, which will increase credit completion, and graduation with an OSSD. |





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# Action Plan I3.2 Technologically Enhanced Education

**GOAL:** To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

**RESPONSIBILITY:** Superintendents Krishna Burra, Michele Babcock and Craig Young and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines                | Status     | Outcomes/Next Steps   |
|---|--------------------------|------------|---|
| To support critical thinking and creative problem solving, schools will promote a Makerspace culture.   | September 2018-June 2019 | ●          | Meetings have been held between 4 new pilot schools and 4 schools that participated last year, to determine materials that work well in their space, how to organize spaces and how to work with educators to learn how to integrate the space into their curriculum. Conversation is ongoing about a board-wide model for design thinking. Professional development sessions at the board level are being held to expand educator understanding of how to use the different materials in MakerSpaces. Partnerships with Queen's University related to professional learning and research are currently being investigated. |
| Supporting groups of educators who are interested in integrating technology into their pedagogy (I.e. use of applications, MindsOnline, robotics, coding, computer science and pedagogical documentation) | September 2018-June 2019 | ●<br><br>● | A) 60 teams received one day of release provided to educators involved on Formative Assessments in the Classroom. This work will incorporate a focus on developing writing skills for students.<br><br>B) Professional learning at the school level provided through staff meetings and larger group sessions at specific school sites on wide range of subjects. Sessions are also embedded into the school day at the request of schools and educators.   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines                | Status              | Outcomes/Next Steps  |
|---|--------------------------|---------------------|--|
| Supporting groups of educators who are interested in integrating technology into their pedagogy (I.e. use of applications, MindsOnline, robotics, coding, computer science and pedagogical documentation).<br><i>[Continued...]</i> |                          | ●<br><br>●<br><br>● | C) ITS will share a survey with school administrators to seek feedback on educator learning needs in March. The results will be used to design learning opportunities to be led by ITS staff monthly on a per-school basis.<br><br>D) Professional learning at the system level provided through small group and larger group sessions on a range of subjects that are applicable to the mathematics curriculum.<br><br>E) Professional learning is embedded at the school level with either 1:1 coaching sessions, co-planning/co-teaching models, or small group sessions on a range of topics that relate to integrating technology into the mathematics curriculum and programming in the school/classroom |
| Review technology user agreements and access to different third party Apps and Extensions to ensure educational value and protection of privacy.  | September 2018-June 2019 | ●<br><br>●<br><br>● | A) Digital Citizenship administrative procedure put into place.<br><br>B) Educator support provided to support safe and effective use of different applications. This support is integrated into all professional learning focused on the use of technology.<br><br>C) Creation of board site to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service as well as pedagogical activities for various grade levels in all subject areas.<br><br>D) Accounts for students in grades K-6 are now set to be internal to LDSB only, to protect the security of younger students without affecting collaboration between students and educators.                   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                   | Status | Outcomes/Next Steps   |
|--|-----------------------------|--------|---|
| Provision of a lending library of differing technological hardware for educators and schools to test out within their sites, integrate into curriculum and extend learning experiences for their students. | September<br>2018-June 2019 | ●      | A) Lending Library slideshow released in the fall for schools to see materials available.<br><br>B) Materials signed out and provided to schools throughout the district by Innovation and Technology Support for Learning Teacher<br><br>C) Professional development is embedded in the classroom on pedagogical use of robotics and other materials when requested by the school or educator. |
| Continued creation of a virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.   | September<br>2018-June 2019 | ●      | Resources supporting Indigenous Education, Intellectual Disabilities, English Language Learners, Support Students with FASD, Mental Health and Wellness, Autism Education, Diagnostic Assessment and Assistive Technology Program Supports created.   |
| Support increased documentation of student learning using the Minds Online Portfolio Tool.   | September<br>2018-June 2019 | ●      | Training and support relating to the use of the Minds Online Portfolio Tool, to document student learning, provided to system educators at both the educator and school level.  |
| Pilot the new Parent Portal now available within the Minds Online Virtual Learning Environment.  | September<br>2018-June 2019 | ●      | Classrooms, at both the elementary and secondary level, have been participating in a pilot of the Minds Online Parent Portal. Feedback gathered from all stakeholders will guide the board-wide implementation of the Parent Portal for the next school year.   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                | Status | Outcomes/Next Steps   |
|--|--------------------------|--------|---|
| Improve end-user effectiveness with the Minds Online Virtual Learning Environment and Integration of digital resources.                | September 2018-June 2019 | ●      | Continue the development of teacher/student support resources that provide guidance relating to the effective use of the learning environment and its associated tools. Deliver training sessions to educators on the effective use of the Minds Online environment.  |
| Renew network infrastructure and provide stable high-capacity Internet access to all schools to support student and educator learning. | September 2018-June 2019 | ●      | We have completed the network upgrade at all schools – completed last school (KCVI) in January 2019. Modernization target of 1 Mbps per student has been achieved. Board wide, since January 1 <sup>st</sup> , 2019, Internet bandwidth board-wide has peaked at just under 8GB/s compared with a maximum available of 24 GB/s. Our peak number of connected devices on a given day was 24,947 which represents just over 1 device per staff and student. |
| Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners.                 | September 2018-June 2019 | ●      | A) Google Read and Write licenses for all learners were renewed for 2018-2019.<br><br>B) Projects: Intro to G:R&W with follow up onsite co-plan/co-teach supports related to diagnostic, formative, summative, considerations: Junior Project: 8 Schools, 20 educators, French Project: 6 Schools, 12 educators.  |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus  | Timelines                | Status | Outcomes/Next Steps  |
|---|--------------------------|--------|--|
| Improve ITS Servicedesk response to improve technology usage and productivity.                  | September 2018-June 2019 | ●      | We now have a staffed Servicedesk at the Education Centre and have continued to fine-tune use of the Servicedesk software. Field technicians are making weekly visits to schools and open requests are down to less than a 1-week average backlog. From September 2018 – March 30, 2019, 10,136 tickets were resolved, with an average resolution time of 31 hours per ticket. On average, 338 support tickets are closed per week, and an average of 246 tickets remain open at the end of each week. From the 2018 InfoTech Business Vision Survey, satisfaction with Servicedesk performance increased to 84%, up from 73% the previous year. |
| Renew school and board websites and implement modern communication tools for staff and parents. | September 2018-June 2019 | ●      | Board and school websites, a custom LDSB app for iOS and Android, our staff and parent communication tool, as well as Safe Arrival tool for attendance reporting are complete at all sites.  |
| Improve the device: student ratio board-wide and remove obsolete equipment.                     | September 2018-June 2019 | ●      | We have established a device: student ratio of 1.44 students per LDSB student device, primarily through the infusion of Chromebooks. The student: device ratio varies from a high of 2.51:1 to a low of 0.66:1. Almost all obsolete equipment has been removed/replaced. We have a total of 7261 Chromebooks, of which 181 will reach end of life in 2018/19. An additional 1,611 will reach end of life in 2019/20. We also have a total of 4648 iPads, of which 482 will reach end of life in 2018/19 and an additional 2,853 will become end of life in 2019/20.  |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                | Status | Outcomes/Next Steps  |
|--|--------------------------|--------|--|
| Continue to explore and support Google collaborative tools to assist student learning. | September 2018-June 2019 | ●      | All staff and students have Google for Education accounts. There is increased usage of Google collaborative tools amongst staff and students, especially in elementary schools. We intend to collaborate with other school boards to see how we can extend effective use of these tools. |





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# Action Plan I3.3 Expanded Opportunities

**GOAL:** To improve student achievement and well-being we will advance relevant and engaging learning experiences to support all pathways.

**RESPONSIBILITY:** Associate Superintendents Scot Gillam, Stephanie Sartor and Alison McDonnell

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success   |
|---|----------------------------|--------|---|
| A team of Guidance educators was hired to support students and educators during the transition to Grade 9 | September 2018-June 2019   | ●      | The Guidance Team has increased the use of MyBlueprint within the intermediate division. Students are reporting a greater understanding of pathways and opportunities beyond high school. Guidance teachers are supporting the implementation of experiential learning opportunities for our intermediate students, in partnership with the Experiential Learning Consultant.   |
| Increase Specialist High Skills Major (SHSM) completion rate.   | September 2018 – June 2019 | ●      | LDSB will update its SHSM 3 Year Plan and meet with all SHSM sites to explore supports needed to increase completion rate and continue to offer relevant certificate completions by Spring 2019.  |
| Increase Experiential learning opportunities in LDSB.   | September 2018 – June 2019 | ●      | The Experiential Itinerant Teacher will continue to visit a few elementary schools to provide woodworking and/or culinary programming to Intermediate students. The Experiential Teacher will also work with the Experiential Consultant to provide CLASS training to approximately 18 elementary educators by June 2019. We will also continue to provide culinary kits for use by schools who have CLASS trained staff. |





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Strategic Action Plan: 2018 – 2019

*I3.3 Expanded Opportunities*

Spring 2019 Update

Status: ● On Target ● Making Progress ● Needs Further Attention

| Areas of Focus   | Timelines                 | Status | Outcomes/Next Steps   |
|--|---------------------------|--------|---|
| Polson Park Public School and Selby Public School received Experiential Learning Grants to engage in special projects for the 2017/18 school year                                    | October 2017 – June 2018  | ●      | Students will engage in experiential learning projects that are differentiated to their learning needs, based on an inquiry question. |
| Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary education). | September 2018- June 2019 | ●      | Build the capacity of secondary school to community teachers to support effective pathway planning using My BluePrint.                |

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# Action Plan C1.1 Accommodation Planning

**GOAL:** To improve student achievement and well-being, we will work with families to support every student's learning Journey.

**RESPONSIBILITY:** Superintendents Craig Young, Krishna Burra and Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions                    | Timelines                       | Status                             | Evidence of Success  |
|----------------------------|---------------------------------|------------------------------------|--|
| Pupil Accommodation Review | September 2018<br>- August 2019 | <span style="color: red;">●</span> | <p>In June 2017 the Ministry announced that new Pupil Accommodation Review (PAR) guidelines will be created and that school boards are not to start any new PAR until the revised guidelines are complete.</p> <p>Draft PAR guidelines were released in February 2018 and a final version was sent to boards on April 27, 2018. The final version mentioned that some additional work on templates and guidelines will be forthcoming in the fall 2018 and a new PAR will take effect upon the release of these resources. To date, the Board has not received the updated guidelines and as such, the Board cannot begin the process of updating our pupil accommodation review Policy #15.</p> |





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# Action Plan C1.2 Enhanced Communications

**GOAL:** To improve student achievement and well-being, we will work with families to support every student's learning journey.

**RESPONSIBILITY:** Director Debra Rantz, Superintendent Krishna Burra and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                              | Status     | Evidence of Success   |
|---|--|------------|---|
| Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families | September 2019-<br>December 2019       | ●          | Ongoing education and support regarding new suite of electronic communication tools (Kindergarten and other new-to-Limestone families)<br><br>Additional training for school staff.   |
| Promote year one of Strategic Plan  | January 2019                           | ●          | Creation and distribution of One-Year Retrospective video to showcase success of Strategic Action Plans 2017-2018.  |
| Enhance Trustee communication to stakeholders   | January 2019<br><br>March-<br>May 2019 | ●<br><br>● | Create "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. This supplements quarterly Around the Horseshoe e-newsletter.<br><br>Trustee training and support around Communication Best Practices (training sessions on stakeholder engagement, social media). Introduction of budget consultation outreach. |
| Enhance understanding of emergency procedures for staff, students and families                              | December 2018-<br>December 2019        | ●          | Creation of standard emergency procedures binder for administrators. Ongoing education of emergency procedures with new branding for staff, students and families.  |





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# Action Plan C1.3 Parent Engagement

**GOAL:** To improve student achievement and well-being, we will work with families to support every student's learning journey.

**RESPONSIBILITY:** Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success   |
|---|----------------------------|--------|---|
| Increase participation and attendance at Parent Involvement Committee (PIC) meetings.     | September 2018 – June 2019 | ●      | The number of PIC representatives on the PIC Email Distribution List will increase and expand by June 2019. Each school will have at least one contact name on the PIC Email list.  |
| Provide structure and support for expanding and refining the recommendations made by PIC. | September 2018 – June 2019 | ●      | PIC Minutes are now part of the Consent Agenda for regular Board Meetings.  |
| Promote Safe Spaces in LDSB via the Parent Involvement Committee (PIC) Parent Symposium.  | Spring 2019                | ●      | The Parent Symposium will bring in Keynote Speakers Jamil Jivan, Kevin Lamoureux and other community reps. A Community Carousel will also be supported. Parent Symposium feedback will be collected and used for future planning sessions by June 2019. |





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# Action Plan C2.1 Indigenous Education

**GOAL:** To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

**RESPONSIBILITY:** Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status                       | Evidence of Success   |
|--|--------------------------|------------------------------|---|
| Providing direct support to Indigenous students who self-identify. | September 2018-June 2019 | ●<br><br>●<br><br>●<br><br>● | <p>For secondary self-identified students, provide pathway related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor.</p> <p>For elementary students - provide direct literacy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students.</p> <p>Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies.</p> <p>Offering direct wellness supports for students who self-identify who are experiencing wellness challenges. For example, young men's wellness weekend in partnership with the Tyendinaga Justice Circle, facilitating supports from community partners.</p> |
| Indigenous student leadership                                      | September 2018-June 2019 | ●                            | Providing leadership opportunities for Indigenous students to participate in two Indigenous Student Leadership (ISL) events during the year. One for secondary, and one for junior/intermediate.  |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                   | Status     | Evidence of Success   |
|--|-----------------------------|------------|---|
| Indigenous student leadership<br><i>[Continued...]</i>   |                             | ●<br><br>● | Indigenous Leadership course pilot project for students to earn credit through online/e-module and experiential learning at three sites.<br><br>Indigenous Student groups/clubs and supports/cultural activities offered at lunchtime in secondary schools  |
| Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency. | September<br>2018-June 2019 | ●          | Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency.<br>(a) Grade 11 NBE (English) Course support<br>(b) Grades 4-10 Social Studies and History revisions curriculum support<br>(c) Indigenous CIs at 4 different sites<br>(d) System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week)<br>(e) resource development<br>(f) offering a subsidy for some teachers to attain their additional basic qualification in First Nations, Metis, and Inuit Studies or Indigenous Studies.<br>(g) Providing learning opportunities for Limestone educators and community partners:<br><i>Understanding Canada's Aboriginal/Indigenous Histories</i> 8-week course being offered for teachers for certificate of completion; Colonization Road Film Viewing; Limestone Uncovering Indigenous Histories walk; and focus on wellness and trauma-informed practices.<br>(h) Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency.<br>(i) providing the KAIROS Blanket Exercise experience for all administrators, Educational Services Staff, Outdoor Education Staff, and some school sites<br>(j) K-8 <i>Getting to Know Turtle Island</i> professional learning opportunity to support Indigenous Education |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                | Status     | Evidence of Success  |
|--|--------------------------|------------|--|
| Maintaining and increasing an Indigenous Education list of resource people from the community. | September 2018-June 2019 | ●<br><br>● | Maintaining and increasing Indigenous community partners as resource people to support learning at the system level and in schools.<br><br>Providing funding to support Indigenous community partners to work with schools across the district.  |
| Community Engagement and Partnership   | September 2018-June 2019 | ●          | Continue to develop and foster community partnerships to support student and teacher learning.<br>(a) Indigenous Family Network<br>(b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program with Queen's; leadership gatherings,<br>(c) Indigenous Cultural Learning Experiences: Birchbark Canoe project, Basket making, Ka'tarohkwi Festival of Indigenous Arts, Kingston Canadian Film Festival, Anishinaabemowin Language Pilot project with Kingston Indigenous Languages Nest (KILN) at two elementary sites, shared keynote speaker with Queen's Law Department.<br>(d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified<br>(e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system |





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## Action Plan C2.2 Student Voice

**GOAL:** To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

**RESPONSIBILITY:** Superintendent Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions                                     | Timelines             | Status | Evidence of Success  |
|---|-----------------------|--------|--|
| Our School Climate survey will occur twice. | September 2018 - 2019 | ●      | Students will participate in two climate surveys; November and April.<br><br>Results of the OurSchool survey will be analyzed and incorporated into School Learning Plans. |





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# Action Plan C3.1 Cashless Schools

**GOAL:** To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

**RESPONSIBILITY:** Superintendents Craig Young, Krishna Burra and Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                    | Status | Evidence of Success  |
|---|------------------------------|--------|--|
| SchoolDay: Payments & Permissions (formerly known as Cashless Schools)<br>Year 1 of Pilot Project | September 2018 – August 2019 | ●      | Pilot schools begin implementation of the system.<br>Pilot Schools: NDSS Family of Schools and GREC Family of Schools.<br><br>Once the Pilot is completed, the system will begin being rolled out to remaining schools. School-Day has advised that this could be finalized within the 2019-2020 school year |
| SchoolDay: Payments & Permissions (formerly known as Cashless Schools)<br>Year 1 of Pilot Project | September 2018 – August 2019 | ●      | Ongoing staff training and support by Payments & Permissions Coordinator.  |





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# Action Plan C3.2 Early Years & Child Care

**GOAL:** To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

**RESPONSIBILITY:** Superintendent Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                     | Status | Evidence of Success  |
|--|-------------------------------|--------|--|
| Provide professional learning for Kindergarten Educator Teams to build capacity related to the Kindergarten Program.   | September 2018 – June 2019    | ●      | Kindergarten Educator Teams will engage in professional learning related to The Kindergarten Program Documents focusing on literacy development in early years.              |
| Early Development Inventory (EDI) results will be shared.  | March 2019 – June 2019        | ●      | Kindergarten Educator Teams will engage in professional learning to support the analysis and interpretation of the EDI results as they relate to individual school contexts. |
| Work with community partners: Consolidated Municipal Services Manager for Prince Edward, Lennox & Addington, and Lennox & Addington Resources for Children (LARC) to implement a dedicated Child Care Centre at NAEC | September 2018 – January 2019 | ●      | The LARC Child Care Centre opened January 7, 2019.   |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                  | Status | Evidence of Success  |
|---|----------------------------|--------|--|
| Work with community partners: Consolidated Municipal Services Manager for Prince Edward, Lennox & Addington, and Lennox & Addington Resources for Children (LARC) to offer Early Infant Mental Health (0 – 6 yrs) training. | January 2019 – June 2019   | ●      | Professional learning focused on Early Mental Health will be offered to all Limestone educator staff with a special focus on Kindergarten Educator Teams. The 30 hour course is an online modular format and is provided in partnership with community partners and Sick Kids Hospital, Toronto. |
| “Loose Parts” (outdoor experiential learning) will be offered to educators and community partners.  | January 2019 – June 2019   | ●      | In connection with the development of the Limestone School Naturalization document, professional learning will be offered to Kindergarten educator teams and community ECE partners to promote outdoor experiential learning through the concept of “Loose Parts”.                               |
| EarlyON Centres expansion.  | September 2018 – June 2019 | ●      | An EarlyON Centre opened October 2018 at Fairfield Elementary School.  |





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## Action Plan C3.3 Labour Relations

**GOAL:** To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

**RESPONSIBILITY:** Superintendent Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions  | Timelines                    | Status | Evidence of Success   |
|--|------------------------------|--------|---|
| Bargaining Preparation: summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining | September 2018– June 2019    | ●      | Surveys have been distributed and input is being collected from system leaders and HR personnel as it relates to bargaining priorities to develop briefs.                                 |
| Collaborate with union leadership to administer current collective agreements and continue to problem solve  | September 2018 – August 2019 | ●      | Continued engagement with unions in problem solving process minimizing the need for arbitration. When necessary arbitrations are successful.  |
| Prepare the system by supporting system leaders in understanding the negotiation process as well as provide  | September 2018 – August 2019 | ●      | Provide system leaders with training and education on labour law, negotiation processes, and contingency planning in preparation for negotiations that may go beyond contract expiration. |





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Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                    | Status | Evidence of Success  |
|---|------------------------------|--------|--|
| Support OPSBA through involvement in the Labour Relations Council and negotiations central bargaining in 2019 | September 2018 – August 2019 | ●      | Continued involvement by Limestone Staff in LRC and Senior Negotiators meetings as well as participating in negotiations pending for 2019. |





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# Action Plan C3.4 Human Resources Process Enhancements

**GOAL:** To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

**RESPONSIBILITY:** Superintendents Andre Labrie, Craig Young and Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

| Actions   | Timelines                    | Status | Evidence of Success   |
|---|------------------------------|--------|---|
| Align Health and Safety with Human Resources and enhance support for disability management                                | September 2018 – August 2019 | ●      | Align duties between disability manager and Health and Safety Coordinator and facilitate attendance support work  |
| All unionized employee groups utilizing SmartFind and pay sheets no longer required.                                      | September 2018 - August 2019 | ●      | Working toward full implementation. Teaching groups complete. Identified support staff scheduled for summer 2019. |
| Continue to focus on attendance support and work with Provincial HR network to problem solve increasing employee absences | September 2018 – August 2019 | ●      | New strategies are implemented that reduce increasing attendance issues locally and across the province.          |





## Education Policy & Operations Committee

### ADMINISTRATIVE REPORT: INDIGENOUS REPRESENTATION FOR SCHOOL BOARDS

MAY 29, 2019

#### Purpose:

To provide the Board of Trustees with regulatory information on the appointment of Indigenous representatives to Boards of Education, and contextual information and data related to Limestone District School Board.

#### Background:

At the January Board of Trustees Meeting, a constituent provided a formal request to the Board seeking to be appointed as an Indigenous Trustee. The request was accompanied by two letters of reference supporting the request.

Ontario Regulation 462/97 (May 13, 2009, attached) outlines the requirements for First Nations Representation on Boards. One of the requirements is the existence of an Education Agreement with a First Nation, or First Nations, where students from that territory attend a board school:

1. (1) Where a board has entered into one or more agreements under section 188 of the Act, the council of the band, or the councils of the bands, to which the Indian pupils who are, under the agreement or agreements, enrolled in the schools operated by the board or in the schools in which the board provides all the instruction, belong, may, subject to subsection (4), name one person to represent on the board the interests of the Indian pupils.

As of September 2018, LDSB entered into an Education Agreement with the Mohawks of the Bay of Quinte (MBQ). Regulation 462/97 provides further details regarding circumstances requiring the naming of a person to represent Indigenous pupils on the board:

(4) Where the number of Indian pupils enrolled in the schools under the jurisdiction of a board under one or more agreements made under this section exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1), and subsections (1) to (3) apply with necessary modifications in respect of the two persons. O. Reg. 462/97, s. 1 (4).

(5) Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100, the appointment under subsection (2) may be made at the discretion of the board. O. Reg. 462/97, s. 1 (5).

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

Currently Limestone DSB has five (5) students from MBQ attending Napanee District S.S. In the past few years this number has been as high as 15-20 students. Based on the regulations outlined in paragraphs (4) and (5) above, Limestone is not required to appoint an Indigenous Trustee. Based on overall enrolment in Limestone, students from MBQ represent about 0.03% of students.

Based on the Education Agreement between the Limestone District School Board and the Ministry of Indian Affairs and Northern Development, the Board would also have to consider section 5.12 of the agreement that states the following:

“The Board agrees that section 188 of the Education Act (and Regulation 462/97) indicates a minimum requirement regarding MOHAWKS OF THE BAY OF QUINTE representation on the BOARD where a student population has at least 100 students represented in a tuition agreement, that the board consider adding a trustee representing this student body.”

According to regulation 462/97, and the current number of students from MBQ, an appointment to the Board would be at the discretion of the Board. Based on our Education Agreement, the Board would need to consider adding a Trustee if we had at least 100 students from MBQ. Given the Education Agreement with MBQ provides the only regulatory mechanism for the appointment of an Indigenous Trustee, MBQ would have to be engaged in the process. It should be noted that Hastings Prince Edward has over 100 students from MBQ and has an Indigenous Trustee that is appointed by the MBQ Band Council. Outside of the Education Agreement with MBQ, there is no regulatory provision for the addition of an Indigenous Trustee.

### Current Status:

Limestone currently has about 760 students that formally self-identify as First Nations, Metis, or Inuit. This represents about 3.6% of the board's overall enrolment. The breakdown of these numbers are as follows: First Nations: 578; Metis: 165; and Inuit: 15.

In addition, every year approximately 2300 students, or 11%-12% of students, anonymously self-identify based on responses to the Our School Survey (formally Tell-Them-From-Me Survey).

Based on research of other school boards in Ontario, no board has appointed an Indigenous Trustee that was not mandated based on Regulation 462/97 Paragraphs (4) and (5). In all cases, the Indigenous Trustee represents the Band(s) that are party to the Education Agreement(s) with the School Board, and is selected by the Band that is part of the agreement.

The cost of adding an additional Trustee to the Board would cost just over \$15,000 per year.

Three school boards have appointed Indigenous Student Trustees to the Board. Several other boards are looking at adopting a process for the appointment of an Indigenous Student Trustee. Government regulations do not outline a process, or requirement, for Indigenous Student Trustees. There is latitude for school boards to appoint Indigenous student trustees.

### Next Steps:

Given Limestone has an Education Agreement with the Mohawks of the Bay of Quinte, a representative from MBQ would need to be considered. As noted, we currently have 5 students from MBQ.

If Trustees choose to pursue a Trustee from MBQ, they would also have to complete a review of Board Policies to incorporate a process of working with MBQ to name an Indigenous Trustee and ensure that voting processes

for decision-making take into consideration a ten-Trustee Board, as opposed to a nine-Trustee Board. In addition, given we currently only have 5 students from MBQ, policy would also have to consider the possibility of this number falling to zero and how this would impact a Board at some point during a term.

### Recommendation(s):

1. Trustees make a determination about whether they would like staff to pursue a potential appointment to the Board from the Mohawks of the Bay of Quinte.

**Report Prepared By:** Krishna Burra, Superintendent of Education  
**Reviewed By:** Debra Rantz, Director of Education

**Attachments:** Regulation 462/97 (May 13, 2009)

## Education Act

### ONTARIO REGULATION 462/97

#### FIRST NATIONS REPRESENTATION ON BOARDS

**Consolidation Period:** From May 13, 2009 to the e-Laws currency date.

Last amendment: 190/09.

*This is the English version of a bilingual regulation.*

1. (1) Where a board has entered into one or more agreements under section 188 of the Act, the council of the band, or the councils of the bands, to which the Indian pupils who are, under the agreement or agreements, enrolled in the schools operated by the board or in the schools in which the board provides all the instruction, belong, may, subject to subsection (4), name one person to represent on the board the interests of the Indian pupils. O. Reg. 462/97, s. 1 (1).

(2) Where a person is named under subsection (1), the board shall, subject to subsection (5), appoint the person a member of the board. O. Reg. 462/97, s. 1 (2).

(3) The member appointed under subsection (2) shall be deemed to be an elected member of the board. O. Reg. 190/09, s. 2.

(4) Where the number of Indian pupils enrolled in the schools under the jurisdiction of a board under one or more agreements made under this section exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1), and subsections (1) to (3) apply with necessary modifications in respect of the two persons. O. Reg. 462/97, s. 1 (4).

(5) Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100, the appointment under subsection (2) may be made at the discretion of the board. O. Reg. 462/97, s. 1 (5).

(6) For the purpose of determining the number of Indian pupils enrolled in the schools under the jurisdiction of a board referred to in subsection (4) or (5), the number of Indian pupils in Indian schools in which the board provides all the instruction shall be included. O. Reg. 462/97, s. 1 (6).

(7) Where the agreement is, or the agreements are, in respect of elementary school pupils only or secondary school pupils only, the enrolment referred to in subsections (4) and (5) shall be that of elementary school pupils only or secondary school pupils only, as the case may be. O. Reg. 462/97, s. 1 (7).

(8) The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members. O. Reg. 462/97, s. 1 (8).

(9) Where a regulation made under clause 67 (2) (a) of the Act provides for the appointment of one or more members to represent on the board the interests of Indian pupils, this section does not apply. O. Reg. 462/97, s. 1 (9).

(10) Where the office of a member of a board appointed under this section becomes vacant for any reason, it shall be filled in accordance with this section and the person so appointed shall hold office for the remainder of the term of his or her predecessor. O. Reg. 462/97, s. 1 (10).

**2. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION).** O. Reg. 462/97, s. 2.