

Limestone District
School Board

Succession Process

See Yourself in Limestone

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.



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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.

Intention, Mission, Vision, and Values

Our Intention:

To make a positive difference in the lives of every student, in every classroom, in every school.

Our Mission:

To make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

Our Vision:

For all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

Our Values:

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all students at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

Adaptability

Community

Creativity

Empathy

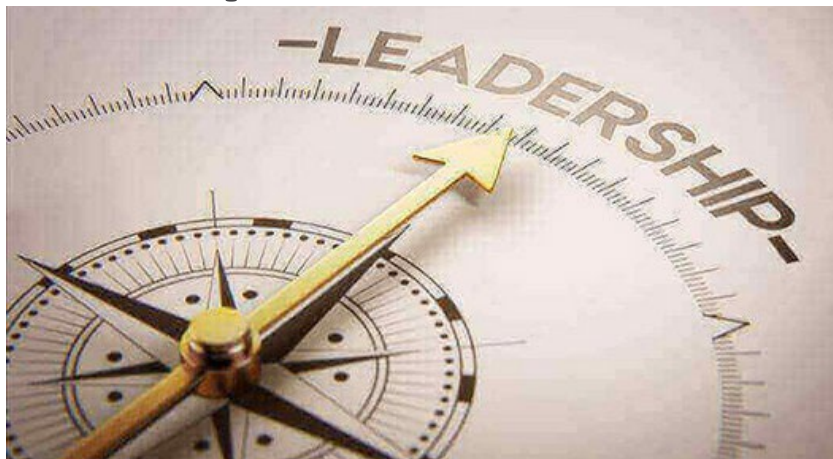
Equity

Integrity

Respect

See Yourself in Limestone

Leading in Limestone – Principals and Vice-Principal Roles



“Ultimately leadership is about making a positive difference, not just to organizations but also to people – and, in education, to the lives of children and young people”.

- Steve Munby

Are you considering leadership as a next step or growing your leadership in Limestone? Let us share what leading in Limestone means.

We believe that our students are our reason for being. We are committed to and will persist in improving outcomes and improving student achievement, equity, inclusion, and well-being, particularly for those students who have been historically underserved.

We strive to nurture a culture of high expectations and a growth mindset for all students and staff. We continue to critically re-examine past practices, and collect voice, to identify systems and structures that have been barriers to the success and wellbeing of many students, while continuing to focus on high quality teaching and learning utilizing high yield, instructional practices.

Leading in Limestone requires a commitment to shape and align teaching and learning to equip each student with the essential skills they need to shape their future, regardless of their chosen pathway.

Opportunities exist for highly motivated, intentional, culturally responsive, aspiring and experienced instructional leaders who are committed to this work

If our vision aligns with yours, and you are looking to join a highly collaborative team that provides strategic direction and leadership across the district to a professional and caring staff who are committed to the success of every student, in every classroom, in every school, you are encouraged to explore leading in Limestone.

A great administrator is not just someone who manages a school, but one who creates an environment where all students can thrive and grow.

A Message from the Director – For Aspiring and Current Leaders

Thank you for aspiring to be a leader in Limestone. As a school board, we are focused on ensuring that all students and staff See Themselves in Limestone. We need outstanding school and system leaders dedicated to serving our students, families, and staff. Outside of classroom educator impact, school leadership is the next most consequential factor in student achievement and well-being. Limestone leaders must be focused on ensuring we are having a positive impact on every student, in every classroom, in every school.



Schools and classrooms must be places where everyone values diversity, respects each other, and where students' lived experiences are valued and celebrated. We must foster safe, welcoming, and inclusive environments where students see themselves reflected in the curriculum, their learning, and their school environment. Schools must engage and serve all students and staff, reflecting, promoting and celebrating the rich diversity that every individual adds to the school community. In Limestone we pride ourselves in having positive and collaborative working relationships between all school and system leaders to best serve students, families, and staff. Together, we work to make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

Seeing Yourself in Limestone means we need to work toward making certain that all students, families, and staff feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school. Making our vision come to life is no easy task. It means the words must extend into meaningful actions every day. The stakes are far too high for each student, and as a system we have a responsibility to provide equity of hope to each student so they can find future success.

We invite and encourage you to explore more about why leading in Limestone is an exciting opportunity that is both challenging and rewarding. You may reach out to any of our senior team and/or current administrators for more information.

We look forward to learning more about you and working with you to best serve students, families, and staff in Limestone.

The Importance of Service

Our students are our reason for being. - Mirjam Nilsson

Limestone has identified data literacy, instructional leadership and improved outcomes for students who have been traditionally underserved as core areas of focus. As a senior team, we are engaged in answering three core system inquiry questions aimed at serving all students in Limestone, with a particular focus on those students who have been historically underserved by the education system:

1. For whom is the current education system not working and why?
2. How do we know?
3. What can we try? What are we going to do differently?

As part of this work, we are actively collecting voice from staff, students and families to better understand the experiences of our students and what critical next steps are necessary to support student achievement and well-being. As aspiring and current leaders, we will look to understand how you are engaged in and leading this work.

We have also created a Leadership Commitments and Reflections Framework that is aligned with and supports this work.



Leadership is the capacity to translate vision into reality. - Warren Bennis

Limestone Leadership Commitments & Reflections



In order to build a culture of high expectations for all students, LDSB leaders:

Drive student achievement and well-being by focusing and persisting on improving outcomes for all students and in particular for those students who have been historically underserved by actively removing barriers that lead to disparities.

Lead the instructional program, promoting ongoing learning and capacity building through intentional planning, collaborative leadership, co-learning, and providing targeted, constructive feedback to respond to the learning needs of all students and ensure a shared responsibility for the success of all students.

Balance the importance of relationships with accountability by building collaborative and supportive relationships with staff and students, while maintaining high standards and accountability through clarity, ongoing targeted feedback and regular, consistent follow-up.

Engage families, community partners and the school community by intentionally building collaborative and supportive relationships with families, community partners and the broader school community, sharing to understand the school's focus and goals, collecting voice, responding to feedback/input and creating opportunities to genuinely engage throughout their student's education journey in Limestone.

Self-reflect on one's leadership and impact on outcomes for students by seeking, listening to and applying feedback, regularly reflecting on one's decisions, actions, and communication with the intent to continually improve outcomes for all students and staff.

Manage school operations and resources by intentionally aligning decisions and actions with the school's vision and goals that at their core centre student and staff achievement and well-being.

Promote and support LDSB and public education by promoting and championing the Board's mission, vision, values, goals, and achievements.



Components of the Process

The Leadership Succession Pool Hire process may include any of the following:

- ❖ LDSB Leadership Commitments & Reflections Framework
- ❖ Standardized Application template
- ❖ References
- ❖ Presentation
- ❖ Interview (panel and/or carousel)
- ❖ Written task
- ❖ Visit to candidate's school (Principal Applicants)

LDSB Leadership Commitments & Reflections

Leadership is a journey that requires self-reflection and intentionality to establish meaningful goals and next steps as well as to monitor progress and assess impact. Whether an aspiring leader or current administrator, the Leadership Commitments establish the standards to which leaders in Limestone are accountable.

For each commitment, we share what it looks like in practice as well as provide a number of reflection questions to facilitate deeper thinking in how aspiring and current leaders are working to fulfill each commitment. Aspiring and current leaders are encouraged to engage with their supervisors and critical peers in open, honest dialogue in terms of readiness and next steps, including identifying areas of strength and areas for growth.

The Leadership Commitments & Reflections Framework supports and guides the work of school leaders. Interview questions may include any of the reflection questions.

Application Template

The fillable application template is intended to streamline applications, providing an overview of teaching experience, vice-principal and/or principal experience, other leadership experiences, ongoing professional learning as well as an opportunity to share any additional information applicants would like the senior team to consider.

Presentation

Candidates may be asked to prepare a 10-minute presentation to be shared at the beginning of the interview process. Candidates will be given all relevant information necessary to prepare and will have up to 5 business days to develop their presentation, pending the nature of the task.

Interview

Interviews may consist of 5 to 7 questions for candidates to share their experiences, thinking, reflections and learning. Candidates should expect follow-up wonderings based on their responses to open up a dialogue.

Candidates will receive the first 4 to 5 questions 15 minutes in advance to facilitate reflection and preparation. Candidates may bring any notes made during the 15 minutes into the interview for reference. There will be an additional 2 to 3 questions that will not be shared in advance.

In addition to a panel interview, a carousel style discussion may also be scheduled as part of the Principal Pool process whereby candidates have an opportunity to meet with different senior team pairings. Carousels are approximately 15 minutes in length, and each pairing will have one question they will ask to start the dialogue, during which candidates will share their experiences, thinking, reflections and learning.

Pairings typically include a combination of Superintendent, Associate Superintendent, and the Director. A fourth carousel may include two representatives from our local Ontario Principals Council Executive to allow for additional reflections and feedback on elements of the process.

The goal of the carousel format, when used, is to create a more intimate atmosphere with more time for candidates and panel members to engage in a dialogue as we strive to learn more about you.

Questions may include follow up based on candidate's application package, wonderings based on the LDSB Leadership Commitment Framework or other relevant leadership experiences.



References

References will be requested at the outset. Applicants for whom we wish to learn more about will have their references contacted as the first step in the process. From there, candidates selected to move forward will be invited to participate in the interview process.

School Visit for Principal Candidates

Two members of the Senior Team may visit an external Candidate's school, if possible. For internal candidates, a senior team member, other than the current supervisor, may visit the candidate's school.



How to Prepare – Tips and Strategies

- ❖ Review the LDSB Leadership Commitment & Reflections Framework. Reflect on your knowledge, work and skills in these areas, including how you have implemented each.
- ❖ Ask for input/feedback from others, including current and past supervisor, and peers and critical friends
- ❖ Consider any pivotal moments and impact to your practice, philosophy and/or leadership, particularly as it relates to student and/or staff achievement and well-being.

Growing Your Leadership

There are a number of ways to grow your leadership, including but not limited to:

• Teacher in Charge	• Lead Teacher
• Coach / Extracurricular Leader	• Department Head
• Divisional Lead	• NTIP Mentor
• Coach/Literacy Coach	• School Based Math Facilitator
• Leading Professional Development	• Board Level Committee Member
• School Committee Member	• Member of Collective Bargaining Team
• Community Coach	• Community Leader
• Member of Board of Directors	• Event Organizer
• Central Consultant Role	• Athletic Director
• Teacher Candidate Supervisor	• Other

The Goal of LDSB Succession Planning

It is our goal to create an authentic and transparent process for every candidate and to make the process as comfortable as possible.

The intent of the process is to identify readiness for the role based on each candidate's leadership journey to date. As part of the process, we also aim to provide/recommend support through coaching, mentoring and opportunities to grow one's leadership.

It is important to remember that if you are not invited to participate in the process or placed in the Vice-Principal or Principal Pool, that it simply means you are not ready yet. You will be encouraged to continue your leadership journey and to seek additional opportunities to gain more experience and grow your leadership.



We continually strive to create a process that is not only authentic and transparent, but one that is equitable and inclusive. As such, should you require an accommodation throughout any aspect of the process, please reach out to the Susan McWilliams, Superintendent of Human Resources at 613-544-6925, extension 31230 or by e-mail at mcwilliamss@limestone.on.ca for guidance.

Feedback

All candidates who would like feedback, whether invited to participate in the process or not, or whether placed in a pool or not, will be afforded the opportunity for feedback from a member of the Senior Team. Information will be shared at the conclusion of the process.

Additional Resources

- ❖ Applicants are encouraged to reach out to our local Ontario Principals Council (OPC) representatives to learn more about leading in Limestone.
- ❖ This provides an opportunity to hear from current Limestone Principals and Vice-Principals from the elementary and secondary panels in terms of what you can expect in the role

LDSB Ontario Principals' Council Contacts

Margaret Connelly

Principal, Loyalist Collegiate and Vocational Institute
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Principal, Alternative & Continuing Education
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Greg Seiveright

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Alison Fraser

Principal, Welborne Avenue Public School
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Reflections from Limestone Principals and Vice-Principals

"Being an administrator in Limestone District School Board is a challenging, rewarding and enriching experience. Each day brings new learning opportunities which help to support a diverse community of learners. Being in the role of Vice Principal has allowed me to be involved with aspects of curriculum development, assisting with assessment and evaluation, guidance conversations regarding student pathways, special education reviews and community events such as parent council. This adds to the diversity of experience which has enriched my professional development."

- Adam Andrezyk, Secondary Vice-Principal

As a school leader, you have the extraordinary opportunity to help close persistent achievement gaps, improve student attitudes towards school and build habits of mind that can change a student's life trajectory. What a privilege!

As a Vice Principal in the Limestone District School Board, my experience has allowed an intersection of my personal values of equity and inclusion to be met and honoured in my workplace.

These key values are not only shared but amplified through the work we all do. Initiatives that focus on building agency and capacity for students, staff and support staff, allow us to collectively shape a diverse and accepting community in schools. This enhances the educational experience for everyone. With a focus on academic excellence, one can see these are the makings of change for students; I see the impact reflected daily in student lives. The mentoring offered by Limestone provides an immediate and collaborative network to both an experienced principal and to colleagues who are in a similar stage of their career. The opportunity to foster professional growth allows for sharing of best practices while collaborating on more challenging aspects of the job, all of which ultimately and positively impact student learning and well-being. See yourself in Limestone not only applies to families, staff and students, but administration, from my lived experiences, for which I am grateful to be a part of this team."

- Molly Brunet, Elementary Vice-Principal



"I, initially, had a lot of doubts about taking the leap into administration. I loved being a teacher and I worried about what I might lose. I was afraid to leave the school that I had 'grown up' in as a teacher. What if this job was all discipline and management? What if I could not create bonds with students anymore because of the responsibilities of this role? This was never a job I thought I wanted. However, I had been encouraged to take this step by people and administrators that I trusted wholeheartedly with the promise that there would always be supported to learn what I didn't know and 'back up' when I made a mistake. So, I took the leap. I am so happy that I did. I have never regretted my decision. I miss teaching, but I have continued to build strong, lasting relationships with families in my school community and been fortunate enough to support them through many challenges, and many proud moments too. My ongoing desire to learn as a professional has been cultivated. While there are tough days that can feel lonely, I know I am not truly alone. There is a network of support at the other end of the phone at any moment for both the 'what do I do now?' and 'I think I just made a big mistake' calls. There are days with tears but so many days with smiles and laughter. It is a wonderful, challenging, ever changing job and I am grateful every day that I am entrusted to do it."

- Shannon Tyner, Secondary Principal

The success of every student is the focus of all the decisions made in the LDSB. As a leader in Limestone, I am supported both with professional development and data to ensure that I have the knowledge and tools to contribute meaningfully to the success of all students.

- Alison Fraser, Elementary Principal

Currently, I am enjoying my fourth year in administration within Limestone District School Board. Since embarking on a career in administration, I have had the opportunity to work in a variety of K-12 roles including small remote schools, urban alternative education schools, and larger rural high schools. As an administrator, it has been rewarding to work with various community groups to support the school community. Additionally, Limestone has provided me with opportunities for professional growth. I enjoy working not only with the students, parents, and staff to improve student achievement but also collaborating with other schools, board staff, and senior administration to improve best practices. As an administrator, I can connect with students and families who are struggling in the margins of life, and leverage supports to plan for the best next steps to support students on their journey to success.

- Beth Hasler, Secondary Vice-Principal

As an elementary administrator with the Limestone DSB, I have experienced significant personal and professional growth. My leadership journey has adapted to our ever-changing world. I have seen firsthand how impactful school leadership can be in fostering an environment where staff thrive, and students excel. The collaborative culture within LDSB means you're never alone—colleagues support and uplift one another at every step. By focusing on student well-being and fostering a sense of belonging, we create the foundation for high quality teaching and learning.

- Drew Boyce, Elementary Vice-Principal

Working as an administrator in Limestone has been rewarding in many ways. I always feel supported by my colleagues as well as by everyone on Senior Staff – that is the great part about working in a smaller board, you never feel ignored. The job is always challenging, but on a daily basis I am able to provide support for kids and families which is what I’ve always wanted to do.

- Aaron West, Elementary Principal

Limestone is the envy of many boards across the province due to the strong relationship between senior staff and principal groups. Founded on mutual trust and transparency, which are integral to the board’s culture, administrators are not only regularly consulted but also given the opportunity to contribute to decisions affecting their work, our schools, and our students. While the role of an administrator can be complex, the supports provided are extensive and responsive to the changing needs in schools. Our board is forward-thinking and focused on the needs of our students. I have always felt part of the greater organization and certainly see myself in Limestone.

- James Bonham-Carter, Secondary Principal

As a Principal with the Limestone District School Board, I have the opportunity to make a meaningful difference in the lives of students, staff and families every day. I feel supported by the incredible team surrounding me and inspired by my board’s leadership and vision. Although there are many challenges within this role, LDSB empowers its leaders to innovate and adapt, while providing us with the tools and resources to meet the changing needs of our educational system. I feel privileged to be a part of Limestone!

- Jean Paquin, Elementary Principal

From an Elementary Vice-Principal New to Limestone

Since starting with the Limestone Board as a Vice Principal in the fall of 2024 I have felt incredibly welcomed and supported. Working in a smaller board allows for more personal connections and plenty of new learning opportunities. I have been impressed with the wealth of knowledge available at this board and the quality and depth of the professional development. Limestone is a friendly board full of many people who care deeply about students and student learning. I feel privileged to have the opportunity to work for the Limestone District School Board.



**Making a positive difference in
the lives of every student, in every
classroom, in every school.**