

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, February 7, 2024

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEPOCMTGFeb7>

Public Meeting – 5:30 PM

Private Session – Following Adjournment of EPOC. Report to Public session at the February Board Meeting.

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

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 School Enrolment and Facility Capacity – Superintendent McDonnell (Pages 2-3)
 - 4.2 Elementary Special Education Support Model – Superintendent Gillam (Pages 4-5)
 - 4.3 Draft Strategic Plan Reporting Template – Director Burra (Pages 6-55)
 - 4.4 School Year Calendar Process – Associate Superintendent Gollogly (Pages 56-58)
5. REPORTS FOR ACTION - None at this time
6. UNFINISHED BUSINESS - None at this time.
7. NEW BUSINESS
8. CORRESPONDENCE - None at this time.
9. NEXT MEETING – March 6, 2024
10. ADJOURNMENT



ADMINISTRATIVE REPORT: SCHOOL ENROLMENT AND FACILITY CAPACITY

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

February 7, 2024

Purpose

To provide the Board with information about the development of Limestone DSB (LDSB) enrolment projection reports with relevant local data and research by Baragar Systems Inc.

Background

LDSB has been working with Baragar Systems since 2006 to develop the Board's annual enrolment projection report. Baragar Systems provides us with interactive enrolment projection software, geographic information systems, and tools to display thematic information on the demographics of our geographic area.

Each year a custom enrolment report is created that guides our planning. Relevant history is used to establish trends such as participation and retention rates and this history is updated annually using the October 31 student counts. Further analysis is done using data such as Ontario birth registrations and population movements from Canada Revenue Agency records. Local knowledge is combined with comprehensive data from Baragar to provide a set of short-term projections and re-establish a set of 15-year forecasts.

Current Status

Currently the Board is using Baragar data as an important source of information to plan and make evidence-based decisions. Key indicators include information about the number of school aged children living in each school catchment area and details about student movement and programming choices. Tracking in and out of catchment school enrolment establishes patterns and trends that reveal community preferences.

The Board studies Baragar data about migration and growth in population and key demographic details and from municipal governments information is gathered on housing in each community.

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This provides the framework for long-term capital and accommodation planning focused on the right program, in the right facility, of the right size, and in the right location.

Based on ongoing staff review of the enrolment and projection data, an Elementary Out-of-Boundary Registration Committee was established in Fall 2023 consisting of four elementary principals, the Assistant Manager of Facilities, Charlyn Downie, Associate Superintendent Talya McKenna, and Superintendent Alison McDonnell. The out-of-boundary registration process for elementary schools was reviewed and updated to reflect the current LDSB elementary registration processes. As per past practice, all students who live within the catchment area of their home school as defined by the district, shall be accommodated at that school. Students outside of the school catchment area (out-of-boundary), shall be permitted to attend any school within the board provided space is available, upon submission and approval of the proper application process. A waiting list will be maintained at the school in the order that out-of-boundary registrations are received, and the Principal shall inform out-of-boundary applicants who are on the waitlist of the status of their request as soon as possible. The Board is not responsible for providing transportation for out-of-boundary students and all transportation decisions are subject to Board Policy 21: Student Transportation.

Administrative Procedure 305, Student Registrations and Transfers has been updated to reflect current practices and to ensure greater clarity. Elementary Office Assistants will attend a virtual session with Laura Alward and Superintendent Alison McDonnell on Friday February 2 to ensure consistency and clarity in the application of this procedure in elementary schools.

Further, all LDSB Kindergarten registration promotional material shared with the Limestone Community, clearly outlines the opportunity for out-of-boundary registration when space permits.

Next Steps

At the February 7, Education, Policy, and Operations Committee Meeting, examples will be shared of Baragar data that is currently used to analyze participation rates at each school and to study the patterns formed by student movement in and out of catchments. In addition, more details about the capacity and utilization data of each school will be shared. In the coming months, the plan is to share a link to this capacity and utilization data for each school on their websites.

Recommendation

That this report be received for information purposes.

Prepared by: Charlyn Downie, Assistant Manager of Facilities; and Alison McDonnell, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: ELEMENTARY SPECIAL EDUCATION SUPPORT MODEL

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

February 7, 2024

Purpose

To provide Trustees with an update on the findings of the Special Education review and proposed changes to the current special education service delivery model in elementary schools to better meet the needs of complex learners within an inclusive learning environment.

Background

A special education review was completed in the Spring of 2023 to gather feedback from students and families related to key supports and services that directly impact student success.

Findings from the review identified the need for ongoing capacity building for educators and support staff, multi-tiered systems of support within schools, and flexible and responsive learning environments with a focus on purposeful, planned, and meaningful inclusion.

Achievement and success of students with special education needs continues to be an area of concern within LDSB and alternative approaches to supporting students in the margins should be explored.

Schools and families continue to advocate for school-based supports for complex learners to safely and supportively engage in inclusive learning environments.

Students shared that they need flexible and responsive spaces within the school setting to regulate, access support, and connect to caring and knowledgeable adults.

LDSB currently has four District Autism Classrooms (DAC), five District Learning Centres (DLC), and 2.5 Learning Disability Programs (LD). In addition, there are currently 19 Itinerant and Site-Based School to Community teachers, and a 1.0 Itinerant Behaviour teacher. School to Community teachers primarily serve students who have an identification of Developmental Disability through the

Identification, Placement and Review Committee (IPRC) process. Similarly, the Itinerant Behaviour teacher provides service to a small number of students with behaviour/safety concerns.

At the system level we currently have three district teams: the Behaviour Action team, the School to Community team, and the Autism team. These teams are deemed to be Tier 3 interventions and as such, are only available through a referral process. These teams contain the following staff: 1.8 Speech Language Pathologist, 0.5 Clinical Consultant, 8 Student Support Counselors, 1 Board Certified Behaviour Analyst, and 3 Intervention Assistants.

Finally, Educational Services is supported by four Special Education Coordinators, two of whom primarily support students with Autism and Intellectual Disabilities, and two who support other services such as Individual Education (IEP) development and Transition to Kindergarten.

Current Status

Based on the special education review and an assessment of services provided by Educational Services, we will be proposing some changes to the current service deliver model based on the following considerations:

- Equity of access to supports and services in a students' home school.
- Flexible and responsive support, programming, and access to spaces that adapt and respond to a students' unique learning profile.
- Fully inclusive learning environments supported by caring and knowledgeable staff.
- Increased access to supports/services through a reduction of independent, and identification specific, service delivery.

A more fulsome report on these changes will be discussed with the Special Education Advisory Committee (SEAC) on Wednesday, February 14th, 2024. Trustees will be advised of any recommendations from SEAC, and the final plan presented at the February 28th, 2024 Board Meeting.

Recommendation

That this report be received for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: DRAFT STRATEGIC PLAN REPORTING TEMPLATE

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

February 7, 2024

Purpose

To provide Trustees with a draft template for the LDSB Multi-Year Strategic Plan (2024-2028) for review and input.

Background

Under the Education Act, Section 169.1, School Boards are given the responsibility for student achievement and effective stewardship of resources. More specifically, School Board responsibilities include the following components: promoting student achievement and well-being; promoting a positive school climate that is inclusive and accepting of all pupils; promote the prevention of bullying; ensure effective stewardship of the board's resources; develop and maintain policies; develop a multi-year strategic plan (MYSP) aimed at achieving the goals; and annually reviewing the plan with the board's director of education. In Limestone the review of the MYSP has historically occurred each fall once data from the previous year is available. At the Board Meeting of October 18, 2023, Senior Staff presented an end-of-school-year Strategic Action Plan Overview – 2022 - 2023 (attached as Appendix A). This was the final report for the previous MYSP (2017-2023).

Bill 98, the *Better Schools and Student Outcomes Act, 2023* was passed in June 2023. This legislation (Section 169.2) requires that the provincial priorities for student achievement (Provincial Student Achievement Plan and Priorities- Appendix B) be incorporated into board multi-year plans "...with the aim of achieving goals related to the provincial priorities in education in the area of student achievement..." The three provincial priorities that must be incorporated into the LDSB MYSP are as follows: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Students for Future Success; and (c) Student Engagement & Well-Being.

At the May 3, 2023, LDSB Education, Policy and Operations Committee (EPOC) meeting, it was shared that the LDSB had begun development of a new Strategic Plan to help guide the district forward over

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the next five years. As part of the MYSP development, a five-phase approach was constructed to outline the schedule for consultations, reporting and rollout that began in spring 2023 and will continue to summer 2024 and beyond.

For Phase 1, from June 19-July 1, 2023, we hosted a consultation and collected feedback from the Limestone community, including students, families, staff, and community partners, about their own or their student's learning experiences, and their perspectives on the key strengths and opportunities of the board for the future. This feedback was collated and combined with several other engagements with students, families, staff, and community partners. A summary of the feedback was shared at the August 23 Board Meeting and can also be found on the Strategic Planning Consultation web page on the LDSB website.

Based on the first round of consultation in the spring, and the additional requirements of Bill 98, a draft Mission and Vision, as well as a list of potential Values was shared with the LDSB community for the Phase 2 consultation.

From November 2-24, 2023, the LDSB community was invited to provide feedback and comments on the draft Mission, Vision and Values via an online survey, hosted through Qualtrics software. The consultation was promoted through the LDSB website, social media messaging and images, video, and direct email messaging from the Director to all families, staff members, students from Grades 4-12, and several community partners.

At the December 6, 2023 EPOC meeting, Trustees approved the amended Mission and Vision based on the Phase 2 consultation, and determined the anchoring Values for the Strategic Plan currently under development. This information was shared with all LDSB families and staff in a 'Director's Update' on January 25, 2024.

Current Status

Senior staff have continued to develop a Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028) based on Bill 98 Provincial Priorities and reporting requirements. Additionally, senior staff and central departments continue to refine annual operational plans to support the MYSP. The draft Strategic Plan Framework for the MYSP is included as Appendix C. In addition, an adjusted draft EPOC/Board Report Template is included as Appendix D.

Next Steps

At the February 7, Education, Policy, and Operations Committee meeting Trustees will have an opportunity to review the draft Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028) and complete a cross-analysis with the previous MYSP (2017-2023). The goal will be to approve and move forward with a new Strategic Plan Framework within the next few weeks.

Recommendation

That this report be received for information purposes.

Prepared and Reviewed by: Krishna Burra, Director of Education

Appendices:

- (A) End-of-year Status Report on the 2022-2023 Strategic Plan Provincial Student Achievement Plan and Priorities (2023);
- (B) Provincial Student Achievement Plan and Priorities (2023);
- (C) Draft Strategic Plan 2024-2028 Framework;
- (D) Draft Board/EPOC Report Template (2024-2028)

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W1.1
Student Well-Being
(Healthy Schools, Mental Health, Safe Schools- Prevention & intervention)

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

RESPONSIBILITY: Superintendent Scot Gillam and Associate Superintendents Stephanie Sartor and Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Swim to Survive program will be offered for Grade 3 students and select Grade 7 students in geographic areas that have low Grade 3 pass rates.	September 2022- June 2023	●	All schools will be invited to participate in the program. Participation and pass rates will be tracked. Outcome: All elementary schools were originally enrolled in the program but some sessions were cancelled because one of the pools experienced an unexpected shutdown for an extended period of time. 35 schools (1072 Grade 3 students) and 4 schools (74 Grade 7 students) completed the program. In addition to the Swim to Survive program, in the spring of 2023, the City of Kingston offered additional swimming lessons to 60 students from Grades 3-5, free of charge. This was in response to community concern over the high demand and low supply of swimming lessons in Kingston. Students at Centennial PS and Lord Strathcona PS were offered an opportunity to participate in 4 weeks of swimming lessons hosted at the YMCA.
In partnership with KFL&A Public Health, programs that promote physical activity (Marathon Club, Celebration of Dance, Jingle Bell Run) will be centrally organized and offered to all elementary schools.	September 2022- June 2023	●	All schools will be informed of the activities and invited to participate. Participation rates will be tracked and stakeholder voice will be collected. Outcome: Complete. For programs that have run during the Fall and Winter, participation rates have increased significantly as compared to participation rates in 2019 when the programs were last offered.
Cricket will be introduced and offered to intermediate and secondary sites. Instructional resources and equipment will be purchased and distributed following a successful Ministry grant application. Community based organizations will offer virtual lessons and activities to all schools.	October 2022 – June 2023	●	School implementation and use of resources will be tracked. Outcome: Complete. Resources and equipment were delivered to all intermediate and secondary sites. Implementation and participation will be tracked through educator surveys and through visits to the electronic resource provided to schools.
In partnership with Kingston Gets Active, all Grades 5 and 9 students will receive an ActivPass which provides students with the opportunity to access various recreation facilities (within the greater Kingston area) at no cost.	September 2022- June 2023	●	ActivPass distribution and usage will be tracked throughout the year. Outcome: Complete. Usage rates were lower than expected, so KFL&A Public Health requested increased sharing on social media, from all participating partners. Final usage rates will be shared in late fall 2023.

Increase access to evidence-based substance use prevention and intervention supports for students.	September 2022-August 2023	●	Through support from the Ministry of Health and the Ministry of Education, School Mental Health Ontario is partnering with Youth Wellness Hubs Ontario to implement PreVenture in school and community settings across Ontario. LDSB has been successful in our application to be part of the Scale Up project, beginning April 2023. Outcome: Students in Grades 7 to 9 will have access to evidence-based, personality specific workshops designed to empower them and promote well-being starting in fall of 2023 due to delays with the Youth Wellness Hubs Ontario.
Collaborate with the Adverse Childhood Experiences (ACEs) and Resilience Coalition of KFL&A.	September 2022-August 2023	●	LDSB continues to be well-represented on the ACEs & Resilience Coalition and Steering Committee. LDSB is currently working with the Project Manager to explore a multi-year funding proposal, which would allow for targeted and intentional work across the district, focused on building resiliency. Outcome: The work of the Adverse Childhood Experiences (ACEs) and Resilience Coalition continues and LDSB is a strong partner at the table supporting the work. A LDSB project proposal is still being reviewed.
Implement Year 2 of the three-year Mental Health and Substance Use Strategy for 2021-2024.	September 2022 - August 2023	●	The 2021-2024 Mental Health and Substance Use Strategy continues to guide initiatives that student well-being. Key activities in year 2 of the Strategy include: • Piloting MH Lit: Student Mental Health in Action Lesson Plans in select grade 9 physical education classes • Program evaluation of the LINKS District Learning Centre, in partnership with Kingston Health Sciences Centre • Continuing to increase awareness of the Suicide Response Protocol and suicide prevention resources • Introduction of emotion coaching as a brief and effective way to respond to student emotions in the classroom • Applied Suicide Intervention Skills Training and safeTALK training • Introduction of The Third Path to all schools Outcome: Year 2 Implementation is completed.

Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming.	September 2022 - August 2023	●	KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate within our schools. Outcome: Programs operated successfully within the schools.
Anti-Sex Trafficking Protocol Development and Implementation.	September 2022- August 2023	●	Key strategies and activities include: • Connecting with community agencies • Providing PD to all staff • Established student conferences • Parent information sessions • Educated all secondary Physical Education teachers regarding the curriculum connection to the Anti-Sex trafficking protocol • Signed KFL&A Human Trafficking Protocol with Victim Services of Kingston and Frontenac, Kingston Police, the Royal Canadian Mounted Police, the Ontario Provincial Police, Family and Children Services of Frontenac, Lennox and Addington, Sexual Assault Centre Kingston, Addictions and Mental Health Services for KFL&A, Youth Diversion, the St. Lawrence Youth Association, and Kingston Interval House. Outcome: All above strategies and activities were successfully completed.
Violent Threat Risk Assessment Training.	September 2022- August 2023	●	Consulting with Kevin Cameron from the Centre for Trauma Informed Practices. We have trained our administrators in level 1 and level 2 VTRA training as well as having Kevin Cameron train several staff members to deliver the level 1 VTRA course. Outcome: Completed. Next year we will focus training for our administrators on Traumatic Events Training with Kevin Cameron.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W1.2
Outdoor Education

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
Increase programming options for students.	September 2022-August 2023	●	New archery programming is in place. Outcome: Archery programming is in place.
Offer summer 2023 Gould Lake programming.	September 2022-August 2023	●	Staffing and programming for Summer Outreach programs and Nature Camps return to full enrolment. Outcome: Gould Lake summer programs were run in July-August 2023 with 449 students participating.
Focus on the creation of equitable opportunities for students to access Gould Lake programming.	September 2022-August 2023	●	Access to Gould Lake programming is expanded through facility improvements and programming. Outcome: Portable, accessible washrooms have been added. Gould Lake staff provide programming at the school location if bussing, costs or distance from Gould Lake are a barrier (i.e., Northern Schools). Gould Lake has provided specialized programming for students from the Jr. Autism Class. Subsidies were made available to support summer programming.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W2.1
Equity & Inclusion
(Including Anti-Black and Anti-Indigenous Racism)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jessica Silver and Associate Superintendent Patty Gollogly

Actions	Timelines	Status	Evidence of Success
Release and Implementation of Human Rights Reporting Tool and Administrative Procedure.	September 2022-August 2023	●	Human Rights Reporting Tool and Administrative Procedure will be released and implemented system wide. Professional learning will occur with administrators at administrator meetings throughout the 2022-2023 school year. Outcome: Human Rights Reporting Tool and Administrative Procedure was released in November 2022 with implementation occurring throughout the year. ongoing system- wide. Professional learning for administrators occurred throughout the 2022-2023 school year.
Publication of See Yourself in Limestone: Student Census Sense of Belonging Report and creation of Supplementary Resource for educators.	September 2022-August 2023	●	The Student Census Sense of Belonging Report will be created and shared publicly in Spring 2023. A Supplementary Report will be created and shared with educators in Spring 2023. Census data will be used to inform system and school-based actions to address equity and inclusion. Outcome: The Student Census Sense of Belonging Report was shared publicly in April 2023 along with release of Supplementary Resource to administrators. Census data is being used to inform system and school-based actions to address equity and inclusion.
Schools will participate in equity-based Arts projects.	September 2022-August 2023	●	Students will participate in equity-based arts initiatives with a focus on recognizing and challenging systemic barriers. Communications department has provided support. Outcome: Programming & opportunities were centered around LDSB's Equity Arts goals, which included funding site-specific equity-arts projects, a virtual performance series, and collaborations with Kingston School of Art (LDSB's Pride Quilt Initiative, and Arts in Edu-Action). In addition, LDSB continued a partnership with Agnes Etherington, where all programming costs were fully covered through a one-time payment by LDSB. In addition, a board-wide membership was purchased for staff to access CODE resources, providing K-12 educational resources supporting the teaching of the Ontario Dance & Drama Curriculum.

Review/Create Administrative Procedures (AP) to ensure equitable practices and outcomes.	September 2022-2023	●	Review/Create: Dress Code AP, Guideline for Students who are Transgender, and Religious Accommodations. Outcome: The Dress Administrative Procedure has been reviewed and renamed Student Clothing. Consultations occurred in spring 2023. Roll out will occur in September 2023. Review of Guideline for Students who are Transgender and Religious Accommodations is ongoing.
Creation of Community Equity Advisory Committee (CEAC).	September 2022-August 2023	●	Create a Community Equity Advisory Committee that meets 4 times annually, to advise the LDSB on equity-based issues. Outcome: The CEAC has been created and meets four times per year to advise the board on equity based administrative procedures, policy and initiatives.
Creation and implementation of System Memorandum to All Staff re: Slurs and Epithets and K-12 Resource Tool.	September 2022 – August 2023	●	The system memorandum will be shared with all staff in Fall 2022. The Resource tool will be shared with educators in fall 2022. Outcome: The system memorandum and the Resource Tool was shared in September/October 2022.
Implementation of See Yourself in Limestone Staff Census and Sense of Belonging Survey.	September 2022 – August 2023	●	Census data will be used to inform next steps in terms of staff sense of belonging as well as advancing equity and inclusion initiatives. Outcome: Preliminary data has been shared with Trustees and all staff and the voice collected through the survey has been useful in providing us with information with staff. In combination with the corporate services survey, the feedback has resulted in assessment of internal processes and suggested next steps for further engagement.
Continue to review interview process to identify and eliminate potential barriers for applicants.	September 2022 – August 2023	●	Human Rights & Equity Advisor observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed. Outcome: Recommendations have been received and implemented by Human Resources. Processes continue to be reviewed to improve candidate experiences and hiring outcomes.
Developed and implemented post-competition survey feedback for all applicants to share their feedback based on their experience throughout the process.	September 2022 – August 2023	●	Feedback received is reviewed and adjustments to the process recommended and implemented, where possible. Outcome: Feedback received and reviewed. Adjustments to the process are being considered for implementation, where appropriate.
Continue to explore outreach options to attract more diverse applicant pools when filling vacancies or new positions.	September 2022 – August 2023	●	Job opportunities posted to a variety of Job Boards that attract diverse applicants. Outcome: Human Resources continues to explore alternative strategies to further diversify applicant pools.
Embed our commitment to Equity, Diversity, and Inclusion into the hiring process.	September 2022 – August 2023	●	All interview processes to embed Equity, Diversity, and Inclusion. Outcome: Continue to collaborate with administrators and hiring managers to embed Equity and Inclusion throughout the hiring process.

Continue partnerships with community organizations to advance Equity, Diversity, and Inclusion goals.	September 2022 – August 2023	●	Continue partnership with KEYS to explore avenues to support newcomers to Kingston with viable employment possibilities with Limestone. Outcome: Met with KEYS in October to discuss options for creating new partnerships with respect to supporting employment opportunities with LDSB for newcomers to Kingston. Further discussions required. Met again in late spring to explore additional ways to promote LDSB and increase diverse candidate pool.
Collection of feedback/input from Exit Survey (and interview as necessary) with a view to identifying concerns and possible next steps to improve employee experience.	September 2022 – August 2023	●	All employees exiting Limestone are asked to complete Exit Survey and the data collected is used to make improvement, as required/appropriate. Outcome: Exit Survey is provided to all employees who exit LDSB and feedback provided was reviewed to inform next steps, where viable and appropriate.
EDI training provided to all Human Resources staff.	September 2022 – August 2023	●	All Human Resources staff training in EDI to support them in their roles and in supporting the Board's commitment to equity, diversity and inclusion. Outcome: HR staff have participated in two training sessions to date and will continue to work with our Human Rights & Equity Advisor to identify further learning needs and corresponding training. A third session is being planned for fall 2023.

Strategic Action Plan: 2022 – 2023
Mid-Year Update
Action Plan W2.2 International Education

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Increase international student enrolment.	September 2022 – August 2023	●	Increase levels of student enrolment by researching current market data and third-party market research as well as information from the Canada Trade Commission to target new or underrepresented Countries. In addition, attend recruiting events and increase partnerships with recruiting partners. Outcome: Student enrolment for 2023-2024 is on track to exceed pre-COVID levels with efforts made to diversity countries represented, and build partnerships in Germany, Italy, Spain, Japan, China, and France.
Monitor and create safety protocols and practices which comply with Entry to Canada travel protocols for students to prepare for approval for admission of International Students.	September 2022 – August 2023	●	The International Education department will continue to monitor travel restrictions and requirements for students joining LDSB. The LDSB International Program continues to require students arriving in the LDSB international program to be fully vaccinated. Outcome: This is ongoing. Students attending LDSB schools through the IEO must show proof of vaccination.
Increase diversity of International students attending LDSB schools.	September 2022- August 2023	●	Create new markets for enrollment by establishing, or re-establishing, connections in in Czech Republic, Germany, Vietnam, Thailand, China, Rwanda, Northern and Eastern Europe and Brazil. Outcome: The International Education Office is on track to welcome students from 18 Countries during the 2023-2024 school year, including Brazil, China, Columbia, Czechia, Finland, France, Germany, Hong Kong, Iran, Italy, Japan, Korea, Mexico, Netherlands, Philippines, Spain, Switzerland, and Vietnam.
Homestay Recruitment	September 2022 – August 2023	●	Homestay numbers continue to be impacted by COVID-19 and increased costs of living. Marketing and communication will focus on homestay recruitment in the Fall and Winter of 2023 in an attempt to increase homestay families for the 2023-2024 school year. The IEO is adding rural homestays for International Students looking for that experience and using Sydenham HS as the primary rural destination for international students. Outcome: Homestay numbers have increased 19% for 2023-2024 compared with 2022-2023 numbers, allowing for increased enrollment. Homestays will remain a focus for the 2023-2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W2.3
Second Language Development (FSL & ESL)

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

RESPONSIBILITY: Associate Superintendents Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Increase student confidence in listening and speaking French (Year 2 of three-year FSL plan).	September 2022-August 2023	●	Student voice will be gathered through district-wide survey for students in Grade 8 Core French about their level of confidence in their French-language skills through the elementary program. Information gathered may provide guidance to inform future professional learning for educators to support students' confidence in listening and speaking in French. Outcome: A Grade 8 exit survey was developed in spring 2023 for completion by Grade 8 students in Core French in the 2023-24 school year.
Increase student participation and engagement in authentic learning experiences while speaking French (Year 2 of three-year FSL plan).	September 2022 – June 2023	●	Core French educators will be invited to submit proposals for funding to provide authentic learning experiences in for students while speaking in French. Outcome: 38 educators applied for funding to support engagement in authentic learning experiences while speaking in French. They supported over 3000 students in French programming from K-12.
Ongoing professional learning for Core French educators focused on Oral Language, Reading and Writing.	September 2022-August 2023	●	Educators will voluntarily participate in after-school workshops focused on oral language development in Core French Outcome: Optional virtual professional learning sessions were held over the course of the year including an oral communication session offered as part of the literacy learning series, and a listening and speaking session was offered as part of the Summer Learning Institute in August 2023. Core French teachers were also reached through presentations at staff meetings throughout the year (at two families of schools) and staff were introduced to the LDSB French scope and sequence and speaking tasks to support Oral language and reading and writing in Core French.

Develop an electronic ESL Handbook that outlines and details common practices such as transition meetings, family communication and community collaboration/communication.	September 2022-June 2023	●	Administrators and school staff will report a greater understanding of the scope of ESL support in LDSB. Feedback from families will indicate that they feel supported and understand who to contact with questions. Outcome: The handbook is complete. The ESL team reached out to a group of administrators, community partners, school staff and caregivers for feedback prior to sharing the document. As community support continues to evolve, this work with all participating groups will continue throughout 2023/2024.
In collaboration with community partners, develop pathways of support for both the educational needs and mental health needs of ESL students.	September 2022-August 2023	●	ESL team and LDSB mental health lead will initiate and support the STRONG program at select LDSB school sites. Learning from this program will be used to develop pathways of support for all students with ESL needs. Outcome: This program has been placed on hold due to staffing constraints. Initiation will be revisited during 2023/2024.
The ESL team will deepen their understanding in the K-2 literacy screeners that will be implemented across the system during the 2023/2024 school year.	November 2022 – May 2023	●	Following the pilot project, the ESL team will develop a plan to incorporate the K-2 literacy screening tools into their assessment toolkit. Communication with educators will lead to a deeper understanding of student strengths and needs. Outcome: All 4 professional learning sessions have occurred in which the ESL team participated alongside a group of 8 school teams. The staff will continue to support implementation and use of universal screeners throughout the 2023/2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W3.1 Health & Safety

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly and Superintendents Craig Young and Sue McWilliams

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

Actions	Timelines	Status	Evidence of Success
Delivery and certification of Joint Health and Safety Committee members for Part 1 and Part 2.	September 2022- August 2023	●	Training will be provided for all Principals and identified Worker Representatives on Joint Health and Safety Committees. Training will be provided for both Part 1 and Part 2 of the Ministry of Labour's JHSC training program. Outcome: The certification of a few administrators and workers has expired. We have applied to the MOL for JHSC refresher status. Waiting for Ministry approval. Once approved, we will conduct training over January and February 2024.
Improved health and safety measures including proactive interventions to return employees to work safely as soon as possible after a workplace injury.	September 2022 – August 2023	●	Continued improvement of health and safety measures as well as early return to work interventions after workplace injuries. Outcome: LDSB continues to work to reduce health and safety risks, such as slips, trips and falls and concussions, for staff as well as support employees to safely return to work after injury which results in LDSB ranking well below average for WSIB costs per payroll.
Continue to focus on attendance support, working with provincial Disability Management network to problem solve increasing employee absences and support earlier return to work.	September 2021 – August 2022	●	Continue to support and manage employee absences on case-by-case basis, as necessary, with the goal of returning employees safely to work through the accommodation process, where appropriate. Outcome: LDSB continues to work toward supporting employees to attend work regularly. Human Resources exploring additional support to address absenteeism.
Proactively assess and anticipate health and safety issues, targeting areas such as student actions, STF, to reduce workplace injuries.	September 2022 – August 2023	●	Reduced health and safety issues, including decreased number of incidents and lost time injuries. Outcome: Regularly review and assess safety data as it pertains to workplace violence because of student action. Continue to review PPE needs, including purchasing experimental PPE as well as implementing other measures/systems, evaluating overall effectiveness in reducing workplace injuries and absences. An increased number of NIHL claims has led to a review of data with a need to create new tools to address this issue. Implementation planned for 2023-2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W3.2 Accessibility

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

RESPONSIBILITY: Superintendent Scot Gillam, Sue McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Identify, prevent, and remove barriers so that students, staff, parents/caregivers, and community members with disabilities can access services and learning in Limestone.	September 2022-August 2023	●	Consult and update the Limestone District School Board Multi-year Accessibility Plan for 2023-2026. Accessibility Planning Committee will continue to meet regularly and provide recommendations to staff on the identification, prevention, and removal of various barriers to accessibility for all stakeholders. Continue to monitor Facility Improvement Plans (FIPs) as schools make proactive requests to remove physical barriers through building modification renovations. Outcome: The Multi-year Accessibility Plan 2023-2026 is live and updated on the LDSB Website.
Review of Accessibility Level 2 schools. Following review, provide rationale for the level and a plan for improvement.	September 2022-August 2023	●	Review and confirm the level for each Level 2 school. Identify potential actions to improve accessibility level. Outcome: Level 2 Reviews have been completed for the NDSS family of schools and continue across the Board. Information, once collected, will be added to the Multi-year Accessibility Plan 2023-2026.
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2022-August 2023	●	Students and staff engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot was to be implemented by January 2023 with full implementation in June 2023. Outcome: Template is finalized after input and consultation from secondary Principals and will be in use in fall of 2023.



Strategic Action Plan: 2022 – 2023

Mid-Year Update

Action Plan W3.3 Capital Improvements

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

RESPONSIBILITY: Superintendent Craig Young,

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

Actions	Timelines	Status	Evidence of Success
Renewal Project Plan	September 2022- August 2023	●	The approved Facility Improvement Plan highlighting school renewal projects by school or various schools is posted on the board's website. Facility Services staff together with engineering consultants began the detail specifications for the renewal projects such that tenders were issued in spring 2023 and contracts awarded for construction work to begin in spring/summer 2023. Outcome: The facilities department engaged in the construction and renewal projects that were approved by Trustees in January 2023. Projects are complete or will be completed during the fall of 2023

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I1.1
Environmental Sustainability

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

RESPONSIBILITY: Superintendents Alison McDonnell and Craig Young

Status:  On Target  Making Progress  Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Partner with No. 9 to provide Imagining My Sustainable Community programming to elementary schools.	September 2022-August 2023		Four elementary schools will engage with No. 9 to create a more sustainable community through engagement with professional architects, artists, and designers. Students will build a scale model of their desired future community to present to the school and community. Outcome: Programming occurred in spring 2023 at Vanier, JG Simcoe, Odessa and Central PS.
Increase student voice on Environmental Sustainability Committee (ESAC).	September 2022-2023		ESAC includes student voice. Outcome: ESAC continues to focus on finding strategies to increase student participation and voice.
Collaborate with City of Kingston on the creation of a School Streets Playbook.	September 2022-August 2023		Working in collaboration with the City of Kingston, Kingston Police, Tri-Board and Algonquin Lakeshore Catholic District School Board developing a “playbook” to improve student street safety. Outcome: Playbook has been completed and will be used as guidelines for schools and communities who wish to explore School Streets.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I1.2
Operational Enhancements
GOAL: To improve operational efficiency and employee access to relevant information and services.

RESPONSIBILITY: Associate Superintendent Steve Hedderson & Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Data Integrity: Ensuring information in the student information system (SIS) is accurate and workflows are developed and monitored throughout the year to maintain data integrity.	September 2022 – August 2023	●	Data clean-up in the SIS is a priority for the Aspen Support Team (ITS) to ensure enrolment data is accurate. New workflows are being developed to support school and office administrators in maintaining high quality data. Data in the SIS is directly tied to funding amounts for the Board. Outcome: Data cleansing is on-target for elementary and secondary schools. OnSIS reporting is completed for all elementary schools for 2022-23, including backlog of reporting from 2021-22. OnSIS reporting in secondary is moving forward and should be completed with an extension prior to the beginning of 2023-24 OnSIS reporting period. ECPP and Continuing Education OnSIS reporting continue to be challenging provincially and locally.
Data Guidance: Student Achievement-Related Data is systematically collected in the student information system (SIS) and displayed in dashboards for central and school-based staff to provide real-time guidance for decision-making.	September 2022 – August 2023	●	A virtual data warehouse is being constructed in order to bring together LDSB-approved disparate data sources to be able to provide employees with data they require to make informed decisions. Outcome: work on an official data warehouse was paused in spring 2023 to re-consider if it is still needed. We are currently building "datasets" directly in Power BI to be consumed by multiple reports/dashboards. If in future it is determined an official data warehouse is required, the scripts used to generate the Power BI datasets will be migrated into the warehouse.
	January 2023 – August 2023	●	K-2 Reading Screening: ITS will develop input screens in Aspen (SIS) to load relevant assessment data from Acadience reading screeners by educators in time for mandatory K-2 screening in 2023-24 school year. Reading assessment data and progress monitoring will occur in dashboards through Power BI. Outcome: The input screens in Aspen are developed and ready to deploy when needed. Target is to have ready for testing phase for Acadience pilot project in Term 2 along with associated Power BI dashboard. Elementary Achievement Dashboard: ITS, in collaboration with Program, and Research Team continue to develop dashboards of relevant elementary achievement data to support high quality teaching and learning. Outcome: ITS delivered the technology solution requested as part of the Acadience pilot to gather, aggregate and disaggregate reading screening data to support student learning and growth.

	January 2023 – August 2023	●	Secondary Achievement Dashboard: ITS, in collaboration with Program, and Research Team continue to develop dashboards of relevant secondary achievement data to support high quality teaching and learning, and increased credit accumulation and graduation rates. Outcome: Initial secondary achievement dashboards are ready for deployment and feedback to iterate as the system engages in more data driven decision-making.
Digitization and Automation of central office Workflows/Processes.	September 2022 – August 2023	●	ITS, in collaboration with Finance, is building an Expense app to automate employees' monthly expense reimbursement claims to improve the efficiency of the process. Outcome: The development phase of the Expense app has been completed and the app has been deployed to certain employee groups for further testing.
Consolidation of Operational Information to provide "one-stop" for employees to access required information and services.	September 2022 – August 2023	●	The LDSB Corporate Services survey indicated a clear preference for operational information and services to be consolidated in a digital hub. ITS has begun to lead this work in collaboration with various departments through the development of an LDSB intranet using SharePoint. Outcome: The large-scale LDSB Intranet Project has been launched and is in Phase 1. System communication will begin in fall 2023.
Expand modules in Apply to Education in order to establish a formal applicant tracking database as well as to streamline hiring process, including ease of sharing and accessing relevant information.	September 2022 – August 2023	●	All applications tracked and data readily available to streamline process requirements. Outcome: New module purchased with implementation and training planned for October 2023.
Review stakeholder feedback to understand how HR can better support Principals/Vice-Principals in their roles.	September 2022 – August 2023	●	The Corporate Services survey indicated a preference for streamlined processes, access to information and training to support various roles. Outcome: Focus group with HR staff and school administrators to gain a deeper understanding of how HR can support their work scheduled for April 2023.

Review audit recommendations aimed at streamlining Human Resources and Financial Services processes, as provided through KPMG audit exercise	September 2022 – August 2023		Human Resources and Financial Services meet regularly to review audit recommendations and engage in analysis and problem solving of workflow concerns/inefficiencies. Outcome: HR and Finance have met to review which recommendations can be further explored to increase efficiencies based on current HRIS.
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Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I2.1 Student Achievement & High Quality Instruction

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Learning Coaches in elementary schools will be supported by the program team through collaboration and professional learning.	September 2022 – June 2023	●	Program team members will facilitate professional learning with elementary Learning Coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional strategies with a focus on early literacy instruction and math fluency strategies. Outcome: Elementary Learning Coaches supported Educators in all LDSB Elementary schools during the 2022-2023 school year, with a focus on identifying and addressing student learning needs. Coaches were supported by program team members in learning content knowledge and coaching moves on a weekly basis. Educator surveys (pre- and post-coaching cycles) suggested a significant increase in educator confidence and content knowledge.
Math Program team members will collaborate with Educational Services staff to support educators within District programs.	September 2022 – June 2023	●	Educators within District Educational Services Classrooms will receive support and resources to improve their efficacy and understanding how to identify and close math gaps for students. Outcome: Professional development occurred with all SSTs, SCS teachers (elementary), ECPP teachers (elementary and secondary), DAC (elementary) and DLC teachers (elementary). Access to math manipulatives and Building Fact Fluency kits (either through a lending library and/or for specific classrooms) modelled in the learning have been provided to each classroom. Educators report greater efficacy and have tools to support student achievement in the classroom.
Program team will support math professional learning for elementary educators with a focus on fluency.	September 2022 – June 2023	●	Primary, Junior and Intermediate Educators will engage in professional learning leading to improved understanding and efficacy around fluency related to addition, subtraction, multiplication and division, and fractions. Outcome: Professional learning was provided to Primary and Junior/Intermediate educators from each elementary school, focused on building fluency with addition/subtraction facts, and with multiplication/division facts. Attendees at all sessions received manipulatives and fact fluency kits to use in the classroom, as modelled during the professional learning, and received individual classroom support for continued implementation, as requested.

After school book clubs will be offered to elementary and secondary educators.	September 2022 – June 2023	●	Educators will engage in professional learning after school through book clubs and video book clubs. The focus will be to support implementation of building thinking classrooms, and development of student numeracy skills. Resources to support educators will be created and shared through Minds Online to support implementation. Outcome: Over 60 Educators engaged in after school book clubs and video clubs during the 2022-2023 school year. Each educator received access to online videos supporting the development of numeracy, an additional resource book, and ongoing classroom support for implementation.
All elementary Principals and Vice - Principals will engage in a series called Leading Literacy Learning, facilitated by the Program team.	October 2022 – May 2023	●	Following the learning series, Principals and Vice-Principals will report a greater understanding of the components of direct, explicit, evidence-based literacy instruction. Surveys will be conducted at the end of each session. Following school visits, senior staff will experience greater consistency in literacy practices throughout the buildings. Administrators will be able to articulate the current focus and future plans in the area of literacy. Achievement data will indicate improved student literacy achievement and confidence. Outcome: Complete. Principals attended 7 learning sessions and Vice-Principals attended 4 learning sessions. Surveys were completed at the end of every session to inform work at the next session. Participants reported an increase in content knowledge in all 6 areas of literacy, following the sessions. Supervisors reported increased consistency in literacy practice in classrooms. Achievement data will continue to be tracked over the next several years, as structured literacy practices are implemented widely across the system.
Eight school teams (comprised of the Principal, SST and 3 K-2 educators) will participate in a 4-session pilot program involving the K-2 Acadience Literacy Screener.	January 2023 – June 2023	●	The purpose of the pilot program is to gather information that will inform system implementation of a K-2 literacy screener during the 2023/2024 school year. Goals of the program will be to pilot the professional learning and to provide feedback on the development of a system data portal that will track achievement data over time at the student, class, school and system levels. Outcome: Complete. All 4 planned learning sessions occurred. Feedback on the professional learning sessions and the data portal have been useful in preparing for the screener launch in the fall of 23/24.

The Empower Literacy Program (Tier 3 literacy intervention tool) will be expanded to include 40 elementary schools and 7 secondary schools.	September 2022-June 2023	●	23 additional educators will be trained in Empower and will implement this program in their school during the 2022/2023 school year. The 17 SSTs trained during the last school year will continue to deliver the Empower program in their schools. Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency). Caregiver, educator, and administrator feedback will also be gathered at the onset and the conclusion of the program. Outcome: Complete. Achievement data and perceptual data was tracked pre- and post-program. Student decoding and fluency significantly improved, as did student confidence and desire to read.
After school virtual tutoring will be offered for students in Grades 1-10	September 2022-April 2023	●	Student participation and return rates will be tracked. Student feedback will be used to adjust the program delivery and focus. Outcome: Complete. Participation rates remained consistent throughout the year. Students who participated in the virtual tutoring used the program at least 2.6 times per month. Most students were able to receive 1:1 tutoring support based on the educators available and students participating.
LDSB will support community partners to offer after-school tutoring support to LDSB students	September 2022-April 2023	●	KEYS, Pathways to Education and Boys and Girls Club, Kingston were partners in providing after school tutoring support in the areas of literacy and math, to LDSB students. Funding was possible through the Supporting Student Potential Priority and Partnership agreement. Outcome: Complete. Through community partnerships, 805 elementary students and 250 secondary students accessed tutoring support. Literacy and numeracy support was offered.
A 4-part professional learning series will be developed for New Teachers.	September 2022-June 2023	●	New contract teachers and teachers in long term positions will be invited to participate in the New Teacher Induction Program professional learning series. Educator voice will be collected following each session. Program team members will offer ongoing support throughout the school year. Outcome: 3 of the 4 sessions were offered to educators. 1 of the sessions had to be cancelled due to a pause on professional learning for a short period of time, due to a shortage of occasional teachers. In lieu of the 4th session, resources were purchased for new educators to support their continued learning.

Student Achievement results will be analyzed and targeted literacy support will be offered to students to help address pandemic-related learning gaps.	December 2022- June 2023		3 occasional teachers were hired as part of the “North-end Catch-up Plan” (NECUP) pilot project to use research-based reading screeners, and direct reading instruction in small groups of Primary students to mitigate pandemic-related learning gaps and help build a solid foundation of literacy skills for early primary students. Outcome: This project was completed at J.G. Simcoe Public School with 1 teacher and at Molly Brant Elementary School with 2 teachers. Reading screening information was gathered for all Primary and some junior students for progress monitoring. With targeted intervention, growth in student reading progression and confidence was documented for many students between January 2023 and June 2023.
The Literacy program team and Read A Lot program leadership will plan a summer literacy program. The focus will be on targeted literacy intervention in the areas of oral language, reading and writing.	July 2023		4 in person sites will offer the Read- A- Lot Summer Literacy program. Targeted reach outs will include ELL students, students who currently have significant gaps in their literacy skills. The program will run for 3 weeks in July. Student literacy achievement and growth in confidence will be measured. Students, educators and caregivers will be asked for feedback throughout the program. Outcome: Complete. 298 students participated in the 3 week program. Students experienced significant growth in literacy achievement, as well as confidence. Student, educator and caregiver voice was gathered.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I3.1
Student Pathways

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Professional learning and classroom coaching will be provided to support Grade 9 destreamed teachers, and LPS teachers with a focus on identifying and closing learning gaps for students, and high yield instructional and assessment practices.	September 2022 – June 2023	●	Program team members and special education support teachers will support professional learning for LPS teachers and classroom teachers with a focus on Student and Classroom profiles, and UDL strategies to ensure success for all students. Grade 9 English, Science, Geography and Math teachers will be provided with professional learning, and ongoing program team support as they implement new destreamed curriculum, or single stream grade 9 curriculum. Outcome: LPS teachers were supported through professional learning focused on gap closing using high yield strategies such as working with math manipulatives, and on strategies to support students in reading. Occasional Teacher shortages resulted in small group professional learning, and individual support being provided to Grade 9 educators teaching destreamed and single stream classes.
Instructional coaches in secondary schools will support grade 9 educators implementing destreamed programming.	September 2022 – June 2023	●	Instructional coaches will engage in professional learning, and receive ongoing support by secondary program team members, as they support educators in varied Grade 9 subject areas. Outcome: Secondary Instructional Coaches supported classroom educators, including destreamed teachers and new teachers, in a variety of instructional and assessment practices.
Increase the number of opportunities for students to take dual credits, paying particular attention to specific SHSM programs and geographic areas currently underserved in the Board.	September 2022 – August 2023	●	Students from across the district are eligible to enroll for a dual credit program in Grade 11 or 12. Outcome: There were 41 students enrolled in the School-Within-A-College (SWAC) and underrepresented Workers in the Trades (uWITTS). The students completed 98.5 secondary school credits. These students were able to additionally have opportunities to complete a dual credit which is reflected in the numbers below. We had 126 students successfully complete a dual credit in partnership with St. Lawrence College. With our new partnership with Loyalist College we had 30 students complete a Dual Credit in semester 2 in the areas of Engine Systems & Electrical. The new SHSM Transportation sector Dual Credit which ran at NDSS in partnership with Loyalist College had 20 students complete the credit.

Increase the number of students participating in the Ontario Youth Apprenticeship Program (OYAP) and the number of Registered Trade Agreements (RTA) for interested students.	September 2022 – August 2023		Students enrolled in Co-op courses and seeking placements in compulsory trades are registered in OYAP. Students interested are eligible to sign RTAs with interested employers. Outcome: For the 2022-2023 school year we had 277 Ontario Youth Apprenticeship Program Participants and 33 Registered Training Agreements (RTA).
Increase awareness of Expanded Opportunities in the district amongst school administrators.	September 2022 – August 2023		Ensure school administrators are familiar with the variety of expanded opportunities available to support students across all pathways. Outcome: There were a variety of professional learning sessions for secondary administrators to broaden awareness of expanded opportunities for secondary students and a K-12 administrator professional learning session was held in March 2023 to provide a K-12 perspective of pathways and opportunities for students as they move through the system.
Increase Specialist High Skills Major (SHSM) participation and completion rates.	September 2022 – August 2023		LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to continue to increase their completion rates. Several SHSM sector programs at different LDSB schools applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates. Outcome: 4 new SHSM programs began in the 2022-23 school year. Information and Communications Technology (ICT) Programs at Bayridge SS, Napanee DSS and North Addington Education Centre, and a new Transportation SHSM at North Addington Education Centre. 583 students were enrolled in SHSM programs across the district and 207 students earned an SHSM Diploma type.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I3.2
Leadership Development/Succession

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

RESPONSIBILITY: Superintendents Craig Young and Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Review and update the Succession process for the selection of Principals and Vice Principals.	September 2022- August 2023	●	A new succession process developed and implemented for fall pool hire process that included expansion of application of Leadership Profile and a new carousel framework for Principal candidates. Outcome: Leadership Profile for School Leaders developed and used as the framework for succession planning as well as the creation of a Leadership Profile Self-Reflection and Assessment Tool to support candidate learning and growth. A new process was implemented with a number of Vice-Principal and Principal pool placements made. This process will be refined and used for the 2023 success process.
Offer Leading in Limestone – Aspiring School Administrator workshop to promote Principal/Vice-Principal role and attract potential applicants.	September 2022 – August 2023	●	All educators who are curious about exploring school leadership opportunities were invited to attend fall and/or spring workshop to learn more about the role and have an opportunity to engage in discussions with current administrators and senior staff. Outcome: Fall session completed and feedback collected. Spring session held on May 16, 2023, that included feedback received from fall session. Candidates have a better understanding of the role of Vice-Principal and Principal as they map their career path. 120 participants attended between both sessions.
Continue to provide mentoring opportunities for new leaders.	September 2022 – August 2023	●	Mentoring program continues to support and guide new administrators whereby they have the opportunity to meet monthly to engage in discussion through a shared learning framework. Outcome: 50 Mentees participated in the program. Mentors met 7 times with assigned mentees to support their transition into the role and continued learning. Feedback collected from mentors and mentees that will be used to inform mentoring for 2023-2024 school year.
LDSB Staff supporting the EOSDN Leadership Program as well as staff participating in the program.	September 2022– March 2023	●	Identified staff participate in Leadership Academy (virtually) as a leadership development opportunity to share experiences and learn from leaders across the Eastern Region with positive feedback. Outcome: Administrators and support staff participated in the Academy for 2022-2023 school year and the Superintendent of HR was invited as guest speaker.

New Administrator Induction Program developed and implemented for 2022 – 2023 school year.	March 2022 – August 2022	●	All new Vice-Principals and Principals receive thorough role-specific orientation, including intentional mentoring and support, in their first year in the role. Outcome: One session provided at the beginning of the 2022-2023 school year. Development of future modules is underway for 2023-2024 school year that include relevant and meaningful content and modes to access information.
Introduction of Predictive Index (PI) to support hiring process for system leaders	September 2022 – August 2023	●	Introduction, training, and implementation of PI tools to support leadership hiring decisions aimed at understanding role requirements for successful hires, including optimizing strengths and increasing engagement and satisfaction. Outcome: Senior staff, managers and administrators have completed their personal PI. Next steps include incorporating the PI into different leadership modules and the hiring process for senior staff, managers, and administrators.

Strategic Action Plan: 2022-2023
Year-End Update
Action Plan C1.1 Enrolment and School Capacity

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

RESPONSIBILITY: Superintendent Craig Young

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

Actions	Timelines	Status	Evidence of Success
Review accommodation needs on an individual school basis to address accommodation pressures and capital priority submissions.	September 2022 – August 2023	●	A capital priority submission for Holsgrove PS has been submitted to the Ministry of Education for additional capital funding to address accommodation pressures. Portable classrooms will be purchased and/or relocated to several schools to address temporary accommodation pressures for September 2023. Outcome: The Holsgrove PS site was not in the approved list of funded projects in the spring of 2023. Staff will revise the submission and resubmit the school as a project for funding of a replacement school during the next round of requests for capital priorities projects.

Action Plan C1.2 Family Engagement

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

RESPONSIBILITY: Associate Superintendents Patty Gollogly, Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
The Expanded Opportunities Team will continue to broaden awareness of programs of choice (SHSM, OYAP, Dual Credit) across the district.	September 2022 – August 2023	●	The Expanded Opportunities Team will attend every secondary schools' Grade 8 Information Nights to be able to speak to program options directly and demonstrate how all pathway options are supported, and promote Specialist High Skills Major (SHSM) programs publicly through a Showcase event. Outcome: Grade 8 information sessions at every secondary school (except one due to scheduling conflict that saw the original date rescheduled due to inclement weather) was attended by members of the Expanded Opportunities Team to speak directly with students and families.
The ESL team will pilot a newcomer Literacy evening at one elementary school, focused on sharing literacy strategies and games for families to use at home. The event will involve school staff and community members. A template will be developed for schools to use in the future.	September 2022- March 2023	●	Following the event, stakeholder voice will be gathered to review the successes and necessary next steps. Outcome: Completed. The event occurred and stakeholder voice has been collected and analyzed to inform future newcomer events planned throughout the district.

Support deeper understanding of the Equity, Diversity and Inclusive action plan and how the Parent Involvement Committee (PIC) can support parent understanding and engagement.	September 2022-June 2023	●	Due to the focus on equity and inclusion, Parent Involvement Committee will engage in initiatives that support equity and inclusion. Outcome: PIC had guest speaker from the equity leads from LCVI as well as information from Kingston Police informing parents regarding what constitutes a hate crime and what parents can do. PIC also supported an information night for parents regarding human sex trafficking and had survivor, Alexandra Stevenson, share her story. PIC also wrote letters to several levels of government to express deep concern about growing food insecurity among families in our community and across the country. 2SLGBTQIA+ focus group continued to meet, discuss and advocate for safe, caring and inclusive schools. A subcommittee was held for parents concerned with accessible and accommodated education, disability justice and mental health supports for students. PIC also walked in the Kingston Pride Parade and the Napanee Pride Parade.
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Strategic Action Plan: 2022-2023
Year-End Update
Action Plan C2.1 Student Engagement (Student Voice)

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

RESPONSIBILITY: Superintendents McDonnell and Silver, Associate Superintendents Hedderson and Sartor

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

Actions	Timelines	Status	Evidence of Success
As a result of the presentation to launch the new school year, by Shane Safir, author of Street Data, school teams and the central program team will use student voice as a tool more often to inform their planning.	September 2022 – June 2023	●	During school visits, senior staff will hear about student voice data collection as an important part of school planning. Student feedback will indicate that they witness action that is related to their feedback. Outcome: Gathering student voice was a priority at the school and system level, to inform planning. Examples include Grade 9 destreamed survey, voice gathered through instructional and learning coaches, and student voice gathered by classroom teachers and administrators.
The Expanded Opportunities Team will engage current and former Dual Credit, SWAC, uWITTS, SHSM and OYAP students to help students, families and educators better understand the impact of these programs and address bias within the skilled trades.	September 2022 – August 2023	●	Alumni of Expanded Opportunities programs will be invited to participate in special events to share student voice with others who want to learn more about where programs lead beyond secondary school and how they have prepared them for their eventual careers. Outcome: Alumni have attended Grade 8 to 9 transition events at different secondary schools in Semester 1 and will be featured as part of the LDSB Skills Competition in Semester 2.
Student Voice will be gathered via surveys to better understand the student experience in Year 1 of destreamed programming and students' secondary school experience at the end of Grade 12.	January 2023 - June 2023	●	The Grade 9 destreamed survey will be designed and the Grade 12 exit survey data analyzed from 2021-22 and reviewed for use again in 2022-23. Outcome: Complete. A Grade 9 destreamed survey student/parent/staff survey was administered in May 2023 and the Grade 12 exit survey in June 2023. Survey results will be considered for planning in 2023-2024, and will be shared with schools in the 2023-2024 school year.
The Empower team will develop and refine pre- and post-surveys for students to gather information related to perceptions of their own achievement and confidence growth.	September 2022- June 2023	●	Surveys will be created for elementary and secondary students. Students will receive a pre-program and a post-program survey. Surveys will be analyzed and compared. Outcome: Pre-survey and post-survey was conducted with all students, and results compared. Many students also agreed to be recorded reading aloud pre- and post-program. They were able to then visibly see their growth. Significant results in achievement and confidence were realized in every student.

Collect student voice to guide equity actions at the system and school level.	September 2022-2023		Create opportunities at the system and school level to listen to and action student voice. Outcome: Student voice was collected from four schools in the fall/winter to inform/create action related to the Student Census-Sense of Belonging Report.
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Strategic Action Plan: 2022-2023

Year-End Update

Action Plan C2.2 Early Years/Childcare

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
All students enrolling in JK will experience a sense of belonging through Discover Kindergarten events at community schools.	September 2022-August 2023	●	All schools will provide a Discover Kindergarten event where JK students will receive a LDSB T-shirt-Great Learning Starts here, in addition to links to literacy and math activities for families. Outcome: Discover Kindergarten events occurred in spring 2023 and all students who registered received a Great Learning Starts Here T-shirt.
Support the establishment of additional EarlyOn Sites, Daycare and Before and After School Programs (BASP) in LDSB schools.	September 2022-August 2023	●	Actively and regularly engage with Consolidated Municipal Service Managers (CMSMs), childcare providers, community partners and school principals to identify family and community needs to support a system of responsive, high-quality and accessible early years programming. Outcome: Community and family survey data was collected and utilized to establish a need for a BASP at Perth Road. BGC was the successful applicant for provider. Further engagement regarding BASPs at Newburgh/Centerville, Storrington and Prince Charles Verona did not result in providers and/or accessible programming availability at this time.
Implementation of the Early Development Instrument (EDI) in all SK classrooms as per Ministry of Education direction.	September 2022-August 2023	●	All SK teachers will complete the EDI on all SK students in their classrooms. Outcome: EDI implementation was completed by all SK teachers.

Strategic Action Plan: 2022-2023
Year-End Update

Action Plan C3.1 Indigenous Education

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Provide direct support to Indigenous students who self-identify.	September 2022 – August 2023	●	Well-being and re-engagement support will be provided by the Indigenous Student Support Counselor for Indigenous students and their families. Indigenous Support Worker will support Indigenous programming in the Bridge classroom. Provide a \$500 bursary to each secondary school to support a graduating Indigenous student who is pursuing post-secondary studies. Tutoring support will be provided to both elementary and secondary students to support academic achievement. Indigenous language instruction will be provided to interested students as teachers are available. We are hopeful of providing Anishinaabemowin and Mohawk to interested students across Limestone and Algonquin at GREC. Outcome: 10 elementary students participated in learning Anishinaabemowin from teacher Kim Debassige in a mostly face-to-face experience. Approximately 30 students K-12 participated in learning Kanyen'kéha from teacher Tahnee Bennet in a virtual format. In addition, Danka Brewer offered Algonquin teachings on Wednesdays at GREC.
Indigenous Student Leadership	September 2022 – August 2023	●	Indigenous Student groups/clubs and supports/cultural activities will be offered in secondary schools with the Indigenous lead at that school and the Secondary Indigenous Student Support and Reengagement Lead. The focus will be on learning/teaching circles, smudging and lessons on medicines, student leadership, and other important topics. A large student gathering will be planned for the spring of 2023. Outcome: Student leadership opportunities took place at all secondary schools during the 2022/23 school year. A major student event took place at La Salle in May 2023.

Action Plan C3.1 Indigenous Education (Cont'd)

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.		● ● ● ●	System-wide engagement with educators related to Indigenous Education (Minds Online, Curriculum resources, Treaty Maps, Indigenous Ed. Week, Orange Shirt Day, National Indigenous Languages Day). Support documentation and face-to-face and virtual opportunities will also be provided to support teacher education on specific topics as well as incorporating Indigenous ways of being, doing and knowing into regular classrooms. A Referral system will be used to support classrooms and schools looking for support with Indigenous education in their classes or schools. Based on the referral, the Indigenous team will provide the most appropriate resource to support the requests. Professional Development will be offered as available to support Indigenous education within LDSB classrooms. Offered a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies, or Indigenous Studies. Outcome: Resources have been provided both on Minds Online and in virtual format to support Indigenous education and days of recognition. The Indigenous team received over 325 referrals from across the system to support students, staff and schools with Indigenous education. PD was not offered in substantial amounts, but the team supported requests as available.
Maintaining and increasing the presence of Indigenous Knowledge Keepers and Community members to support Indigenous Education in Limestone.		●	Increase the number of Indigenous Knowledge Keepers/Community Partners available as resources to support Indigenous Education at the system level and in schools. The referral process is being used to best align school/class needs with the offerings of various Knowledge Keepers/Community Members. These supports and visits are funded through Indigenous Education. Outcome: Limestone schools received over 150 Knowledge Keeper/Community Member visits to almost every school. Many of these supports occurred on a weekly basis.

Community engagement and partnership.		●	Continue to work with partners on the Indigenous Education Advisory Council (IEAC) to support the wide range of Indigenous Education initiatives in the system. Continue to expand IEAC to include more organizations and supports for Indigenous students and families. Develop a Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board. Indigenous team members will work alongside the Ministry of Education on the Algonquin and Mohawk Languages Steering Committee. Outcome: The Indigenous Education Advisory Council expanded their membership this year, including new caregivers and worked more closely with other community partners including the Kingston Indigenous Languages Nest. A Terms of Reference has been agreed upon and the Indigenous Education Advisory Council is now the Indigenous Education Committee or IEC. The IEC is now a Board Committee.
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Strategic Action Plan: 2022-2023
Mid-Year Update
Action Plan C3.2 Staff Engagement & Labour Relations

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Establish bargaining mandate and priorities for local bargaining, update contingency plans, provide input and support to central bargaining process, establish teams for local bargaining.	September 2022 - August 2023	●	Bargaining teams to be selected, stakeholders surveyed for input on priorities, mandate established. Outcome: Local bargaining completed for CUPE. Discussions completed with Non-Union Association and bargaining will continue with ETFO and OSSTF into the fall of 2023.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2022 - August 2023	●	Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible. Outcome: Regular meetings were scheduled with federation/union partners to problem solve, including resolution of a variety of issues.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2022-2023.	September 2022 - August 2023	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in central negotiations and contract administration. Outcome: HR staff met regularly with Senior Negotiators across the province and contributed to bargaining planning and negotiations. Superintendent of Business continues to be a member of Labour Relations Council and is member of central team for CUPE negotiations.
Complete Pay Equity maintenance process for CUPE employees, as per Collective Agreement.	September 2022 - August 2023	●	Human Resources staff and CUPE representatives to collaborate and work through Pay Equity maintenance process to ensure continuance of equitable pay structures between gendered identified job classes. Outcome: Meetings have occurred with respect to process and timelines. Job Information Questionnaires have been distributed and returned. These jobs have been rated. There are approximately half a dozen jobs outstanding As soon as these are received, they will be evaluated accordingly.

Review of Employee Assistance Program (EAP) including seeking input and feedback from staff prior to initiating RFP process.	September 2022- August 2023	●	Development of EAP Feedback survey with distribution to all staff in April to gain input and feedback from as many staff as possible in terms of what EAP services are important to staff and their families. Outcome: Survey completed by 567 employees, and staff voice used to develop Request for Proposal. RFP will be issued in September 2023.
Creation of ThoughtExchange question seeking input from staff with respect to their mental health and wellness to inform next steps.	September 2022 – August 2023	●	Creation of ThoughtExchange question linked through EAP survey to gather staff voice on how we can support employee mental health and well-being. Outcome: Survey question distributed in April with 203 staff responding and prioritizing ideas. Responses reviewed and have begun to be used to inform different initiatives.

Strategic Action Plan: 2022-2023

Year-End Update

Action Plan C3.3 Community Engagement and Partnerships

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

RESPONSIBILITY: Associate Superintendents Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
We will seek community partnerships to enrich and support learning for students across all pathways.	September 2022 – August 2023	●	Closer partnerships will be formed with community agencies and businesses in the community to help them learn about Co-op, SHSM and OYAP programming and help us better understand employment needs of people working across various economic sectors, including Skilled Trades. Outcome: As of fall 2022, we have a seat on the Board of Directors (Educational Liaison) of the Kingston Homebuilders' Association, and a more direct relationship with various trades across the City of Kingston and entered a new partnership with Carpenters' Union to understand trades through a union lens. The Carpenters' Union hall has hosted professional development for educators and joined in partnership as part of the LDSB Skills Competition.
		●	Continue to nurture our relationship with Women Mean Business (WMB) to connect programming and marketing to ensure students who have historically been marginalized in the trades and/or business are prioritized in programming. Outcome: The Expanded Opportunities Team continues to work with WMB to support programming for under-represented workers in the trades and small business and engage local businesspeople to speak with students about future career prospects in business and the skilled trades.
		●	Continue to partner with Brookland Fine Homes as a main sponsor of the Building Construction Internship (BCIP) SHSM Program Outcome: BCIP is working on the construction of the 100th home thanks to Brookland Fine Homes and owner John Armitage. We have partnered with them, Habitat for Humanity and the City of Kingston to deliver a tiny home 4-unit complex to the city's north end to provide affordable housing for some residents of the City of Kingston. Progress on the units continues for Fall 2023 deployment to final location in Rideau Heights neighbourhood. The Minister of Education visited the construction site in Spring 2023 to speak with students and staff.
		●	LDSB is part of a 3-year provincial Entrepreneurship Pilot promoting entrepreneurship education for secondary school students, including developing an entrepreneurial mindset and skills to run a business or

		●	social enterprise. Outcome: In Year 1, 252 students participated in this pilot project with 18 students receiving seed funding to support their business ventures. Students participated in workshops coordinated by LDSB, with guest presenters from community agencies (i.e., Kingston EcDev, Queen's University). They then participated in a Board showcase, where they received feedback from community entrepreneurs. Through these rich experiences, students learned what an entrepreneurial mindset entails, and then applied these skills to their own business ventures.
We will seek community partnerships to address staffing challenges in priority areas such as Technology and French as a Second Language.	September 2022 – August 2023	●	Leverage the new Technological Education Multi-Session Program (TEMS) at Queen's which provides the opportunity for skilled tradespeople to earn a Bachelor of Education or Diploma in Education in a blended format both on and off-campus. The program is designed to allow teacher candidates to continue working during the program, complete practica in schools and eventually become certified teachers in Technological Education. Outcome: Through building this partnership, many TEMS students completed practica in our secondary schools in Semester 2. Since then, 2 contract teachers have been hired from this program to fill Technological Education teaching vacancies and 7 more were hired to the Occasional Teacher list.
		●	In partnership with the Eastern Ontario Staff Development Network (EOSDN) and Queen's University, promote awareness and identify employees who may be interested in the French as a Second Language (FSL) Multi-Session Bachelor of Education (B.Ed.) program (FSLM) to help address French teacher recruitment priority. The FSLM provides a unique opportunity to earn a B.Ed. in a blended format (learning both on-campus and online). Participants will qualify to work as licensed FSL teachers while completing the program and continuing to work in their jobs. Outcome: 1 LDSB employee formerly in the position of ECE is working to earn their teaching credentials (B.Ed. in Primary/Junior) through FSLM while work in LDSB as a teacher on a Temporary Certificate of Qualification of Registration (TCQR)

As the number of newcomers to Kingston continues to increase, the ESL team will build opportunities to streamline the registration and transition process with community partners. A focus will be on securing consistent translation supports.	September 2022-August 2023	●	Following the transition and registration process, families will report that the process was smooth, informative, and easy to navigate. Families will report that communication was not a barrier to acquiring the information they need. Outcome: The ESL team has initiated 3 meetings with KEYS to refine the registration and transition process. LDSB continues to participate in community partnership meetings. Meetings with school administrators in the spring will assist in refining this process. While ongoing communication is happening with families, a formal process to gather voice and feedback has not yet been developed.
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Student Achievement Plan

PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



PRIORITY:
Achievement of
Learning Outcomes in
Core Academic Skills



PRIORITY:
Preparation of
Students for
Future Success



PRIORITY:
Student
Engagement
& Well-being

Goal: Improve students' literacy learning and achievement.

Indicators:

1. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading
 - Grade 3 EQAO Writing
 - Grade 6 EQAO Reading
 - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Goal: Improve students' math learning and achievement.

Indicators:

3. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Math
 - Grade 6 EQAO Math
 - Grade 9 EQAO Math

Goal: Improve students' graduation rates and preparedness for future success.

Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program
(Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Goal: Improve students' participation in class time and learning.

Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

Goal: Improve student well-being.

Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Appendix C



Red indicates we are still in the planning phase and implementation is not yet underway.

Yellow indicates that a plan is in place and that we are in the initial phases of implementation.

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Strategic Plan 2024-2028 Framework

FOCUS: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture

Preamble: While the goal is to improve student learning, achievement, well-being, and future success within a positive culture for each student, we recognize the need to focus particular attention on Indigenous students (sovereignty deserving) and students who belong to, or identify with, historically and/or currently marginalized/oppressed populations (equity seeking), and who are currently not having their needs met within Limestone. We recognize that for us to see improvement in all of these measures at the system level, improvement must occur for the benefit of these students.

GOALS

These goals are linked to identified high leverage strategies that will continue to advance progress of all goals.

Improve literacy learning and achievement for every student	Improve math learning and achievement for every student	Improve graduation rates and preparedness for future success for all groups of students	Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning	Improve Responsiveness and Service to Families, Staff, and Community Partners
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PLAN

High leverage strategies have been identified as strategies that will significantly enhance the goals stated above and are supported by robust and detailed staff plans that are monitored by the senior team.

Sample High Leverage Strategies	Key System-Wide Actions	Implementation Progress
1. Increase educator and staff ability to foster growth in student learning and achievement	- Embed training on, and modelling of, high-yield instructional and assessment practices in all professional learning sessions - Ensure program team staff (coaches) are supporting high-yield instruction and assessment in schools/classrooms	

	○ Further develop educator growth in data literacy for intentional planning of instructional and assessment practices ○ Support school capacity in utilizing targeted instructional strategies and effective interventions (Tier 1, 2 & 3) to support student learning and achievement ○ Identify and mitigate systemic, structural, and attitudinal barriers to improve student learning and achievement	
2. Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.	○ Build Instructional Leadership capacity within schools. ○ Identify and address systemic, structural, and attitudinal barriers to improve student learning, achievement and well-being ○ Increase access to data, and improve capacity to use data to make informed school-based decisions to achieve better outcomes for students ○ Develop and communicate a process to monitor implementation of the Student Achievement Plan	
3. Create positive cultures that support student engagement & well-being	○ Develop and implement a comprehensive plan to support and assess student belonging, well-being, and engagement using multiple data points including the school climate survey. ○ Increase knowledge and understanding of trauma informed practice by administrators and educators to support student well-being ○ Increase implementation of culturally responsive pedagogy by administrators and educators. ○ Create infrastructure in K-8 to support re-engagement efforts ○ Identify and mitigate systemic, structural, and attitudinal barriers to improve student engagement and well-being	
4. Create a culture of service excellence by meaningfully collaborating and communicating with families, staff, and community partners	○ Provide schools with tools to further support a service orientation and to enhance positive school cultures ○ Support schools in providing consistent information to families ○ Utilize central communication tools to provide a consistent experience for family communication ○ Ensure a balance of different engagement opportunities per year to seek feedback from members of the Limestone community ○ Identify and mitigate systemic, structural, and attitudinal barriers to effective and meaningful communication ○ Collect family, staff, and community partner voice with respect to perceptions of service to support continuous improvement	
5. Align board resources to support improved student achievement, learning, and well-being.	○ Review, refine, implement, and communicate criteria for examining budget allocations, and to inform budget decisions	

	○ Identify and mitigate systemic, structural, and attitudinal barriers to improve student learning, achievement and well-being ○ Review, refine, implement, and communicate criteria for examining and allocating human or other non-financial resources	
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METRICS

Satellite Data are high-level indicators that we are making progress towards our goals.

It should be noted that the categories of data below correspond with the Three Priority Areas in the Provincial Student Achievement Plan: the Red Section Represents the Provincial Priority Focused on Achievement of Learning Outcomes in Core Academic Skills; the Blue Section Represents Preparation of Students for Future Success; and the Green Section Represents Student Engagement and Well-Being.

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Average (2022-2023)	LDSB Previous Results by Year	Provincial Previous Results by Year
Increase Grade 3 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 3 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 10 OSSLT Results so that they are above the provincial average by Fall of 2029.				
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.				
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.				

Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.				
Increase the percentage of students who earn 16 or more credits by end of grade 10 to above 80% by Fall of 2029.				
Increase the percentage of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)				
Increase percentage of students graduating with an OSSD within five years of starting grade 9 from 2022 to 2028 to a minimum of 90%.				
Increase the percentage of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade level, post-secondary, etc.)				
Increase the percentage of Students taking a Grade 12 mathematics course or at least one grade 11 or 12 science course				
Increase the Percentage of students in grade 1-8 whose individual attendance rate is equal to or greater than 90%				
Reduce the Percentage of students in grade 4-12 that were suspended at least once				
Percentage of 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health				



We're Putting
Wellness First



We're Turning
Innovation into Action



We're Committed
to Collaboration

ADMINISTRATIVE REPORT: TITLE GOES IN HERE

NAME OF BOARD OR COMMITTEE MEETING GOES IN HERE

month day year

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

Background

Current Status

Next Steps and Communication Plan (if applicable)

Recommendations

LDSB Normal Body Content – Content

Prepared by: LDSB Normal Body Content.

Reviewed by: LDSB Normal Body Content.

Attachments: LDSB Normal Body Content.



ADMINISTRATIVE REPORT: SCHOOL YEAR CALENDAR PROCESS

EDUCATION, POLICY AND OPERATIONS COMMITTEE

February 7, 2024

Purpose

To review the 2023-2024 School Year Calendar process.

Background

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

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

Regulation 304 requires the following school holidays:

- Every Saturday and Sunday
- Labour Day – September 2, 2024
- Thanksgiving Day – October 14, 2024
- Ten (10) consecutive days for Winter Break - December 23, 2024 – January 3, 2025
- Family Day – the third Monday of February – February 17, 2025
- Five (5) consecutive days for March Break – March 10, 2025 – March 14, 2025
- Good Friday and Easter Monday – April 18, 2025 – April 21, 2025
- Victoria Day – May 19, 2024

According to the regulation, all school boards shall submit an approved school year calendar to the Ministry of Education by March 1, 2024. A school year calendar that deviates from Regulation 304 must be approved by the Ministry of Education and is referred to as a modified calendar.

The three school boards in the Tri-board Consortium (LDSB, HPEDSB, and ALCDSB) have traditionally agreed upon a common calendar to share transportation costs. The Consortium agreement and practice is that should a board decide not to conform to the common calendar, that board must continue to pay for the transportation as arranged in the common calendar and is also required to assume 100% of the transportation costs for any additional days of transport. In Limestone District School Board, each day of independent transportation would cost more than \$65,000.

Current Status & Next Steps

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

Facilitated by Associate Superintendent Gollogly, Limestone representatives from each labour group and the Parent Involvement Committee met on January 25th and 26th 2024 to provide input on the three (3) options presented. Based on these meetings in all three boards, the following options were presented for the Committee and is the basis of a survey that is available to all members of the Limestone community, including community partners, from January 30 to February 12, 2024.

School Year Calendar Options

Option 1

	Option One EDU Base - 194 days
First Day of School for Students	September 4, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 3 October 11 November 22 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Option 2

	Option One EDU Base - 194 days
First Day of School for Students	September 4, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 3 October 4 November 15 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Option 3

	Option One EDU Base - 194 days
First Day of School for Students	September 3, 2024
Last Day of School for Students	June 26, 2025
Winter Break	December 23-January 3, 2025
Spring Break	March 10-14, 2025
PA Days	September 6 October 4 November 1 January 31 March 31 May 30 June 27
Exam Days	January 23 – 29 2025 June 19 – 25 2025

Survey results will be presented to trustees at the board meeting on Wednesday February 28, 2024 with a recommendation of a 2024-25 school year calendar for approval.

Recommendation

That this report be received for information purposes.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education