



AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, December 6, 2023
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON
Link: <https://bit.ly/LDSBEOCMTGDec6>

Public Meeting – 5:30 PM

Private Session – Following Adjournment of EPOC (if required).

Report to Public session at the January 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 Update on the See Yourself in Limestone Student Census 2020 - Superintendent McDonnell (Pages 2-5)
 - 4.2 Director's Annual Report 2022-2023 - Director Burra (Page 6)
5. REPORTS FOR ACTION
 - 5.1 Public Feedback for Policy 13 Updates – Director Burra (Pages 7-15)
 - 5.2 See Yourself in Limestone: The Road Ahead – 2023-2028 Strategic Planning Process Phase 2 Consultation Results Overview – Director Burra (Pages 16-21)
6. UNFINISHED BUSINESS
None at this time.
7. NEW BUSINESS
None at this time.
8. CORRESPONDENCE
None at this time.
9. NEXT MEETING – February 7, 2023
10. ADJOURNMENT



ADMINISTRATIVE REPORT: UPDATE ON THE SEE YOURSELF IN LIMESTONE STUDENT CENSUS 2020

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

December 6, 2023

Purpose

To provide Trustees with an update on the See Yourself in Limestone Student Census 2020 project and to share information about next steps and upcoming reports.

Background

The Student Census administration took place in the late fall of 2020. The Ministry of Education requires boards to complete a Student Census. The Student Census offers an opportunity to create a shared understanding of the diverse backgrounds, experiences, strengths, and needs within Limestone's school communities. The census questions ask about several aspects of student identity including race and cultural background; sexual orientation and gender; disabilities and conditions; socioeconomic status; and experiences at school.

The survey was completely voluntary, online, and was confidential. There were three versions of the survey: Grades 7 to 12, Grades 4 to 6, and Grades K to 3. Resources were provided in advance to support administration of the survey in schools. For example, an Educator and Technical Guides. Students in Grades 4 to 12 completed the survey in class with educator support, while parents/guardians of students in Grades K to 3 completed the survey at home in consultation with their students. It should also be noted that several, public consultation sessions occurred in the winter of 2019-2020, prior to the onset of the pandemic, to share questions and seek feedback.

The overall response rate for Grades 4 to 12 was 76%. The overall response rate for Grades 7 to 12 was 72%. The overall response rate for the Board (K-12) was 55%. The highest response rates were among students in Grades 4 to 9.

The See Yourself in Limestone Student Census 2020 Preliminary Report: September 2021 was shared with Trustees in September 2021. This report was also shared with administrators and made publicly

available on the LDSB website in September 2021. The Preliminary Report provided a detailed introduction to the methodology and framework used, next steps in this project, along with Board-level summary of data, such as responses to each question in the surveys (data tables). In this first report, data was descriptive only, meaning that there was no interpretation included and results were reported by individual question only.

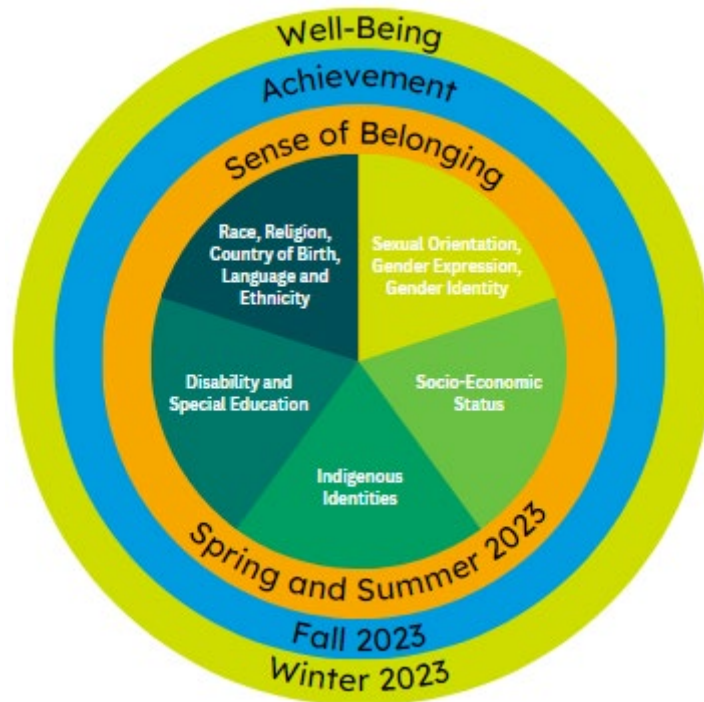
A Technical Advisory Group (TAG) comprised of LDSB community stakeholders and members of the Student Census Team was established in January 2022 to support the analysis of the data. Since this time, the Research Team, and the Technical Advisory Group (along with a subcommittee of TAG called the Closed Group comprising individuals who self-identify as racialized and offer guidance on the messaging, interpretation, and presentation of race-based data specifically) have been establishing priorities for analysis, identifying key variables, and working to build meaningful, empowering representation of the students and communities whose data is included. The TAG identified student sense of belonging as a priority for analysis, as belonging is a fundamental element of student engagement, agency and self-determination. TAG also identified race as the key driver for analysis in the first report in an effort to create greater understanding, improve student experience, and create meaningful, positive change.

The See Yourself in Limestone: Student Sense of Belonging report was released in April 2023. This report was the first in a series of reports and focuses on student belonging and experiences at school based on race and race related data, including cultural background or ethnicity; religion; country of birth; newcomer status; and language. This report offered information on belonging indicators: experience of positive school climate; social justice education; positive representation and reflection of identity; opportunities to express and learn about cultural background; caring adults at school; treatment by adults at school; and being made to feel unwelcome or uncomfortable at school. This report was also shared with administrators and made publicly available on the LDSB website in April 2023.

Current Status

The See Yourself in Limestone: Student Census Achievement Report is due to be released in December 2023. This is the second report to analyze data from the Student Census from 2020. The focus of this report is traditional measures of student achievement for all census related identity groups, and includes some information on student sense of belonging for groups who were not the subject of the first report. This report will include information on achievement indicators: one caring adult at school; one adult at school expects me to do well; suspensions; reasons for absent or late; special education (IEPs); EQAO math and literacy; pathways (Applied); credit accumulation; and graduation. This Student Census Achievement Report will offer the Limestone District School Board the opportunity to reflect on system practices in the future.

A tentative timeline for future reports is represented below.



Over time, and through careful analysis in collaboration with students, families, staff, and community partners, the information gathered through the Student Census will help us identify and address systemic barriers; expand on our strengths; cultivate classrooms and schools that mitigate discriminatory biases; create more equitable outcomes and inclusive learning environments; and support student achievement and well-being.

It should be noted that several LDSB staff have been asked by the Association of Education Researchers of Ontario (AERO) to speak at their upcoming fall conference to speak about the See Yourself in Limestone Student Census process and outcomes thus far, with particular focus on intentional communication.

Next Steps

Presentation of some highlights from the See Yourself in Limestone: Student Census Achievement Report to Trustees at the December 6, 2023 EPOC meeting.

Public sharing of the See Yourself in Limestone: Student Census Achievement Report in December 2023.

Recommendations

That Trustees receive this report for information.

Prepared by: Alison McDonnell, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: DIRECTOR'S ANNUAL REPORT 2022-2023

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

December 6, 2023

Purpose

To provide the Board of Trustees with information on the 2022-2023 Director's Annual Report.

Background

In compliance with the Education Act, the Limestone District School Board's 2022-2023 Director's Annual Report includes information on the Board's strategic goals and progress the Board has made against these goals in the previous year; and actions the Board is taking in those strategic priority areas where goals are not being met.

Current Status

In keeping with the requirements under the Education Act, the Director of Education must report annually on the board's multi-year strategic plan via the Director's Annual Report. In Limestone, the Director provides progress on the Board's strategic goals and actions twice a year, through a mid-year report in April and a year-end report in October.

The Strategic Plan Year-End Report is provided within the online Director's Annual Report along with stories from the 2022-2023 school year that highlight some of the initiatives supporting the Board's strategic pillars of Wellness, Innovation and Collaboration.

The [2022-2023 Director's Annual Report](#) will be uploaded to the See Yourself in Limestone website effective December 6, 2023. The report will be submitted to the Ministry of Education in compliance with the January 31, 2024, deadline.

Recommendations

That this report be received for information.

Prepared by: Jane Douglas, Communications Consultant

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: PUBLIC FEEDBACK FOR POLICY 13

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

December 6, 2023

Purpose

To provide Trustees with a summary of feedback focused on Policy 13 (Delegations and Submissions) and to adopt an updated Policy 13.

Background

Delegations and submissions are an important tool for members of the public to come forward to share information with the Board of Trustees. During the 2020-2021 school year, the Board of Trustees worked through a review of Board Policies and Procedural Bylaws. Policy 13 was updated in the fall of 2021 after a round of public consultation.

In August 2023, the Board approved an interim Policy 13 that included several updates with the understanding that an opportunity would be provided for public feedback on the interim policy. The changes to the interim policy provided further clarity regarding process and timing, and provided parameters for what information publicly comes forward as delegations and submissions.

Current Status & Next Steps

Interim Policy 13 was open for public feedback from mid-September to October 27, 2023. Invitations for public input were shared on social media, on the website, in a Director's update to all families, and at the October Parent Involvement Committee meeting. During that time, we received feedback from six people. This feedback is included as Appendix A: Feedback Received from the Public Consultation.

The feedback focused on a handful of specific areas: timing of when a delegation would be heard, further definitions where possible, the scope of section 1.9.0, and clarity/transparency of what would be shared with all Trustees.

Based on the feedback, additional edits have been made to Interim Policy 13. The original edits to the Interim Policy that was adopted in August appear with “track changes.” Further edits based on the public consultation appear in “track changes” but with highlighted text. An updated Policy 13 is included as Appendix B: Proposed Edits for Policy 13 based on the Interim Changes and Public Consultation.

Recommendations

That Trustees approve the edits made to Policy 13 or make additional edits to the policy.

Prepared by: Krishna Burra, Director of Education

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A: Feedback Received from the Public Consultation
Appendix B: Proposed Edits for Policy 13 based on the Interim Changes and Public Consultation

Interim Policy 13 Feedback from Public Consultation, Fall 2023

Parent/Care giver	I hope I never feel the need to present anything. I will add: It appears to me that slanderous, hate and harm should include definitions. The absence of definitions suggests that the board will have the discretion to decide what the parameters are on a per issue basis.
Parent/Care giver	The major changes I noted are that delegations will be heard “at a future meeting” as opposed to the “next” meeting. This implies that things may be put off for several meetings. To help prevent backlog, would a time frame such as “within the next 2 meetings” possibly be beneficial?
Parent/Care giver	The new section 1.9.0, is a catch all to ensure that anything that the board does not like or goes against something they believe in, the board can shutdown submissions. There are far to many points and the points are to broad in scope for a true open discussion about issues that could be affecting multiple students/families or the quality of education.
Parent/Care giver	I am very appreciative of the changes made to this policy, particularly 1.9.0 (a) and (b). Thank you!!
LDSB Staff Member	Thank you for the opportunity to provide feedback and thank you for clarifying and updating this important policy. I believe it is vital that the public has a transparent set of guidelines for participating in this important level of local government. Indeed, I am increasingly concerned about the polarization of discourse generally and in/at school boards particularly - which is why I applaud your efforts here. Relatedly, my specific feedback is to ensure that the bar for non-participation is incredibly high. If people feel shut out, or dismissed, even when their opinions are somewhat contentious/beyond the normal narrative, they may become embittered or further divided. I'd say, our pluralistic, democratic, and inclusive society should aim for the opposite: a rich representation of reality incorporating as many voices as possible. Specifically, then, I'd encourage the addition of a word in 1.9.0 b). Currently the draft subsection reads "will cause harm". As this is entirely subjective - one person's truth may be another person's tumult - I suggest adding "likely", as in "will likely cause harm". This does two things: 1) puts the onus of proof, as it were, of such harm on the Board, and 2) does not make a ruling on the nature of the presentation/presenter's intent before the content is delivered as the given qualification admits the subjectivity such a ruling entails. You may rightly ask why "likely" should be qualified in the case of harm and not hate. I believe the difference lies in jurisprudence and hermeneutics. Jurisprudence such that there is case law and legislation on hate speech which would allow for discernment on

	how far and in what ways a proposed delegation may or may not breached these precedents with greater objectivity; and hermeneutics with respect to my previous points on interpretation and the objective/subjective nature of the concept of harm (you may ask, for example, what if what seems harmful is actually helpful, even in the long term?). Thank you again for this opportunity to engage - your work in making space for and crystallizing public participation is fruitful for our society. Keep going strong!
Parent/Care giver	Generally: seeing a request for feedback after interim changes have been made to board policy was surprising; optically, seeking consultation before the fact instead of after feels more in line with LDSB's typical work toward transparency. I feel like a draft policy would be better than an interim one that came into effect without public consultation. 1.1 - Can there be a definition of what, exactly, falls into the board's scope of governance? It can be difficult to understand what is governance and what is operations, and given that trustees have oversight over the Director who has oversight over operations, this might be an area of confusion. 1.2 - Would like to see all trustees kept apprised of all delegation requests, whether they are approved or not, for the sake of shared knowledge and transparency. If someone is reaching out with a delegation request they are caring enough about something to try to engage, and that information should not be held back based on approval, even if it doesn't reach the public light of day. 1.4 - 'Upcoming' could use a definition and/or stricter parameters. Does that mean within a month, the next meeting, the next quarter? It's subjective which causes potential conflict. PIC submission on delegations/submissions in Oct. 2021 requested more static language around deadlines, for example, because the 'as practicable' language was subjective and confusing. 1.8 - The move from allowing post-deadline delegations with a shorter time period, to a more subjective, less static 'may be considered' goes against previous consultation and feedback to LDSB. The two-minute late delegation allotment was, if I recall correctly, a compromise between allowing free-for-all delegation requests and completely shutting out people who are late for whatever reason (and there were concerns about the timeliness of requests based on when agendas are published -- the public has to have some knowledge of what the board is doing to be able to respond in a time-sensitive way, which can be challenging). Moving to 'shall consider' defeats the purpose of allowing these later delegation requests so that's surprising to see given that the consultation was not that long ago. Also flagging the 'future meeting' language as something that needs better definition/stricter parameters. D - I think 'personal issue' could be defined (similar to governance issues), especially given the board's existing procedure on conflict resolution, which tells people to

	register as a delegation and present to the trustees as step six in the process, if they are not able to resolve the issue through every other step. These two policies/procedures don't seem to align with this edit in place. I-- 'Completely different' is very subjective and could use better definition. J - This seems to quash public feedback -- there is a difference between a personal, live delegation with trustees able to ask clarifying questions, and submitting something like a character-limited Thought Exchange response. Why limit the ways the public can connect, if their issues are legitimate and pass the human rights test? 1.13 - Again, would like to see "may also" language struck in favour of sharing all public feedback with trustees. 2.3 - As above -- would like to see public feedback shared with all trustees regardless of whether it makes it as an agenda item, vs 'may.' Also - the submissions form doesn't make sense. (https://cdnsm5-ss16.sharpschool.com/UserFiles/Servers/Server_352698/File/Trustees/Delegations/Form_Request_Submit.pdf) The language around delegations is repeated throughout, it refers to providing a presentation after this initial submission, and the text box is likely not big enough for a complete written submission. Filing a submission is confusing. There's also confusion around what a 'presentation' is for delegations still -- does it have to be a slide deck, can someone show up without a visual presentation, etc.
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DELEGATIONS AND SUBMISSIONS

1.0.0 Delegations & Submissions

- 1.1.0 The Limestone District School Board welcomes input and feedback from the public. Delegations and Submissions are two forums for engagement with the Board of Trustees. Trustees serve as a link between school communities and Board staff, bringing issues to the attention of the Director and Superintendents. School Trustees serve as ambassadors for the Board and advocates for public education.

While Delegations and Submissions are an important format for public input and feedback, they are not intended to resolve individual situations or time-sensitive matters.

Delegations:

- 1.2.0 Persons wishing to make delegations on educational issues that fall within the Board's governance responsibilities to the Board, or its committees, will apply in person or by submitting the online request for delegation form to the Secretary of the Board. Governance responsibilities can be summarized as follows: As part of the school board, trustees provide governance level oversight including fiscal responsibility, and policy development and implementation with a primary focus on student achievement and wellbeing.
- 1.3.0 The Secretary of the Board, in consultation with the Chair and the Agenda Setting Committee, will ascertain whether a Board committee or the whole Board should hear the delegation and arrange to have the Board or committee advised, through the agenda process, of the substance of the presentation; or if the matter should be referred to staff. For approved delegations, the Secretary will ensure that all Trustees are aware of the delegation, the substance of the presentation and the names of presenters. Presenters will be heard as soon as practicable after they have applied to be heard. This means the next Board Meeting, or specific Board Committee meeting if the matter is referred to a committee. ~~This be the next Board Meeting, a future Board Meeting, or a specific Board Committee.~~
- 1.3.0 A delegation shall designate not more than two people as spokespersons and no other member of the delegation shall address the Board or committee, except at the request of a Trustee, and the permission of the Chair.

- 1.4.0 In consultation with the Chair, the Secretary shall inform the delegation as to the approximate time during an upcoming the meeting when its spokesperson(s) shall be heard, and refer them to the details outlined in Policy 13.
- 1.5.0 The Secretary shall inform the delegation that beyond questions for clarification, there will be no discussion or decision until a later date.
- 1.6.0 For consideration at the next board meeting, any request for a delegation and the complete and detailed presentation, slides/visuals (if applicable) and speaking notes, must be sent electronically using the online request for delegation form, or delivered, to the Office of the Secretary to the Board by 4:00 p.m. at least four (4) business days prior to Limestone District School Board meeting. As an example, for a Wednesday meeting, delegation requests and presentations would be due by 4:00 p.m. on the preceding Thursday. Delegates will be advised if the delegation has been approved and when it will be scheduled. For approved delegations, the presenter(s) will highlight the pertinent points in their presentation. Delegations that do not reflect the presentation or talking points shared in advance will be not be permitted to continue their delegation at the meeting.
- 1.7.0 The complete presentation by any delegation shall not exceed five (5) minutes, exclusive of Trustee questions. At the conclusion of the five minutes, the delegate may request up to an additional five-minute extension, subject to the approval of the Chair. Following the presentation, the Chair will ask the Trustees if there are any questions of clarification.
- 1.8.0 Delegation requests and presentations received after 4:00 p.m., four business days prior to the next Board Meeting and by 12:00 noon two business days prior to the Board Meeting, shall be considered. Approved delegations placed on the agenda will be allotted a maximum of two minutes with the possibility of a two-minute extension if they directly relate to an item on the upcoming agenda. Presentations must accompany the request for delegation. Delegation requests and presentations received after 12:00 noon two business days prior to the Board Meeting shall be considered for a future the next scheduled Board Meeting or designated Committee Meeting.
- 1.9.0 Delegation presentations will not be received if the delegation...:
- (a) is slanderous toward any specific individuals or groups of people;
 - (b) promotes hate or will is likely to cause harm because it is discriminatory based on the protected grounds in the Ontario Human Rights Code;
 - (c) will be presented by a delegate(s) that do not reside in the jurisdiction of the Limestone District School Board;
 - (d) promotes products or services to the Board for personal financial gain;
 - (e) relates to personal issues related to the delegate, a staff member, or a student; however, these types of matters would be referred to private session if the issue has moved through the preceding steps in Administrative Procedure 497;
 - (f) relates to employment issues that are covered under LDSB collective agreements or other employment contracts, including the performance of staff members;

(g) focuses on matters which are the subject of litigation with the Board, or where all rights to a hearing, appeal or review under the Education Act or its regulations have not been commenced or concluded;

(h) focuses on matters that are currently the subject of a complaint to the Ontario Ombudsman or are under investigation or review by that Office, the LDSB pursuant to a LDSB policy or procedure or legislation, or the Code of Conduct;

(i) focuses on matters that are not within the jurisdiction of the LDSB;

(j) has already delegated within a 12-month period, unless the subject matter has a different focus of attention; or

(k) focuses on subjects for which there are other opportunities for delegates to provide input through delegations to the Board, such as Program/School Accommodation Review Meetings, the Budget Development Process, etc...

1.10.0 The maximum amount of time allocated at any one Board Meeting to delegations, under 1.6.0 and 1.8.0, will be 20 minutes, not including trustee questions of clarification. Delegations unable to be scheduled at the next meeting due to four previously scheduled delegations will be placed on the agenda of a future Board Meeting.

1.11.0 The Board and its committees shall take action on an issue addressed through delegations and submissions only when those issues appear as a result of the regular agenda process. Typically, this will be the next Board Meeting. At that time, the Board may choose to receive the delegation for information, refer the matter to staff for follow up, refer the matter to a committee, refer the matter to a future Board meeting, or if appropriate refer the matter to private session (in-camera). The Secretary of the Board shall advise delegates of the action taken.

1.12.0 Any one delegation shall be permitted to make only one (1) presentation to the Trustees on an issue. When there are multiple delegations on the same topic, presentations may be combined or reduced. Normally, a delegation cannot make a presentation on a topic on which a decision has been made.

1.13.0 If, in the opinion of the Agenda Setting Committee, a delegation or person should not be heard by the Board or its committees, the Secretary shall advise the persons who are being refused, giving reasons in writing, and copy all Board members on the response. This communication shall appear as an item of information in the first agenda of the Board following the refusal. Any delegation deemed slanderous or contrary to the limitations outlined in 1.9.0 will not be considered. Refused delegations will have their presentations or talking points shared with Board members.

1.14.0 At the discretion of the Chair, any parts of this regulation may be waived and, at the discretion of the Board, the decision of the Agenda Setting Committee may be overturned.

2.0.0 Submissions

- 2.1.0 An individual may provide a written submission to the board by mailing a letter to the Chair of the Board, or e-mailing the chair of the board at submissions@limestone.on.ca
- 2.2.0 The Agenda Setting Committee shall determine when, and if, the submission will be included as internal/external correspondence as part of an upcoming Board agenda. Normally this would be the next scheduled meeting. Submissions must be received by 12:00 noon four business days prior to the next scheduled Board Meeting. As an example, for a Wednesday meeting, a submission must be received by 12:00 noon on the preceding Thursday. Any submissions received after that time will be included in the next subsequent Board meeting.
- 2.3.0 If, in the opinion of the Agenda Setting Committee, a submission should not be considered by the Board or its committees, the Secretary shall advise the persons who are being refused, giving reasons in writing, and copy all Board members on the response. This communication shall appear as an item of information in the next agenda of the Board following the refusal. Any submission deemed libelous or contrary to the limitations outlined in 1.9.0, will not be considered. It should be noted that for consideration of submissions, residential requirements as outlined in section 1.9.0 (c) do not apply. Refused submissions **will** have their correspondence shared with all Board members, but this correspondence would not be included as part of a Board agenda.
- 2.4.0 At the discretion of the Chair, any parts of this regulation may be waived, and at the discretion of the Board, the decision of the Agenda Setting Committee may be overturned.

Revised: ~~August 2023~~ December 2023

References: Good Governance: A Guide for Trustees, School Boards, Directors of Education, and Communities (2022-2026)



ADMINISTRATIVE REPORT: SEE YOURSELF IN LIMESTONE: THE ROAD AHEAD – 2023-2028 STRATEGIC PLANNING PROCESS PHASE 2 CONSULTATION RESULTS OVERVIEW

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

December 6, 2023

Purpose

To provide Trustees with an overview of the results of the Phase 2 public consultation for the 2023-2028 Limestone District School Board (LDSB) Multi-Year Strategic Planning (MYSP) process.

Background

On May 3, 2023, at the 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 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.

In June 2023, the provincial government passed new legislation, Bill 98 or the [Better Schools and Student Outcomes Act](#), which set three provincial priorities that must be incorporated into the LDSB MYSP: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Students for

Future Success; and (c) Student Engagement & Well-Being. Here is a graphic with further details around [Ontario's Student Achievement Plan](#).

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.

Participants were asked the following questions:

Mission

The proposed draft Mission statement, or purpose statement is as follows: "Our mission is to make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, and contribute meaningfully to an interconnected, inclusive, and evolving world."

Reflecting on the draft Mission, what feedback can you share with us?

Vision

The proposed draft Vision statement, or desired future state is as follows: "To belong within a K-12 education system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, and every school."

Reflecting on the draft Vision, what feedback can you share with us?

Values

School Boards frequently incorporate a series of values to help anchor or provide the foundation for the Multi-Year Strategic Plan. At the September Education, Policy, and Operations Committee (EPOC) meeting, Trustees reviewed a range of potential words that could be used for this purpose.

The goal is for us to narrow the list down to 5-8 significant values. As a result of the September 6 EPOC meeting, the list of potential Value words is below.

Referencing the words below, or adding one or more not captured here, which word(s) do you believe should anchor or form the foundation for the work of the Limestone District School Board?

You can select 1-8 options below:

- Community, Collaboration or Citizenship
- Creativity or Innovation
- Flexibility, Adaptability, Resilience or Perseverance
- Integrity, Transparency, Responsibility or Accountability
- Equity
- Compassion or Empathy
- Hope or Optimism
- Courage
- Respect
- Excellence or Improvement
- Sustainability or Stewardship
- Inclusion or Acceptance
- Engagement
- Service
- Other (space to add additional suggestions)

Current Status & Next Steps

Participants: The following table highlights the number of responses per survey group.

Survey Group	Number of Responses
Parents or guardian	433
Student	421
Staff member	156
Community partner	23
Other	15
Total	1,048

Mission: The following table highlights a summary of the feedback received, organized into five general themes and comments.

Theme	Comments
Empowerment and Skills Development	Many respondents appreciated the mission statement's focus on empowering students and developing essential skills suggesting approval for the current direction. However, some suggest clarifications or expansions, such as "skills and understanding," or the inclusion of "learning how to learn."

Inclusivity and Community Engagement	Feedback points to a desire for more inclusivity and community involvement as a point of emphasis. This indicates a desire to add additional language to address community and inclusivity more explicitly.
Concerns About Implementation and Authenticity	There is some concern about the actual implementation of the mission suggesting a gap between the statement and its real-world application.
Simplicity and Clarity	Some feedback highlights the desire for a more concise and memorable mission statement, suggesting a preference for simplicity for easier recall and stronger impact.
Academic Focus and Practical Application	Some responses call for a stronger emphasis on academic excellence and practical application with more detail emphasizing more traditional education skills like reading, writing, and arithmetic.

As a result of the feedback, we would propose the following edit to the Mission Statement:

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

Vision: The following table highlights a summary of the feedback received, organized into five general themes and comments.

Theme	Comments
Inclusivity and Belonging	Many comments suggest support by emphasizing the importance of an inclusive education system where every student feels a sense of belonging regardless of their background or abilities.
Inspiration and Nurturing Hope	Another supportive recurring theme is the desire for an education system that not only imparts knowledge but also inspires and nurtures hope. This feedback suggests a preference for an approach that goes beyond traditional teaching methods to include emotional and motivational aspects.
Realism and Practicality	While there is appreciation for the aspirational nature of the statements, some feedback points to a need for realism and practicality. Some comments indicate a concern that the vision might be overly idealistic or lacking in concrete, actionable steps.
Clarity and Conciseness	A number of responses call for a clear and concise statement.
Support and Resources for Implementation	Several comments express concerns about the resources and support necessary to implement the vision,

	highlighting the need for adequate staffing, training, and resources to achieve the envisioned goals.
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As a result of the feedback, we would propose the following edit to the Vision Statement: *“For all students and staff to feel they belong within a K-12+ education system that understands and supports learners’ strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student in every classroom, and every school.”*

Values:

#	Value	Percentage	Count
1	Respect	61%	266
2	Integrity, Transparency, Responsibility or Accountability	58%	254
3	Flexibility, Adaptability, Resilience or Perseverance	55%	239
4	Community, Collaboration or Citizenship	48%	207
5	Creativity or Innovation	47%	203
6	Compassion or Empathy	46%	200
7	Inclusion or Acceptance	41%	179
8	Excellence or Improvement	37%	159
9	Equity	35%	154
10	Engagement	30%	130
11	Hope or Optimism	25%	107
12	Courage	25%	107
13	Sustainability or Stewardship	20%	88
14	Service	11%	49
15	Other (Most other suggestions were adjectives of the above)	3%	12

At the September 6, 2023, EPOC meeting, Trustees engaged in a “dotmocracy” activity focused on potential Values to anchor the Board’s Strategic Plan. At that meeting, Trustees were each given eight (8) dots. The table below is a summary of Trustee top choices of values from that meeting:

Value	Dots
Community, Collaboration, or Citizenship	14
Creativity or Innovation	11
Flexibility, Adaptability, Resilience, or Perseverance	11
Integrity, Transparency, Responsibility, Truth, or Accountability	10
Equity	8
Compassion or Empathy	8
Hope or Optimism	7
Courage	5
Respect	5

Excellence or Improvement	4
Sustainability or Stewardship	4
Inclusion or Acceptance	4

Based on the consultation with members of the community, and Trustee input at the September 6, 2023, EPOC meeting, weighing each engagement equally, it appears the following Values held the most prominence: Community/Collaboration/Citizenship, Flexibility/Adaptability/Resilience/Perseverance, Integrity, Creativity/Innovation, Respect, Empathy, and Equity. Others for consideration would be Courage, Hope/Optimism, Inclusion, and Excellence.

At the December 6, 2023, EPOC meeting, after reviewing the results of the consultation, Trustees will be given a second opportunity to participate in a “dotmocracy” activity to select the anchoring Values for the Strategic Plan currently under development.

Recommendations

1. That Trustees confirm the Limestone District School Board’s new Mission and Vision to allow staff to continue to further develop the Strategic Plan for Board approval.
2. That Trustees confirm the Values to anchor the Strategic Plan and allow staff to continue to further develop the Strategic Plan for Board approval.

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