

Action Plan W1.1 Healthy Schools

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

RESPONSIBILITY: Associate Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
A group of elementary administrators, educators and community partners will develop a comprehensive plan to support the implementation of the new elementary Health and Physical Education curriculum.	September 2019 – June 2020	●	<p>A comprehensive Minds Online Health and Physical Education course was launched, shared with the system and usage was tracked. Outcome: 304 educators have signed up for the course. The course receives an average of 17 access points per day.</p> <p>Implementation and support of the new curriculum with administrators and educators will occur. Outcome: An initial meeting with an Admin Steering Committee occurred to develop a roll out plan. Information was shared at one staff meeting, but not completed, due to labour disruption and school closure.</p> <p>A pre- and post-survey for administrators and educators is planned to evaluate knowledge and comfort regarding delivering the new curriculum. Outcome: The survey was not completed due to labour disruption and school closure.</p>
In partnership with Kingston Gets Active and Queen's University, an educator from every LDSB school will engage in professional learning to enhance understanding and benefits of quality Physical Education for all K-12 students.	September 2019 – September 2020	●	<p>As per the agreement with Kingston Gets Active and Queen's University, all LDSB schools will receive professional learning related to Physical Education over a three-year period, ending September 2020. The last professional learning session was held in September 2019.</p> <p>Outcome: These professional learning sessions were designed and delivered.</p>
In partnership with the Lifesaving Society of Canada, the Limestone DSB will provide additional opportunities for students to build swimming survival skills for students with low pass rates.	September 2019 – June 2020	●	<p>As an enhancement to the Grade 3 Swim to Survive program, schools with lower Swim to Survive success rates will be provided the opportunity to participate in a Swim to Survive program with Grade 6 students. Outcome: This was started but not completed, due to labour disruption and school closure.</p>
Work with KFL&A Public Health to support Smoke Free Ontario Act 2018.	September 2019 – June 2020	●	<p>KFL&A Public Health and LDSB worked cooperatively to support the Smoke Free Ontario Act 2018 mandate of no smoking within 20 meters of any school property. Public Health supported LDSB with promotional materials, signs, and a nurse support for smoking cessation programs. Public Health also worked with LDSB administrators on the enforcement of the Smoke Free Ontario Act.</p>
In Partnership with the Queen's University NeuroProtection Project (NP2), KASSA Junior Football players will participate in a concussion reducing strategy.	September 2019 – June 2020	●	<p>Allen Champagne, a Queen's University PhD candidate led Junior and Senior KASSA football players through pre-season, sport-specific testing that is designed to identify behaviours and corrective measures that not only improve sports performance, but also reduce the chances of sports related concussions. A plan to replicate this process with rugby at Frontenac Secondary School and Napanee was canceled due to COVID-19.</p>

Action Plan W1.2 Mental Health

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

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

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

Actions	Timelines	Status	Evidence of Success
Enhance direct mental health services to students provided by regulated mental health workers in schools.	September 2019 - June 2020	●	Created opportunities for secondary students to self-refer to mental health services provided by regulated workers as aligned with the <i>Health Care Consent Act, Child, Youth and Family Services Act, Substitute Decisions Act</i> and the standards of practice outlined by the Ontario College of Social Workers and Social Service Workers. An in-person self-referral process was implemented for secondary students for the 2019-2020 school year. An electronic self-referral process is being developed. Developed a Frequently Asked Questions reference document for administrators. Updated and simplified school-based referral form. Evidence based approaches were used that fit with the presentation of students at Tier two including CBT, BRISC. Mental health workers collaborated closely with the in-school teams to support well-being and academic achievement.
Employ a Data Research Specialist to ensure that data and information is collected and analyzed at the individual student level for students accessing regulated mental health worker services in order to ensure student mental health needs are met.	March 2020- August 2020	●	Hired a researcher with experience and expertise in data collection and analysis to provide support toward the design, implementation and interpretation of research and evaluation projects to support mental health and student well-being initiatives. Data Research Specialist assisted with the preparation of LDSB's new 3-year board Mental Health, Addictions & Well-being Strategy. Outcome: The implementation, evaluation and development of the strategy was put on hold due to work to labour disruption and school closures due to COVID-19.
Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team.	September 2019 - June 2020	●	Inclusion of family representation on Mental Health Leadership Committee. Outcome: This did not occur due to labour disruption and school closures due to COVID-19. Inclusion of Indigenous representative and support staff on Mental Health Leadership Committee. Outcome: This did not occur due to labour disruption and school closures due to COVID-19.
Collaborate with community mental health and addictions partners to strengthen a system of care for students at risk.	September 2019 - June 2020	●	Implemented school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences. There were 4 students referred. All the students engaged in the service and were still working with Maltby when school closure occurred. Collaborated with the Clinical Psychology Outreach Program (CPOP), Maple Family Health Team and KFL&A Public Health to pilot "Got Your Back" sessions in targeted secondary schools (LCVI and NDSS).



Action Plan W1.2 Mental Health (Cont'd)

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

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

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

Actions	Timelines	Status	Evidence of Success
Provide professional learning opportunities to administrators, educators and support staff to build capacity in creating and leading mentally healthy schools.	September 2019 - June 2020	●	Professional learning opportunities for administrators/educators/and, or support staff were provided in the areas of: <ul style="list-style-type: none"> • safeTALK • LDSB Suicide Intervention Protocol • Everyday Mental Classroom Resource • Teens, Anxiety, and Depression: Active Strategies to Move Teens Forward Created Minds Online e-learning platform to access evidence informed mental health resources. This platform was shared with schools in April 2020.
Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH).	March 2020- August 2020	●	Re-launched campaign from Canadian Mental Health Association Manager at September administrator meeting. Roll out of tools, resources, and activities to engage and promote staff well-being at the individual, school and organizational level at monthly administrator meetings. Outcome: This did not occur due to labour disruption and school closure, however NMT was highlighted as a resource multiple times during emergency remote learning.
Participate in training and implementation of school-based intervention to promote resilience and reduce distress among newcomer students.	September 2019 - June 2020	●	Regulated mental health workers and Mental Health Lead to attend 2-day training in The STRONG (Supporting Transition Resilience of Newcomer Groups) program. Outcome: This did not happen due to labour disruption and school closure due to COVID-19. Participate in formal research study to evaluate the acceptability, implementation, and perceived utility and benefits of the STRONG program in Ontario schools through the Centre for School Mental Health, Faculty of Education, Western University. Outcome: This did not happen due to labour disruption. Implement two, 10-week manualized programs that draw on cognitive-behavioural therapy approaches. Outcome: This did not happen due to labour disruption.
Develop a new three-year Mental Health and Addictions Strategy for 2020-2023.	September 2019 - June 2020	●	Identified key stakeholders in the development of the strategy, including students, families, administrators, educators, support staff and community partners. Provided an overview of engagement plan to Senior Exec for approval. Reviewed and considered the information data provided by School Mental Health Ontario Board Scans, data from the 2020 Student Census (did not occur) and the 2019 #HearNowON: Student Voices on Mental Health Engaged key stakeholders to identify collaborative goals and key strategies to achieve goals. Outcome: This is ongoing as the actual development of the strategy was put on hold due to labour disruption and school closure.

Action Plan W1.3 Outdoor Education

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

RESPONSIBILITY: Superintendent Krishna Burra

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

Actions	Timelines	Status	Evidence of Success
Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety.	September 2019 - June 2020	● ● ●	Compliance with Ministry expectations regarding Outdoor Education Safety . Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (i.e. NLS, First Aid, Paddling, etc.) Cancellation of summer programming due to COVID-19, certifications for summer staff was not possible.
Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre.	September 2019 - June 2020	● ● ●	Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. Off grid solar system for upper campground classroom portables fully working. New site structures for gear storage.
Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes.	September 2019 - June 2020	● ●	New website implemented utilizing the same communication tools available to schools. Over 40 lessons added to Minds Online for LDSB teachers to access and share with their classes.
Continuing to improve and refine programming offered to students visiting the Gould Lake Outdoor Education Centre.	September 2019 - June 2020	● ●	In the process of developing pre and post visit activities for teachers to engage with students. Developed outdoor education lessons that can be implemented and done while visiting schools (STEM activity, map and compass etc.)
Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre	September 2019 - June 2020	● ● ●	Further collaboration between the Katarokwi Learning Centre and Gould Lake Outdoor Education Centre. Further enhancement of the presence of Indigenous Education at the Gould Lake Outdoor Education Centre. Supporting Indigenous Student Leadership days at the Gould Lake Outdoor Education Centre.

Action Plan W2.1 Accessibility

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

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

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

Actions	Timelines	Status	Evidence of Success
Removal of physical barriers through renovations and new school builds.	September 2019- June 2020	●	Installation of accessibility features in new builds as per AODA requirements (e.g., new Kingston Secondary School) and renovations to existing structures as required.
Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals	September 2019- June 2020	●	Implementation of revised Administrative Procedure (AP) 302: Student Use of Guide Dogs, Service Dogs and Service Animals. Outcome: This did not occur due to school closures due to COVID-19.
Increase accessibility to literature and professional resources through the use of technology.	September 2019- June 2020	●	While the online library Overdrive (Sora) continues to be offered to students, LDSB plans to create accounts specific to certain schools. A focus this year is on increasing the accessibility of online indigenous texts to support the secondary English NBE course. Usership will be tracked. Outcome: Individual school accounts were not started due to labour disruption and school closure. However, online indigenous content was added to the account through collaborative curation with Overdrive. Outcome: From September to June, usership of Overdrive increased by 47%
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2019- June 2020	●	Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Outcome: This did not occur due to labour disruption and school closure.
Hire Disability Management Coordinator	September 2019- June 2020	●	A Disability Management Coordinator has been hired and is actively supporting staff and implementing the attendance support program.

Strategic Action Plan: 2019 – 2020

Year-end Update

Action Plan W2.2 Equity & Inclusion

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

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

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

Actions	Timelines	Status	Evidence of Success
Implementation of the Ministry of Education Action Plan (Year 3 of 3-Year plan).	September 2019- August 2020	●	School Principals and Vice-Principals will engage in professional learning regarding Equity & Inclusion. Outcome: Due to labour action and school closures, meetings were limited.
See Yourself in Limestone: Student Census is planned for Spring 2020. (Two-year project).	September 2019- June 2020	●	Staff will administer a voluntary student census for students in Grades 4-12 in April 2020. Data analysis will take place Summer 2020 with initial findings reporting to begin in Fall 2020. Outcome: Due to school closure, the census was paused and will be re-scheduled for 2020-2021.
Review of Limestone Gender-Neutral Guidelines.	January – June 2020	●	Guidelines were updated to reflect current learning. Guidelines will be posted to LDSB website Fall 2020.
In collaboration with Agnes Etherington Art Centre, an art exhibit focusing on healthy relationships will be held.	Fall 2019	●	Fifty students in Grades 7-12 from across the district participated in a one-day art exhibit that explored Healthy Relationships and Identity.
Schools will participate in equity-based projects supported by grants through the Ontario Arts Council.	September 2019- June 2020	●	Students participated in equity-based projects through funding from the Ontario Arts Council. Examples included: Growing Together project with Loving Spoonful; Centennial Culinary Intercultural Project; Exploring Identity through Spoken Word.
Minimize disruptions to school attendance and provide continuity for child and youth in care within the education system.	January 2020 – June 2020	●	Worked collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington and Tri-Board Student Transportation to identify and provide transportation to students in care who had been removed from their home and benefited from remaining in their home school. Approximately 15 students were served throughout the school year.

Strategic Action Plan: 2019 – 2020

Year-end Update

Action Plan W2.3 International Education and Second Language Development

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

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

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

Actions	Timelines	Status	Evidence of Success
International Education			
International student enrolment.	September 2019- August 2020	●	Maintaining current levels of student enrolment from a range of countries (Increased enrollment until March 2020 and COVID-19 issues starting to build further capacity at additional sites to support the growth of international student enrollment this goal was on track until the COVID-19 virus issues arose this will be an ongoing goal in the Department as we attempt to rebuild the program after COVID-19.
Professional Development for non-teaching staff.	September 2019- August 2020	●	For staff within the IEO we are developing an understanding an use for the True North database and financial integration.
Professional Development for teaching staff.	September 2019- August 2020	●	Professional development in terms of STEPS assessments continued and was valuable. PD in regard to teaching and learning with ESL and guidance staff collaboration groups with BSS and LCVI continued in 2019-2020 but was paused in March 2020.
Assessing International students' experiences in LDSB.	September 2019- August 2020	●	Exit Survey not completed in June 2020 due to student location and COVID-19 factors.
Open up different markets for enrolment to increase diversity for the LDSB IEO, specifically: Bangladesh, Czech Republic, Italy, Germany, Vietnam, Thailand. Re-established link in China.	September 2019- August 2020	●	Connections in all identified markets. Increase in enrollment from all identified markets with the exception of Vietnam. All other markets were growing until March 2020 and the COVID-19 virus related issues. We are still seeing positive intake in Czech Republic and Italy. We are seeing a downward trend in Thailand and Germany as a result of the virus and inability to make stronger connections with agents in those markets. All international travel currently on hold and attempting to continue connections virtually.
Increased profile and social media presence of the IEO for the board	September 2019- June 2020	●	Increased International Education profile within the Board with new website, logos, social media and FAQs for registration. This work will continue in 2020-2021.
Seeking additional funding sources and partnerships to support International students.	September 2019- June 2020	●	Applying for additional Ministry funds focused on building educator capacity related to International students and/or English as a Second Language learners. Continuing to foster and promote additional partnerships with Education sector partners to enhance our promotional efforts and support International student pathways.

Action Plan W2.3 International Education and Second Language Development

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

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

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

Actions	Timelines	Status	Evidence of Success
International Education (Cont'd)			
Activity Trips Refresh.	September 2019-June 2020	●	Promotion and refresh of Activity trips is underway. This process was halted in March 2020 due to COVID-19. Activity trips are valuable marketing tools and viewed very positively in different countries. We will continue to look to offer relevant cost effective and high impact activity trips like skiing, year-end cruise of the Thousand Islands, Canada's Wonderland, professional hockey games and wilderness camping.
Homestay Recruitment.	September 2019-June 2020	●	Given efforts during 2019-2020, we will be able to adequately supply the needs of the IEO for 2020-2021. Additional promotion will occur during 2020-2021 in anticipation of increased need for 2021-2022.
English as a Second Language			
Create a team of K-12 educators to support elementary and secondary students.	September 2019-June 2020	●	An ESL team of elementary and secondary educators has been created to support our K-12 students with ESL needs. Support will be responsive and tracked to meet the needs of our system. Outcome: A system tracking document was created, and literacy assessment was tracked. An updated ESL Registration Document was created, and a review of our student information system was conducted for accuracy. Alignment between elementary and secondary ESL support has begun.
Developing a consistent literacy support model with the Board's K-12 literacy team.	November 2019-June 2020	●	ESL educators and the K-12 Literacy Program team will engage in a Ministry project in the area of literacy. ESL team and Literacy Program team will work together to offer professional learning to early primary educators. Focus will be on aligning best practices in the area of reading and writing. Outcome: The ESL team applied for Ministry funding to commence a project. The Project was approved but this did not happen due to labour disruption and school closure.
French as a Second Language			
Increase student confidence in listening and speaking French (Year 3 of three-year FSL plan)	September 2019-June 2020	●	Teachers engaged in some professional learning focused on listening and oral language strategies to promote competence and proficiency. Outcome: Due to labour disruption and school closure, professional learning was limited.
Increase the number of students remaining in FSL programs (Core and Immersion) (Year 3 of Three-year FSL Plan)	September 2019-June 2020	●	FSL educators will engage in ongoing professional learning focused on student oral fluency and proficiency. Outcome: Due to labour disruption and school closure, professional learning was limited.
DEL F Assessment will be offered to students enrolled in Grade 12 FSL.	September 2019-June 2020	●	Grade 12 students will have the opportunity to have their French competency and proficiency assessed based on the international language Levels of the DEL F in May 2020. Outcome: Due to labour disruption and school closure, the DEL F was cancelled.
French Travel for Grade 11 French Immersion or Core French academic Credit (Pilot)	September 2019-June 2020	●	Students will have the opportunity to participate in a "Travel for Credit" summer course to obtain their grade 11 credit. Students will complete online course work prior and post travel. Students will travel to France for an immersion experience. Outcome: Due to labour disruption and school closure, the DEL F was cancelled.

Action Plan W3.1 Health & Safety

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

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

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

Actions	Timelines	Status	Evidence of Success
Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator and Associate Superintendent Scot Gillam will conduct Safety Audits to support schools and/or classroom.	September 2019- August 2020	●	Safety Audits were completed for schools and/or classrooms identified by school administration and/or Joint Health and Safety Committee.
Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs)	September 2019 – August 2020	●	All staff are now able to report Worker Injuries and Safe Schools incidents (SSIR) online using the same platform and the same program.

Action Plan W3.2 Safe Schools Prevention & Intervention

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

RESPONSIBILITY: Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Continue to work with Community Partners on the reaffirmation of Commitment to the Community Threat Assessment Process.	September 2019- June 2020	●	Community Threat Assessment Protocol Level 2 Training was provided by Kevin Cameron to LDSB staff, and community partners in December 2019. Level 1 training will be scheduled for the following year.
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2019- June 2020	●	Review and update Police Board Protocol with local police forces and LDSB staff. Provide new staff with information and training on the protocol by June 2020.

Action Plan W3.3 Capital Improvements

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

RESPONSIBILITY: Superintendent Craig Young

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

Actions	Timelines	Status	Evidence of Success
Kingston Intermediate/Secondary School contract and begin construction.	September 2019 - August 2020	●	Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction. Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter. New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017. In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019-2020. An updated construction schedule placed occupancy for the end of 2020.
Renewal Project Plan	September 2019- August 2020	●	The approved project 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 2020 and contracts awarded for construction work to begin in spring/summer 2020.