

Strategic Action Plan: 2020 – 2021
Year-End Update
Action Plan W1.1 Healthy Schools (including COVID Response)

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

RESPONSIBILITY: Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
A collaborative group comprising Program Team staff, elementary educators and secondary educators will be formed to develop and share resources and activities that adhere to Covid Safety protocols required during Health and Physical education.	September 2020- August 2021	●	<p>A K-12 Guide to Physical Health and Education document was collaboratively developed with LDSB staff and KFL&A and is updated regularly.</p> <p>School visits and frequent check ins with educators will confirm that guidelines are followed.</p> <p>Outcome: Document continued to be updated as public health regulations changed. Clicks/usage was monitored. A group was developed comprising a community member, secondary staff member and elementary staff member. The group offered regular feedback. Staff and administration referred to the document often, and guidelines were discussed/reviewed during School Visits.</p>
Modified physical activities and games developed and shared with elementary and secondary educators based on Covid Safety Protocols.	September 2020- August 2021	●	<p>Subscription to the Minds Online Physical Health and Education course will continue to increase.</p> <p>Weekly emails with ideas and videos will be sent to staff. Administrators and senior staff will report implementation of these activities.</p> <p>Outcome: Educators offered positive feedback related to the weekly emails, particularly those that included short how-to videos. Registration in the course continued to increase throughout the school year.</p>
A team, led by LESSA, will support the development and coordination of 'intramural' sports, adapted to Covid Protocols	October 2020- August 2021	●	<p>Participation in the events will be monitored. Schools will be encouraged to participate. The goal is to increase the total number of schools engaging in the activities and challenges throughout the school year.</p> <p>Outcome: This initiative was commenced in October, but did not continue as planned because of a pivot to virtual learning for the majority of the system.</p>
Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming during COVID restrictions.	September 2020 – August 2021	●	<p>KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate during COVID. KFL&A and school staff will follow and support COVID protocols so that these invaluable services can operate within schools.</p>

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

Actions	Timelines	Status	Evidence of Success
<p>COVID Protocols - worked with KFLA Public Health on ensuring COVID protocols were established in all schools prior to September 2020 and ongoing</p>	<p>September 2020 – August 2021</p>	<p>●</p>	<p>In consultation with KFL&A Public Health and following Ministries of Education and Labour directives, COVID 19 training and safety protocols were established for all schools and board buildings. Health and Safety Training and COVID 19 Protocols were reviewed prior to the school year start up. Further training provided as required by Ministry of Education after both school breaks and mandated closures. Schools were provided signs to ensure distanced school traffic and adherence to common room capacity levels. Students, staff and community supports were required to screen prior to leaving for school and signs were provided to indicate symptoms and non-entry to non-staff personnel. The screening protocols for staff and students were adjusted regularly to conform to Public Health and Ministry standards, and this information was shared with stakeholders as required. Contract tracing for positive school cases was supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools. Included the set-up of signs for school traffic, screening prior to entry and room capacity limits. Screening protocols for staff and students were established and adjusted regularly to conform to Public Health and Ministry standards. Contract tracing was supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools.</p> <p>Outcome: Completed for face to face learning blocks</p>

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Action Plan W1.2 Mental Health

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams and Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Enhance direct mental health services to students through COVID related funding.	September 2020 - August 2021	●	<p>Created opportunities for elementary (grade 6-8) and secondary students engaged in remote learning through the LDSB Virtual School to access virtual mental health services provided by a registered Social Worker.</p> <p>Outcome: A total of 33 new referrals were made to the end of June.</p> <p>Created opportunities for elementary students engaged in remote learning through the LDSB Virtual School to access virtual mental health supports provided by a Student Support Counsellor.</p> <p>Outcome: A total of 53 new referrals were made to the end of June.</p>
Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team.	September 2020 - August 2021	●	<p>Inclusion of Indigenous representative.</p> <p>Inclusion of Educational Assistant representative.</p> <p>Inclusion of Addictions representative (Kairos).</p> <p>Outcome: The Mental Health Leadership Team includes an Indigenous rep, an Educational Assistant rep and an Addictions (Kairos) rep.</p>
Provide professional development opportunities related to anti-Black and anti-Indigenous racism and its impact on student mental health and wellbeing.	September 2020 - August 2021	●	<p>Resource sharing in the areas of anti-Black and anti-Indigenous racism is a standing item on Educational Services PA days and monthly staff meetings and a focus on ongoing professional learning in order to build staff capacity, unlearn, and action changes to current beliefs and practices.</p> <p>School Mental Health Ontario resources developed to address anti-Black racism shared with the Mental Health Leadership Committee (MHLC) for actioning.</p> <p>Outcome: Release time for professional learning has been on hold due to COVID. However, the monthly resource sharing for Ed Services staff and SMHO resource sharing with the MHLC did happen.</p>
Enhance equitable access to and culturally responsive school mental health supports and services.	September 2020-August 2021	●	<p>Create opportunities for consultation and coaching to school staff regarding social, emotional, behavioral and mental health needs of JK-3 students at risk of suspension/expulsion. This position has been advertised three times.</p> <p>Outcome: A registered Social Worker was hired and began in this position in May 2021.</p> <p>An online self-referral mechanism is accessible on all secondary school websites in November 2020 so that all secondary students can access mental health supports regardless of engaging in person or virtual learning.</p> <p>All Student Support Counsellors and Adolescent Care Workers are trained to provide virtual supports to students.</p>

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, Sue McWilliams and 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 2020 - August 2021	●	Professional learning opportunities for administrators/educators/and, or support staff were provided in the areas of: <ul style="list-style-type: none"> • Promoting student mental health & wellness during the transition back to school • ASIST training • MH LIT: Mental Health in Action • The Third Path – A Relationship-Based Approach to Well-being and Achievement • Foundations in Early Childhood Mental Health Practice Modules • Managing Anxiety at School and Home with Lynn Lyons • School-Based Interventions Related to Student Cannabis Use • Promoting Student Mental Health & Well-being • Kids Have Stress Too! • Suicide Risk Assessment & Management Outcome: Complete
Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH).	September 2020- August 2021	●	Re-launched campaign by distributing resources and promotional materials to all schools to engage and promote staff well-being at the individual, school and organizational level with regular messaging by the Director. Enhanced LDSB staff well-being portal to include a webpage dedicated to information about Not Myself Today. The Mental Health Lead hosted a voluntary virtual learning session for interested ambassadors focused on the importance of the campaign, how to navigate the online staff portal and how to implement the campaign within schools. Outcome: Complete
Participate in training and implementation of school-based intervention to promote resilience and reduce distress among newcomer students.	September 2020 - August 2021	●	Social Workers and Mental Health Lead to attend upcoming 2-day training in the STRONG (Supporting Transition Resilience of Newcomer Groups) Liaise with Equity and Inclusion Consultants and ESL team to develop implementation plan for the 2021-2022 school year. Outcome: Four Social Workers and Mental Health Lead attended the 2-day STRONG training. Implementation will occur after release of Student Census information in September 2021.
Develop a new three-year Mental Health and Substance Use Strategy for 2021-2024.	September 2020 - August 2021	●	Reviewed and considered the information and data provided by School Mental health Ontario Board Scans and LDSB Emergency Remote Learning data. Data from the 2020 LDSB Student Census will be reviewed when available. Engaged key stakeholders, including staff, families, grades 7-12 students and community partners to identify collaborative goals and key strategies to achieve goals. Outcome: The 2021-2024 Mental Health and Substance Use Strategy was completed and shared with Senior Team for approval in June 2021.

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Action Plan W1.3 Outdoor Education

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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 2020 - August 2021	● ●	Compliance with Ministry expectations regarding Outdoor Education Safety. Outcome: All safety considerations outlined by OPHEA are adhered to. Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (i.e. NLS, First Aid, Paddling, etc.) Outcome: The Outdoor Education team completed requisite certifications to prepare for the safe continuation of regular outdoor programming.
Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre.	September 2020 - August 2021	●	Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. Outcome: This work has been stalled because of COVID.
Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes.	September 2020 - August 2021	● ● ● ●	Add lessons to the Minds Online LMS for LDSB teachers to access and use with their classes. Outcome: Over 40 lessons were added to the Minds Online LMS for LDSB teachers to access and share with their classes to support in-person and remote online learning now and going forward. Create accessible online bookings for GLOC staff to visit schools to engage classes in outdoor learning. Outcome: completed. Increase social media presence on Twitter to join the LDSB educators' professional learning network, sharing what learning staff are engaged in, and share more of outdoor learning with the public. Outcome: The Outdoor Education team increased its presence and followership on Twitter, successfully promoting outdoor learning throughout the district. Virtual field trips are being offered to classes during periods of remote learning and can also be arranged upon availability during in-person learning. Outcome: Outdoor Education staff have been supporting educators and students with virtual field trips throughout the school year.

Action Plan W1.3 Outdoor Education (Cont'd)

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Continuing to improve and refine programming offered to students visiting the Gould Lake Outdoor Education Centre.	September 2020 - August 2021	●	<p>Develop pre- and post-visit activities for teachers to engage with students who visit the Gould Lake Outdoor Education Centre.</p> <p>Outcome: The pre- and post- follow-up activities continue to be developed by the Outdoor Education team for regular programming and enhanced itinerant programming provided for 2020-21.</p> <p>●</p> <p>Programming has been adapted to have GLOC staff visit schools to support outdoor learning rather than have classes visit the Gould Lake Outdoor Education Centre.</p> <p>Outcome: For the first time, every school in LDSB was able to book time with the Outdoor Education team to visit their school to support outdoor learning for students.</p> <p>●</p> <p>Revise summer programming offerings to meet most up-to-date public health requirements as per KFL&A Public Health and guidelines from the Ministry of Education.</p> <p>Outcome: The Outdoor Education team hosted four, week-long Nature Camps at four different elementary schools in July and August: Polson Park Public School, Southview Public School, Molly Brant Elementary School and Loughborough Public School for students in Grades 1-3. This is the first time outdoor summer programming was provided for students in this age range.</p>
Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre	September 2020 - August 2021	●	<p>Further collaboration between the Katarokwi Learning Centre (KLC) and Gould Lake Outdoor Education Centre (GLOC).</p> <p>Outcome: Some in-class visits to KLC to support students replaced field trips to GLOC that were not permitted because of COVID-19.</p> <p>●</p> <p>Further enhancement of the presence of Indigenous Education at the Gould Lake Outdoor Education Centre.</p> <p>Outcome: 3 days of educator professional learning were held at Gould Lake Outdoor Education Centre focused on land-based Indigenous Education facilitated by local Indigenous elders and knowledge keepers.</p> <p>Supporting Indigenous Student Leadership days at the Gould Lake Outdoor Education Centre.</p> <p>●</p> <p>Outcome: This work was stalled because of COVID-19.</p>

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 McDonnell, McWilliams, Young and Associate Superintendent 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 2020- August 2021	●	Installation of accessibility features in new builds as per AODA requirements at new Kingston Secondary School and renovations to existing structures as required. Implemented a Facility Improvement Process whereby schools can make proactive requests to remove physical barriers through building modification renovations.
Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals	September 2020- August 2021	●	Implemented revised Administrative Procedure (AP) 302: Student Use of Guide Dogs, Service Dogs and Service Animals and monitored requests: 1 Service Dog at Kingston Secondary School, 1 Service Dog at Napanee District Secondary School. Outcome: Complete
Increase the number of schools participating in purchasing online texts (SORA) to support programming at their school site.	September 2020- August 2021	●	School subscription and student usage will be tracked. Outcome: Implementation of school based accounts proved to be a significant challenge due to problematic customer service, support and communication by Overdrive (SORA). Student usage of system wide subscription increased slightly, but individual schools were unable to create their own accounts to support programming. The subscription will not be renewed and alternatives to SORA will be researched.
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2020- August 2021	●	Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot to be implemented by June 2021 with full implementation in Sept. 2021. Outcome: This did not occur due to school closures from April-June 2021 due to the Pandemic.
Ensure board communication tools are accessible and AODA compliant.	September 2020- August 2021	●	Communications has created an 'Accessibility Tips for Social Media' (YouTube, Twitter, Facebook, Instagram) and shared it with the Accessibility Planning Committee for input. Outcome: Document to be shared with administrators for implementation during 2021-2022 school year.
Ensure board and school websites are accessible and meet Web Content Accessibility Guidelines (WCAG) 2.1	September 2020- August 2021	●	Monsido platform feature was added to websites to ensure ongoing WCAG 2.1 accessibility compliance. Outcome: Monsido platform feature implemented.

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, Sue McWilliams, Alison McDonnell, and Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Administrator Training in Equity & Inclusion	September 2020- August 2021	●	School Principals and Vice-Principals will engage in professional learning regarding Equity & Inclusion at every administrator meeting. Outcome: Complete
<i>See Yourself in Limestone: Student Census</i> will be administered Fall 2020.	September 2020- August 2021	●	Staff administered a voluntary student census for students in Grades 4-12 November / December 2020. Families responded on behalf of students in Kindergarten to Grade 3. Data analysis will take place Summer 2021 with initial findings reporting to begin in Fall 2021. Outcome: A Descriptive Report was created based on the data collected.
Culturally Responsive Relevant Pedagogy	January – August 2021	●	Primary educators in four schools will participate in a CRRP project using Mentor Texts to teach anti-racism with primary students. Outcome: Educator/Administrator professional learning occurred in May and June focused on identifying own bias and positionality and the creation of a skeletal framework for Fall in class sessions.
Monthly Equity Newsletter for all staff	September 2020- August 2021	●	<i>Limestone Lens</i> will be published monthly and emailed to every Limestone employee including Trustees. The newsletter will focus on elements and language of anti-racism as an education tool for staff. Outcome: Complete
English course literature review	September 2020- 2021	●	An audit of course literature will be done by staff with the development of guiding principles for selecting texts with an anti-racist lens. Outcome: Schools completed an audit of course literature in Grade 9 – 12 English classes, which was collated and shared with schools. Audits will be completed over a three year period.
De-streamed Gr. 9 Math Planning	January 2020 – August 2021	●	A plan for the implementation of the De-streamed Grade 9 Math Program will be developed. Outcome: Complete. Educators attended professional learning in Spring 2021 which focused on the “why” of destreaming, and how to best support students in a destreamed classroom through effective instructional practices.
Schools will participate in equity-based projects supported by grants through the Ontario Arts Council.	September 2020- August 2021	●	Students will participate in equity-based projects through funding from the Ontario Arts Council. Outcome: 441 elementary students (33 teachers) in the K-8 virtual school participated in equity-based projects through this funding, along with one high school (LCVI).
Black Community Advisory Committee	January 2020 – August 2021	●	Two Black Community Focus Group meetings will take place Spring 2021 to establish the structure of an advisory committee for 2021-2022.

Action Plan W2.2 Equity & Inclusion (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Sue McWilliams, Alison McDonnell, and Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Minimize disruptions to school attendance and provide stability and continuity for child and youth in care within the education system.	January 2020 – August 2021	●	Worked collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington (FACSFLA) and Tri-Board Student Transportation to provide transportation to students in care who had been removed from their home and benefited from remaining in their home school. Outcome: 8 students have been served. Worked collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington to provide stability supports to children and youth in care. Outcome: Over 230 students have been provided supports through FACSFLA including: Kewaywin Circle Events, BookWorm Reading Program, Psychological Services, tutoring and technology.
Review interview process to identify and eliminate potential barriers for applicants.	September 2020 – August 2021	●	LDSB Equity Consultant observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed. Recommendations have been received and implemented by Human Resources.
Expand outreach to attract more diverse applicant pools when filling vacancies or new positions	September 2020 – August 2021	●	Job opportunities posted to a variety of Job Boards, including the Aboriginal Job Board and the Ontario Alliance of Black School Educators and others . Human Resources continues to explore alternative strategies to further diversify applicant pools.
Standardize job posting templates that include EDI messaging.	September 2020 – August 2021	●	A new See Yourself in Limestone posting template has been developed and implemented with implicit EDI statement.
Include ability for applicants to voluntarily self-identify	September 2020 – August 2021	●	The new See Yourself in Limestone posting template now includes a voluntary self-identification statement. ApplytoEducation also includes the ability to self-identify. As well, LDSB has added the option of choosing pronouns to the ApplytoEducation application form.
Incorporate our commitment to Equity, Diversity, and Inclusion into the hiring process	September 2020 – August 2021	●	All interviews include an Equity, Diversity, and Inclusion component.

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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, Jessica Silver, 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 2020-August 2021	●	Increase current levels of student enrolment which dropped due to COVID-19 from a range of countries by continuing to build further capacity at additional sites to support the growth of international students. Outcome: With the ongoing challenge of changing health and safety requirements and post-pandemic economic factors, the focus was enrollment levels for 2021-2022. International student enrollment Sept 2021 was 107, expected enrollment for Sept 2022 anticipated to be over 200.
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 2020-February 2021	●	The International Education department worked with the Federal Government, Government of Ontario and KFL&A Public Health to create COVID-19 safety protocols, and were granted approval by the Ministry of Education for admission of International Students on December 16, 2020. International students arrived in LDSB beginning January 2021 through February 2021 for inclusion in Semester 2 programming. Outcome: The International Education program continues to follow
Open up different markets for enrollment to increase diversity for the LDSB IEO, specifically: Bangladesh, Czech Republic, Italy, Germany, Vietnam, Thailand. Re-establish link in China.	September 2020-August 2021	●	Connections in all identified markets, and rebuilding enrollment after decline due to COVID-19. There are students attending LDSB from Czech Republic and Italy. Positive market growth has occurred in Italy, Germany, Spain, Czech Republic, France and Turkey. European markets are strong and demand post-pandemic is rising in that area. All international travel currently on hold and attempting to continue connections virtually. Homestay spaces are at a premium due to COVID-19 and recruiting strategy planned for Spring 2021. Outcome: International markets continue to fluctuate based on post-pandemic economic factors. Connections in markets has resulted in
Increase profile and social media presence of the IEO for the board and Internationally	September 2020-August 2021	●	Increased International Education profile within the Board with new website, logos, social media and FAQs for registration. Updated materials have been shared with global partners. International Education presentation to trustees at the April board meeting.
Homestay Recruitment	January 2021-August 2021	●	COVID-19 has impacted the number of homestays for 2020-2021, and 2021-2022. Marketing and communication will focus on homestay recruitment in the Spring of 2021 to ensure enough homestay availability for expected enrollment in 2021-2022.

Strategic Action Plan: 2020 – 2021

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: Director Burra, Superintendents Michèle Babcock, and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
English as a Second Language			
Support the continued professional learning of the K-12 ESL team and align that learning with our current K-12 literacy practices.	September 2020- August 2021	●	Professional learning plan that is ongoing, involves the literacy program team members and is responsive to the learning needs of our K-12 ESL team. ESL team will report a deeper understanding of literacy practices that support K-12 English language learners. Outcome: Complete. The literacy program team and ESL team met three times over the year to engage in professional learning together. Feedback gathered from the surveys following the professional learning demonstrated a deeper understanding and alignment of literacy practices, particularly in the area of oral language development and reading.
Through a co-plan model, K-12 ESL team will build system capacity in the area of utilizing the STEP assessment in order to offer instruction that meets the needs of the ELLs.	September 2020- August 2021	●	Release time offered to the ESL team and the educators will be used to co- plan responsive instruction. Anonymous educator survey data gathered before and after the release time will suggest and increase in comfort and understanding of the STEP assessment, and how to utilize this tool to plan responsive instruction for ELLs. The Concerns Based Adoption Model (CBAM) will form the survey. Outcome: This was able to occur until the last pivot to virtual learning in April 2021. Following release time, both educators and administrators reported increased knowledge toward the STEP assessment tool. Requests for future sessions were received. Results of the CBAM displayed an increase in comfort/decrease in concern.
System audit, review and update of information related to ELL population by ESL team and office administrators.	September 2020- August 2021	●	Increased system understanding of how to correctly register and record English Language Learners in our Student Information System database. ESL team will find fewer errors in the SIS (student information system). Continued communication and learning offered to our community partners related to the correct registration procedures will further facilitate this process. Outcome: The ESL team was able to complete a system audit in the student information system (SIS). However, given the change to a new SIS (Trillium to Aspen), learning within the system and with community partners did not take place.
Create a consistent communication model to use with our ESL team and elementary educators, to support assessment for, as and of learning including expectations around report card contribution.	September 2020- August 2021	●	A standardized communication tool (Google folders) developed between classroom educators and the ESL team will lead to increased communication and collaboration of assessment information. All educators of ELLs will receive ongoing assessment support and collaboration related to report card writing from the elementary ESL team. Outcome: Complete. ESL educators collaborated in report card writing for students they supported. Information and reinforcement of procedures and assessment sharing will continue to be a focus for the upcoming 2021/22 school year.

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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: Director Burra, Superintendents Michèle Babcock, and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
English as a Second Language			
Develop a system transition support document for students with ESL needs that includes communication with our community partners, transition meetings, and system communication between our schools and the LDSB ESL department, upon school registration.	November 2020-August 2021	●	<p>Transition of all ELLs into our schools will be standardized. Administrators and school teams will understand and follow this process. Results following a research project with Queen’s University faculty will further support the development of this tool. Community partners will report an awareness of this tool.</p> <p>Outcome: The research project with Queen’s University was not approved and did not continue. A flow chart for the transition process was created and finalized. Sharing this flowchart in order to standardize the transition and registration process will be a focus for the upcoming school year.</p>

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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: Director Krishna Burra, Superintendent Michèle Babcock and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
French as a Second Language			
Increase student confidence in listening and speaking French (Year 3 of three-year FSL plan)	September 2020-August 2021	●	Educators will participate in professional learning focused on building student confidence in listening and speaking French. Outcome: Limited opportunities were available for professional learning due to COVID-19.
Increase the number of students remaining in FSL programs (Core and Immersion) (Year 3 of Three-year FSL Plan)	September 2020-August 2021	●	Data to date does not indicate an increase over the past year. Outcome: Some students have changed programs for 2020-21 due to interruptions in learning related to COVID-19
Ongoing professional learning focused on teacher practice.	September 2020-August 2021	●	Educators will voluntarily participate in after-school workshops focused on topics identified through an educator survey: Technology; Accommodations / Modifications; Action-oriented French. Sessions will be organized by FSL educator steering committee. Outcome: Optional virtual professional learning sessions were held in February (Technology and engagement in FSL), March (IEPs: Accommodations and Modifications in FSL), April (Oral Language: Increasing confidence and competence through guided speaking), May (Book Creator Info Session).
OPSBA Labour Market Pilot Project to incorporate green screen technology.	September 2020-August 2021	●	Twelve educators will participate in collaborative professional learning to incorporate the use of green screen technology for encouraging greater student engagement in oral language activities and developing educator confidence. Outcome: Green screens and Do Ink app purchased and distributed to 6 core French educators. Professional learning sessions occurred with these educators to co-plan engaging learning activities for students, incorporating CEFR practices.
Professional Learning for Virtual School FSL educators.	September 2020-August 2021	●	Immersion FSL educators will participate in early literacy skills with a focus on phonemic awareness. Core FSL educators will focus on supporting and promoting student oral language in an online platform. Outcome: Synchronous virtual learning sessions were held with Elementary Virtual School Core French educators, focusing on oral language development and confidence and engagement in core French programs.

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 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 2020- August 2021	●	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: Despite limitations on in person training, training has continued for both administrators and worker representatives.
Deliver training for Health and Safety COVID protocols at various points in the year.	September 2020- August 2021	●	All staff were trained in Health and Safety procedures related to COVID 19 and all staff were trained in COVID 19 protocols as developed by the Ministry of Education, Labour and Health. All casual staff were also included in training as were placement students from Queen's and St. Lawrence College. Training reminders and changes were provided to staff when needed and as directed by either the Ministry of Education or KFL&A Public Health. Outcome: Completed initially and also as required with changes to Ministry or Public Health directives.
Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs)	September 2020 – August 2021	●	All staff are now able to report Worker Injuries and Safe Schools incidents (SSIR) online using the same platform and the same program. Outcome: Completed
Development of Health & Safety Training for return to school, related to new COVID Protocols	August 31, 2020 – December 2020	●	New Health and Safety training developed for LDSB COVID context as well as all other mandatory training implemented prior to start of school for students. Outcome: Completed

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 2020-August 2021	●	Level 1 Training will be provided to LDSB staff and Community Partners twice during the 2020/21 school year. Outcome: Unable to complete due to training restrictions as a result of COVID-19
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2020-August 2021	●	Begin planning process for an update to the Police Board Protocol for the 2021-22 School Year. Include various community partners in the planning process and updates to reflect our commitment to equity and inclusion. Outcome: Police Board Protocol Partners are aware of this year's plan to update.

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 2020 - August 2021	●	<p>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. Students moved into the school in December 2020 and started classes in the new facility.</p> <p>Outcome: Complete</p>
Renewal Project Plan	September 2020- August 2021	●	<p>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 2021 and contracts awarded for construction work to begin in spring/summer 2021.</p>

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 Michèle Babcock and Craig Young

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

Actions	Timelines	Status	Evidence of Success
A Green Bin Pilot program will take place in one voluntary City of Kingston school.	September 2020 - August 2021	●	One secondary teacher and their class will participate in a pilot program that uses green bins to dispose of food wastes with the support and partnership of the City of Kingston. Outcome: Complete
Collaborate with the St. Lawrence College data analytics program to build a data portal for our energy consumption in schools.	September 2020- August 2021	●	Six placement students from St. Lawrence College Business Analytics program worked with Facilities Services to build a data portal for school energy consumption. Outcome: Due to a change in personnel within Facility Services Energy Management, the program scope and outcomes are currently under review.
To increase the number of schools who participate in "How our School Works" workshop that focuses on students driving Climate Action.	September 2020 - August 2021	●	"How our school works" workshops were postponed as they have a large activity-based component that involves groups being in close proximity in small boiler rooms etc. therefore social distancing is not possible. Outcome: No schools participated in this workshop. One Virtual presentation was conducted.
Increase number of schools registering as ECO Schools.	September 2020 - August 2021	●	EcoSchools Canada Platform underwent a major overhaul. The changes were made to promote more individual and small group initiatives inside and outside of the school. Outcome: Three schools have registered for EcoSchools this year.
Facility focus on ventilation adjustments, projects, and staff education.	September 2020 – August 2021	●	School Principals received individualized ventilation overview reports. These reports outlined all existing equipment and modifications that have been made to reduce the spread of Covid-19 in their schools. Detailed HVAC inspections were conducted at every school and HEPA units were supplied to all classrooms without mechanically supplied filtered fresh air. Outcome: Complete

Action Plan I1.2 Literacy

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
Empower Literacy Program (Tier 3 literacy intervention tool) will be implemented in 8 schools across our district	September 2020 – August 2021	●	<p>Elementary Literacy Itinerant Team (E-LIT) will be trained in and implement the Empower Program in 4 different schools. 4 SSTs will also be trained in and implement this program in their school.</p> <p>Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys, PAST assessment) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency).</p> <p>Caregiver, educator and administrator feedback will also be gathered throughout the program.</p> <p>Outcome: Complete. Student, family, educator and administrator feedback demonstrated significant increases in student achievement, and student confidence.</p>
The Literacy Team will collaborate with the Speech Language Pathologists (SLP) and Clinicians to consider the <i>Phonemic Awareness Screening Test (PAST)</i> as a metric to determine phonemic awareness, a foundational reading skill, throughout our district.	September 2020-August 2021	●	<p>The Literacy Team will collaborate with SLPs and Clinicians to discuss the feedback on The PAST assessment versus the LDSB Phonemic Screener and will bring recommendations to the Senior Team in May 2021 for a preferred tool. A communication and support plan will also be developed for the district.</p> <p>The Literacy Team will have three meetings with SLPs and Clinicians over the year.</p> <p>Outcome: There were 3 meetings that occurred during the 2020/2021 school year. Recommendations regarding a preferred tool have not yet occurred. Communication and a support plan has been developed and will be released for the 2021/22 school year.</p>
Summer Learning Literacy Conference will be offered to the system to build understanding in the area of phonemic proficiency	September 2020-August 2021	●	<p>Two half day virtual conference sessions with Dr. Kilpatrick on July 6 and 7 is scheduled to occur. 150 LDSB educators are registered.</p> <p>Participants will gain a deeper understanding of phonemic proficiency as a foundational literacy skill.</p> <p>Implementation of the PAST and the activities supporting phonemic proficiency will increase throughout our district during the 2020/2021 and 2021/2022 school year.</p> <p>An exit survey will be used to gather participant feedback, in order to determine next steps in supporting continued educator knowledge and confidence in delivering responsive literacy instruction.</p> <p>Outcome: Over 150 educators attended the Summer Learning conference. The exit survey was reviewed and literacy professional learning for the 2021/22 school year was planned based on the feedback received from the exit survey. Educator knowledge and confidence will continue to be measured and monitored.</p>

Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
Student Support Teachers (SSTs) will explore early literacy learning and intervention during two ½ day learning sessions.	Sept. 2020-August 2021	●	<p>SSTs will increase their understanding of the LDSB Map of Skills, with a focus on student strengths, preferences and needs.</p> <p>Outcome: Complete. Feedback from these sessions led to two additional half day sessions to explore the PAST assessment in order to support the development of phonemic proficiency.</p>
Program team members will provide literacy support to virtual school educators.	September 2020-August 2021	●	<p>Program team members meet virtually with educators to support the use of diagnostics, prevention and intervention strategies, online tools and platforms and high yield strategies. Individual support is provided, in addition to whole group sessions that are offered during 40 minute blocks. While sessions are voluntary, educator attendance will increase, and evidence of high yield strategies will be observed during classroom visits.</p> <p>Outcome: Individual and group professional learning sessions continued throughout the school year. Educators reported positive feedback following the sessions which was used to plan future professional learning sessions. Attendance continued to climb throughout the year. Administrators and Superintendents responsible for virtual school engaged in regular online classroom visits and reported evidence of high yield instructional strategies.</p>
Literacy Program team members and Elementary Literacy Itinerant educators will support educator teams during the school day with a focus on embedding high yield literacy assessment practices into their literacy block. The focus will be using the LDSB Balance and Map of Skills to assess student strengths, preferences and needs.	September 2020- August 2021	●	<p>Educators will increase their understanding of the components of sound literacy instruction. These components will be visible during administrator and school supervisor visits. Educator requests for support from the teams will increase.</p> <p>Outcome: While this work commenced at the beginning of the school year, it was not able to continue as frequently as planned because of a pivot to virtual learning for the majority of the system. This work will continue to be a focus for the 2021/2022 school year. Educator requests for support continued to increase over the school year.</p>
Secondary teachers will continue to engage in individual (due to Covid) professional learning related to the implementation of the First Nations, Metis, and Inuit studies courses. Secondary teachers will continue to work with Knowledge Keepers to bring Indigenous ways of knowing into the classroom (virtually and in person)	September 2020 –August 2021	●	<p>FNMI Studies Support/Coach supported classroom teachers in the delivery of the NBE curriculum, including the purchase of new Indigenous resources for Understanding Contemporary First Nation, Metis, and Inuit Voices (NBE) as well as other courses offered through FNMI Studies. Other engagement for Grade 10 Canadian History students and Grade 11 English students included participation in the Kingston Canadian Film Festival to see a film by Indigenous artists and a “talk back” with the Director</p> <p>Outcome: Individual support was provided to educators, but the work did not continue as planned because of a pivot to virtual learning for the majority of the system.</p>

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site.	September 2020 – August 2021	●	The K-12 Minds Online course is developed, and content continues to be added. 510 educators have signed up for the course. The course is accessed during all professional learning sessions and literacy support sessions. Outcome: This work continues and content continues to be added. Educator registration continues to increase. This past year, there was a significant increase in registration from educators in support positions (ECEs and EAs) as well as school administrators.
Engage English teachers in collaborative discussions on including anti-racism and anti-oppression issues into their classrooms, and how best to engage students to think critically about current world events.	September 2020 – August 2021	●	One voluntary after school session was held for English teachers to continue the collaboration which occurred in the spring with the Black Lives Matter movement. There was interest from educators in continuing the collaboration, but the structure of secondary school with the Octomester model made participating a challenge, due to condensed timelines to meet curriculum expectations. Outcome: This work did not continue as planned because of a pivot to virtual learning for the majority of the system.
Support resource purchase within secondary grade 9, 10 and 12 English classes that incorporate black author voice to increase the diversity of texts students are exposed to within LDSB English classrooms.	September 2020 – August 2021	●	Every school has received resources that increase black author voices in classrooms. Primary focus has been on providing varied texts for grade 9, 10, and 12 English classrooms. Resource lists are being shared with schools throughout the district to support alignment of options. [SJ1][MH2] Outcome: Hundreds of books were purchased for schools for classroom libraries, curricular book clubs, and class novels. Books were purchased primarily for grade 9, 10, 12 and collated lists of purchased books were shared with all schools. Over \$8000 was spent on books to increase the diversity of texts students were exposed to within English classrooms.
A snapshot of core texts that are being read within English classrooms at all grades and pathways will be collected centrally, consolidated, and shared with all secondary English departments for information and to support future collaboration.	December 2020- August 2021	●	English Department heads were asked to share the core texts being read in English classrooms as part of the curriculum. The snapshot of texts was consolidated and will be shared with administrators and English Departments at schools. Outcome: Schools completed an audit of course literature in Grade 9 – 12 English classes, which was collated and shared with schools. Audits will be completed over a three year period.

Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
Support English and Social Studies teachers in teaching texts through an anti-racism and anti-oppression lens.	January - August 2021	●	<p>Secondary teachers will participate in a “Q and A” with an expert to explore the “nuts and bolts” of teaching Own Voices texts. The session will be an introduction session and is in response for more information from teachers who are teaching new texts (Own Voices texts).</p> <p>Outcome: Educators attended a session with Dr. Alana Butler, Queen’s University Faculty of Education on addressing racism in the English/Social Science Classroom. The session included a presentation and Q and A, and was recorded and shared with school administrators and teachers.</p>

Action Plan I1.3 Mathematics

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

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to elementary and secondary virtual school educators.	September 2020 - August 2021	●	Program team members meet virtually with educators to support the use of diagnostics, gap closing strategies, online tools and platforms, manipulatives, and high yield strategies. Outcome: This work continued throughout the year, and
Math coaches in targeted schools will be supported through collaboration and professional learning throughout the year.	September 2020 - August 2021	●	Program team members connect regularly with elementary math coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional and assessment strategies. Outcome: This work did not continue as planned because of a
Program team will support professional learning for secondary math educators, focused on the implementation of de-streamed grade 9 math for September 2021	January – August 2021	●	Mathematics educators are engaging in virtual professional learning which is offered each Octomester. Professional learning has focused on the “why” of destreaming, with LDSB data shared to support the local context for destreaming. Learning has also been focused on improving teacher efficacy to differentiate instruction including high yield instructional strategies, using diagnostic assessments, and closing the gaps in student achievement. Future support will include a focus on the new Grade 9 destreamed curriculum, once it has been released.
Program team will support professional learning with Grade 7 and Grade 8 educators with a focus on transitions for students from elementary to secondary schools.	January – August 2021	●	Educators will have improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9 with a focus on new math curriculum at the Grade 7½ level, and implications for a destreamed grade 9 class beginning September 2021. Outcome: This work did not continue as planned because of a pivot to virtual learning for the majority of the system.
Summer writing teams will create resources and supports for educators to be used with Grade 9 destreamed math.	July 2021	●	A voluntary opportunity will be made available to math educators to join a summer writing team. The goal will be to create resources and supports for educators that are aligned with the strands of the new destreamed math curriculum. Outcome: A summer writing team met during July and August, 2021. The team of 4 math educators and 1 administrator consulted with the equity consultant, the literacy consultant, and the Indigenous re-engagement teacher prior to creating resource: Building an Equitable Math Classroom for educators to support implementation of Grade 9 destreamed math.

Action Plan I2.1 Experiential Learning

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson, Superintendent Michele Babcock

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

Actions	Timelines	Status	Evidence of Success
Increase experiential learning opportunities.	September 2020-August 2021	●	The Experiential Itinerant Teacher continues to visit elementary schools to support CLASS teachers in training and the provision of woodworking and/or culinary programming to Intermediate students. Virtual support has been provided during periods of remote learning. Outcome: 832 intermediate students, 840 junior students, 796 primary students had the opportunity to engage in experiential learning opportunities in a variety of sectors including: Arts & Culture, Construction, Hospitality & Tourism, Forestry, as well as STEM, and a variety of other culinary and technological safety-related learning. Virtual support was provided during periods of remote learning and to the Elementary and Secondary Virtual schools, including supporting 496 secondary students.
Increase participation in Regional and Provincial Skills competitions	September 2020-August 2021	●	Provincial Skills competitions will be held virtually in 2021 due to COVID-19. Outcome: With the provincial pivot to remote online learning, the Provincial Skills competition involved having students compete at home, where feasible. For safety and supervision reasons, many of our students were not able to compete. One secondary student competed in the graphic presentation category, which could be safely done online on a computer from home.
Artist in Residence Virtual sessions for Elementary Virtual School classes.	January 2021-August 2021	●	Through the support of the Ontario Arts Grant funding, art kits will be sent to students for participation in six Artist in Residence sessions with their virtual classes. Sessions will include Visual Art, Music, and Media Literacy. Outcome: 441 elementary students (33 teachers) in the K-8 virtual school participated in equity-based projects through this funding.
Increase cooperative education opportunities for students and expand community partnerships.	September 2020-August 2021	●	Students continue to be offered experiential learning opportunities across a variety of economic sectors based on student interest, and with a variety of community partners. Outcome: Some placements continued face-to-face throughout the school year with public health sector-specific approval while other placements moved back and forth between face-to-face and virtual experiences during periods of remote learning in 2020-21. It was challenging to add new co-op placements as a result of the pandemic. Summer Session (July-August 2021) had 101 students completing in-person co-op placements, up from 85 students in summer of 2020.

Action Plan I2.2 Leadership Development/Succession

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Implement Succession process for the selection of elementary Principal and Vice Principals.	September 2020- April 2020	●	A pool of placement ready candidates is established.
Implement the mentoring program for new leaders.	October 2020 – August 2021	●	All new Principal and Vice Principals are engaged in the Board's mentoring program and achieve the goals of the program in their first two years in the role. Mentoring placed on hold due to COVID and loss of funding from the Ministry. Informal structure implemented virtually spring 2021 for new administrators.
LDSB Staff supporting and instructing the EOSDN Leadership Program as well as staff participating in the program.	September 2020 – March 2021	●	Staff participating and feedback provided by participants indicating positive Updates.
Professional Learning developed and implemented for newly appointed Vice-Principals and Principals.	September 2020 – August 2021	●	A newly developed Professional Learning Series has been development and implemented for newly appointed Vice-Principals and Principals. Sessions began in February and run until May. Focus areas include Absence Management, Health & Safety, Budgeting, Timetabling/Scheduling, Communication and Planning & Organization.

Action Plan I2.3 Universal Design for Learning

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

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Stephanie Sartor

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

<p>Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).</p>	<p>September 2020-August 2021</p>	<p>●</p>	<p>Program Team will continue to engage in professional learning focused on UDL at program team meetings. Tenets of UDL will be embedded into the work that the program team does with educators throughout the system.</p> <p>SSTs and LPS educators will continue their learning in the area of UDL at SST/LPS meetings throughout the year.</p> <p>Outcome: This work has been disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages and school closure due to the pandemic.</p>
<p>An Instructional Data Team Pilot project, including two secondary schools and four elementary schools, will develop a data gathering process that embodies the principles of Universal Design for Learning (UDL).</p>	<p>September 2020-August 2021</p>	<p>●</p>	<p>This process will be used to inform School Learning Plans and will be a continuation of the work that commenced during the 2019/2020 school year</p> <p>Outcome: Due to the Ministry direction to pause work on School Learning plans, the Instructional Data Team pilot was paused temporarily this school year. This work is targeted to begin again during the 2021/22 school year.</p>

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan I3.2 Technology Enhanced Education

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

RESPONSIBILITY: Superintendents Babcock, Silver and Young & Associate Superintendents Sartor and Hedderson

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

Actions	Timelines	Status	Evidence of Success
Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e., use of applications, coding, video recording and pedagogical documentation).	September 2020-August 2021	●	Members of the Program Team will provide professional learning in schools through staff meetings and voluntary after school synchronous sessions in-person or virtually. Outcome: Program Team members embed some of these skills and tools in professional learning sessions with educators and continue to add asynchronous resources to the Minds Online environment. More attention can be paid to coding going forward to support the continued implementation of the revised elementary math curriculum and the revised Grade 9 math curriculum.
Review technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy.	September 2020-August 2021	● ●	LDSB subscribed to the Vetting Applications for Security and Privacy Vulnerabilities (VASP) through the Educational & Computing Network of Ontario (ECNO) along with 60 other Ontario school boards. The VASP Shared Service publishes reports related to applications that have been vetted for Security and Privacy to allow the internal LDSB team to focus on the pedagogical of app requests, ensuring safe, effective technological applications for educators and students to support learning. Outcome: The vetting process is moving slower than anticipated at the provincial level. Updating of internal board website to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service; as well as pedagogical activities for various grade levels in all subject areas. Outcome: The internal website that lists approved apps for LDSB educators and students was updated throughout 2020-21; however, more attention can be given to pedagogical activities for different grades and a different organization of the website by app type.
Increase capacity building in the LDSB approved learning management systems: Minds Online (D2L) & Microsoft Teams	September 2020-August 2021	●	A combination of synchronous and asynchronous learning opportunities will be provided to educators relating to using Minds Online and/or Teams to support both fully remote, hybrid, blended and face-to-face learning. Outcome: Asynchronous resources were developed and stored in Minds Online for Grades 7- 12 educators, with a section for K-6 as well. A Microsoft Teams Support Services site was established and continues to host a variety of documentation and step-by-step videos to support educators. Some members of the Program Team were able to provide in-person support to in-person educators and most attention was given to educators in the Elementary and Secondary Virtual Schools. We expect this work to continue in 2020-21.

Action Plan I3.2 Technology Enhanced Education (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Craig Young, and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Continued creation of virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.	September 2020- August 2021	●	Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing. Outcome: Diagnostics and Gap Closing resources were created by the math team and uploaded to the K-12 Mathematics course in D2L. Almost 800 LDSB educators have registered for the course to regularly access resources.
As a result of the Covid-19 pandemic, an elementary and secondary virtual school will be created for students opting to learn virtually.	September 2020- August 2021	●	Student engagement, student wellness and student achievement will be monitored. Ongoing professional learning will be offered to staff joining the virtual school. Processes (student support, attendance, communication and safety protocols) will be created, communicated with stakeholders, and updated as necessary. A School Advisory Council will be created for both the elementary and secondary virtual schools. Student, staff and parent/guardian surveys will be conducted through the school year to gather data and respond to feedback. Outcome: Complete. Processes were created, implemented and revised as necessary. Student engagement, wellness and achievement was monitored and support plans were actioned as necessary. A School Advisory Council was created for the elementary and secondary virtual schools and feedback from these sessions was collated and shared forward to the 2021/22 administrative team. Surveys were conducted throughout the school year. Data was reviewed and shared in order to inform the 2021/2022 school year planning.
Improve end-user effectiveness with the Microsoft Teams virtual collaboration space.	September 2020- August 2021	●	Continue the development of educator/student/employee/guest support resources that provide guidance relating to the effective use of Microsoft Teams and its associated tools to support collaboration, learning and virtual meetings, and make them available through a SharePoint resource site. Outcome: completed. Online resources continue to be developed and
Targeted hardware supports for educators in LDSB Virtual Schools to assist with supporting full-time online learning, and student success in the virtual space	September 2020- August 2021	●	Targeted technological (hardware) supports to support the delivery of fully online learning through LDSB Virtual Elementary and Secondary schools. Outcome: New educator laptops, dual screens, keyboard, mice and headsets were provided to educators to support their work, along with LDSB soft phone support.

Action Plan I3.2 Technology Enhanced Education (Cont'd)

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

RESPONSIBILITY: Superintendents Babcock, Silver and Young, and Associate Superintendents Sartor and Hedderson

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

Actions	Timelines	Status	Evidence of Success
Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners.	September 2020- August 2021	●	Google Read and Write licenses for all learners were renewed for 2020-2021. Individualized Google Read & Write sessions are offered onsite involving co-plan/co-teach supports related to diagnostic, formative, summative, considerations. Outcome: In-person or virtual support sessions were provided to educators and students upon request.
Improved IT service response to improve technology usage and productivity, emphasizing capacity building.	September 2020- August 2021	●	Expand access to ITS support to include more stakeholders and ways to access support. Outcome: Field technicians checked in with Principals and made weekly visits to schools while students were learning in-person. Analyst staff were engaged in virtual support queues via phone or Microsoft Teams. ITS continues to not only support LDSB staff, but students and parents/guardians directly with both
Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology.	September 2020- August 2021	●	Continue to provide replacement devices to maintain an adequate device to student ratio so technology remains available to the extent possible to support learning. Outcome: We established a ratio of 1.09 students per LDSB student device, through the infusion of new Chromebooks, Windows laptops and iPads for students. 1,794 devices (338 iPads & 1456 Chromebooks) were added to schools between September 2020 and June 2021.
Improve students' home Internet access to make learning and learning supports more accessible.	September 2020- August 2021	●	Hard-wired broadband connections (where available) and Wi-Fi hotspots will be provided at no cost to families to increase access to learning for students during periods of remote learning and to access learning resources as required including during in-person learning. Outcome: In addition to the 50 hard-wired broadband Internet connections provided to LDSB students at home, 155 Rogers MiFi hubs were purchased to
Increase educators' access to current technology systems that provide secure data access to carry out a variety of administrative tasks efficiently and build staff capacity.	September 2020- August 2021	●	Transfer the student information system from Trillium to Aspen and provide training for staff as required in order to use the system effectively for secure access to relevant student information and for the reporting of student achievement. The project is on target for cutover in February 2021. Outcome: The cutover to Aspen, a more modern Student Information System was completed in February 2021, on time, as scheduled. The new Aspen Support Services site provides a wealth of asynchronous learning resources that are ready on-demand. Conversion data continues to be cleaned and new system processes developed. Although some progress has

Actions	Timelines	Status	Evidence of Success
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Action Plan I3.3 Expanded Opportunities

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

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Increase Specialist High Skills Major (SHSM) completion rate.	September 2020- August 2021	●	LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to increase completion rate. Several SHSM sector programs at different LDSB schools have applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates. Outcome: We successfully secured \$254,000 for additional sections to support SHSM expansion in 2021-22 (coop, tech) and for innovation
Former LDSB Focus Programs will move under the umbrella of SHSM to market all programs equitably, to provide clarity for students and families about program options related to technology and the skilled trades and ensure greater consistency in the student experience.	September 2020- August 2021	●	Secondary schools will align former LDSB Focus programs (and OYAP where applicable) to 1 of the 19 Specialist High-Skills Major (SHSM) economic sectors to include a defined bundle of credits, 5-7 sector-specific certifications, 2 coop credits, and other related experiential and reach ahead learning opportunities. Outcome: completed
Evolve the marketing of LDSB programs in technology and the skilled trades given the traditional Focus Program carousel is not possible due to COVID-19.	September 2020- August 2021	●	Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools. Outcome: 5 virtual information sessions were held in the evening to promote SHSM programs in LDSB schools to students and families. Women Mean Business Kingston community group assisted with
Move SHSM program registration for 2021-22 school year online to a central registration process	September 2020- August 2021	●	Implement an online registration process to ensure accurate registration numbers and transparency in terms of who is registered for what SHSM program. Outcome: completed
Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary)	September 2020- June 2021	●	Build the capacity of secondary school to community teachers to support effective pathway planning using MyBlueprint. Outcome: This work was disrupted because of the inability to provide release time for professional learning due to occasional teacher shortages and COVID-19.

Action Plan C1.1 Enrolment Analysis

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

RESPONSIBILITY: Director Krishna Burra, Superintendents Craig Young, and Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Pupil Accommodation Review	September 2020 - August 2021	●	In June 2017 the Ministry announced that new Pupil Accommodation Review (PAR) guidelines will be created and that school boards are not to start any new PAR until the revised guidelines are complete. Draft PAR guidelines were released in February 2018 and a final version was sent to boards on April 27, 2018. The final version mentioned that some additional work on templates and guidelines will be forthcoming in the fall 2018 and a new PAR will take effect upon the release of these resources. The Board still has not received the updated guidelines and as such, the Board cannot begin the process of updating our Pupil Accommodation Review Policy #15. Outcome: Not completed. Waiting on revised guidelines from the Ministry of Education

Action Plan C1.2 Enhanced Communications

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

RESPONSIBILITY: Director Krishna Burra and Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families.	September 2020 - August 2021	●	Ongoing education and support regarding new suite of electronic communication tools including postcards for families promoting various tools including mobile app. Additional training for school administrators and office staff took place on each tool.
Promote year two of Strategic Plan.	September 2020 - August 2021	●	2019-2020 Director's Annual Report featuring Strategic Plan Year-End Update and stories of wellness, innovation and collaboration. Ongoing feature of strategic plan initiatives on social media and See Yourself in Limestone microsite.
Enhance Trustee communication to stakeholders.	September 2020 - August 2021	●	Continued use of "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds.
Rebranding of LDSB logo.	September 2020 - August 2021	●	Rollout of various collaterals related to LDSB rebranding began in Fall 2020. LDSB Brand Guidelines document supports use of new branding in various situations and formats. Digital items swapped out immediately. Static items refreshed at end-of-life and/or as budget allows. All new school signage to incorporate new co-branding.

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan C1.3 Parent Engagement

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

RESPONSIBILITY: Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Support deeper understanding of the Equity Action Plan and how the Parent Involvement Committee (PIC) can support parent understanding and engagement.	September 2020-August 2021	●	Creation of a focus group for caregivers of LGBTQ2S+ students. Participation at meetings will increase. As a result of the Equity presentation in March 2021, School Advisory Councils will engage in initiatives that support equity and inclusion. Outcome: LGBTQ2S+ focus group was created. The group met approximately once per month following the first meeting. Following the equity presentation, PIC members were invited to share school based initiatives that were happening throughout the system. Time at every PIC meeting was given to a school to present.
A Speaker Series focused on Equity, Diversity and Inclusion will be planned	January 2021-August 2021	●	Engagement will be tracked. The Speaker Series will reflect the survey completed by caregivers. Outcome: The PIC Co-Chairs organized and offered a session facilitated by Salem Debs which was well attended.
Create a PRO Grant Committee to review school based PRO Grant applications, and make decisions on how to distribute the available funding	September 2020-August 2021	●	Schools will apply for PRO Grants. Given COVID restrictions related to in-person gatherings, PIC is has set a goal of participation from 25% of all schools. PRO Grant applications will reflect the goals of the Transfer Payment agreement. Outcome: Complete. A process was created and shared with schools. All monies provided for PRO Grants was spent. Applications and outcomes reflected the goals of the original Transfer Payment Agreement.
PIC Bylaws will be reviewed, updated, presented and passed by the PIC committee.	September 2020-August 2021	●	Bylaw review process was completed in November 2020, and bylaws have been posted on the website. Outcome: Complete. Bylaws were reviewed once again in June, with proposed amendments to be passed at the first meeting of the 2021/22 school year.

Action Plan C2.1 Indigenous Education

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Providing direct support to Indigenous students who self-identify.	September 2020 - August 2021	●	<p>For secondary self-identified students, provide pathway-related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor. Outcome: completed</p> <p>● For elementary students - provide direct literacy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students. Outcome: supports for literacy were actioned, however, leadership opportunities were limited due to COVID-19 protocols and cohorting.</p> <p>● Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies. Outcome: completed</p> <p>● Offering direct wellness supports for students who self-identify who are experiencing wellness challenges. Outcome: focus for Indigenous Student Support Counselor and Secondary Engagement teacher</p> <p>● Continue to support the placement of Indigenous Education EAs in schools to support Indigenous Education and Indigenous student activities Outcome: completed as Indigenous EAs were available and schools were in session.</p> <p>● Indigenous students and allies are being offered the ability to attend <i>Soaring by Indspire</i>, virtually in April. Outcome: completed</p> <p>● Elementary gathering and leadership programs at Gould Lake. Outcome: Due to COVID-19 this was not completed.</p> <p>● During COVID-19, resources, school supplies, medicine bundles, outdoor play equipment, and books were sent to more than 90 Indigenous families. Outcome: completed</p> <p>● Tutoring support for both elementary and secondary students to support academic achievement Outcome: completed</p>

Action Plan C2.1 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
Providing direct support to Indigenous students who self-identify.	September 2020 - August 2021	●	Establish an Elementary Indigenous Classroom for students who are unable to engage in both virtual and face to face learning. Focus will be on Ontario Curriculum with access to land and cultural-based teachings Outcome: completed
Indigenous Student Leadership	September 2020 - August 2021	● ●	Indigenous Youth Leadership Program for secondary students to network, explore cultural activities and expanded opportunities within a culturally supportive space. Outcome: Due to COVID-19 we were unable to generate this opportunity for secondary students. Indigenous Student groups/clubs and supports/cultural activities offered in secondary schools with the Indigenous lead at that school. Outcome: Due to COVID-19 we were unable to generate this opportunity for secondary students. Created an Indigenous Drop In opportunity virtually to support Indigenous Leadership at school sites. Outcome: completed. Establishing a secondary Indigenous Student Council similar to the InterSchool Council. Outcome: Making progress as this has been established virtually.
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.	September 2020 - August 2021	● ● ●	Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency. Supported by learning sessions at Gould Lake in Fall and Spring and by inviting teachers to virtual <i>Indspire</i> in Toronto. Outcome: limited ability to provide professional learning due to COVID-19. System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week). Outcome: completed. Resource development: Creating Indigenous education resource bundles (filled with resources and items) that will support the use of the board created resource <i>Getting to Know Turtle Island</i> . Outcome: completed. Providing the <i>Getting to Know Turtle Island</i> document in French. Outcome: completed.

Action Plan C2.1 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.	September 2020 - August 2021	●	<p>Offering a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies or Indigenous Studies. Outcome: 10 teachers were supported with this subsidy.</p> <p>Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency. Outcome: Twenty-two schools were supported with funds to complete</p> <p>Indigenous Education project proposals. Providing the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical and Caretaking staff and some school sites. Outcome: Unable to complete due to COVID-19 protocols.</p> <p><i>K-8 Getting to Know Turtle Island</i> professional learning opportunity to support Indigenous Education. Outcome: some professional learning was completed online, but no face-to-face opportunities due to COVID-19.</p> <p>Indigenous authored books to be sent to all elementary schools for the 2020-2021 school year. Outcome: completed.</p>
Maintaining and increasing an Indigenous education list of resource people from the community.	September 2020 - August 2021	●	<p>Maintaining and increasing Indigenous community partners as resource people to support learning at the system level and in schools. During COVID-19 Knowledge Keepers attended schools and were able to pivot to remote support during provincial closures of schools.</p> <p>Continue to update an Indigenous presenter roster list and share regularly with schools so that they can align their project proposals with appropriate supports.</p> <p>Providing funding to support Indigenous community partners to work with schools across the district. Outcome: completed.</p>
Community engagement and partnership.	September 2020 - August 2021	●	<p>Continue to develop and foster community partnerships to support student and teacher learning.</p> <p>(a) Indigenous Family Network. Outcome: unable to follow through due to COVID-19.</p> <p>(b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program; leadership gatherings. Outcome: unable to complete due to cohort restrictions and unable to gain buy in with virtual opportunities.</p>

Action Plan C2.1 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

<p>Community engagement and partnership. (Cont'd)</p>	<p>September 2020 - August 2021</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>(c) Indigenous Cultural Learning Experiences: Kingston Canadian Film Festival, Gould Lake Outdoor Programming, deer hide preparation, drum making and hand drum/water drum workshops, Orange Shirt Project, legacy projects, increasing cultural spaces indoors and outdoors, Maple Sugar Moon and Strawberry projects. Outcome: some projects were able to be completed prior to COVID-19 restrictions or online, however, many could not be completed.</p> <p>(d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified and increased communications and visuals showing the work we are doing. Outcome: not completed at this point</p> <p>(e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system. Outcome: completed</p> <p>(f) Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board. Outcome: In progress.</p> <p>(g) Following Emergency Remote Learning, the Summer Literacy program worked alongside an Indigenous Knowledge Keeper to indigenize the online learning program. Outcome: completed.</p>
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Action Plan C2.2 Student Voice

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

RESPONSIBILITY: Superintendent Michèle Babcock and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
See Yourself in Limestone: Student Census	September 2020- August 2021	●	Students participated in a student identity-based data collection (closed January 4) that included questions of identity and sense of belonging at school. Outcome: Census data collection complete.
To support varied data collection, the program team and schools will be creating and sharing possible student voice surveys for schools to use in the 'assess' phase of their school learning plan development.	November 2020 - August 2021	●	School learning plans will refer to the student voice survey assessment tools. Outcome: Due to Ministry direction, the development of School Learning Plans were paused for the 2020/2021 school year. This work is scheduled to commence again during the 2021/22 school year.
Through the use of survey tools, students will be invited to offer feedback throughout the school year (i.e., Budget Survey, Virtual Learning Survey)	September 2020- August 2021	●	Student participation will be tracked and responses reviewed for implementation. Outcome: Complete. Responses were reviewed as plans for the 2021/22 school year were undertaken.

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan C3.1 Early Years & Child Care

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

RESPONSIBILITY: Superintendent Michèle Babcock

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

Actions	Timelines	Status	Evidence of Success
Improve Communication with Childcare Providers	September 2020 - August 2021	●	Monthly meetings will be established to support improved communication and collaboration between Limestone and childcare providers. Outcome: Complete
Professional Learning for Kindergarten Educators	September 2020 – August 2021	●	Kindergarten educator teams engaged in professional learning that connected to outdoor experiential learning during Fall 2020. Outcome: No additional professional learning occurred due to elementary OT shortages and school closure due to the pandemic.
Covid Kinder Guideline	September 2020 – August 2021	●	A Covid support document for Kinder educators was developed as guidelines for play-based learning in a Covid world. Ongoing Kinder educator support was available through the Program Team. Outcome: Complete
Establish Eastern Ontario Early Years network.	September 2020- August 2021	●	Limestone will establish and lead monthly Eastern Ontario Early Years network to share strategies and resources to support Early Years programming especially during Covid. Outcome: Complete

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan C3.2 Labour Relations

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Bargaining Preparation: Summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining.	September 2020 - August 2021	●	Central bargaining complete with agreements with all unions. Local agreements established with OSSTF – PSSP, OSSTF – Continuing Education, ETFO Contract Teachers, ETFO – Occasional Teachers, and OSSTF – Contract/Occasional Teachers. Agreement established with CUPE.
Communicate new Collective Agreement language	September 2020 – August 2021	●	Both the Secondary Elementary Contract Teacher and Elementary Occasional Teacher Collective Agreements have been shared with Principals/Vice-Principals, Human Resources and the respective teacher groups, highlighting new language. OSSTF Agreement is being finalized for distribution.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2020 - August 2021	●	Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019.	September 2020 - August 2021	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations in and contract administration.
Collaborate and share information related to COVID and operational implications of various scenarios.	September 2020 – August 2021	●	Several FAQ's developed to support management and employees in responding to and addressing questions related to working conditions in the context of COVID.

Strategic Action Plan: 2020-2021
Year-End Update
Action Plan C3.3 Human Resources Process Enhancements

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Align Health and Safety with Human Resources and enhance support for disability management.	September 2020 - August 2021	●	Align duties between Disability Management Coordinator and Health and Safety Coordinator to facilitate attendance support work.
All unionized employee groups utilizing SmartFind and pay sheets no longer required.	September 2020 - August 2021	●	Finalize testing and verification for ECE and EA group. ECE and EA groups are fully implemented. Maintenance and Caretaking groups are in final stages of testing for reporting absences in SmartFind to alleviate need for paper Short- Term Leave Forms. Go live date May 3, 2021.
Continue to focus on attendance support and work with provincial Disability Management network to problem solve increasing employee absences.	September 2020 - August 2021	●	Continue to manage on case-by-case basis as necessary.
Working with Facilities Services supervisors, modify hiring practices to ensure more effective and sustainable hires.	September 2020 - August 2021	●	Shortages of casual staff have been reduced and succession reliability has improved for hiring from casual staff to permanent positions. Group interview process has been implemented with this employee group.
Review EA staffing process to address concerns with respect to system flexibility and ability of schools to better support students with significant needs, including providing potential solutions for considerations in bargaining.	September 2020 - August 2021	●	As was the case for the 2020-2021 school year, the implications of the pandemic continue to create further conditions that will build on the ideas implemented during the 20/21 hiring process. Efficiencies continue to be achieved with positive results focused on increasing stability for students, EAs and schools.
Plan a Support Staff Leadership Induction Program that includes a series of workshops/training for supervisors and managers focused on the development of effective leadership practices.	September 2020 - August 2021	●	This work has been paused due to the pandemic.
Development and implementation of Workplace Accident, Incident & Violence Reporting platform.	September 2020 - August 2021	●	Fully implemented. Continued modifications made to enhance system based on feedback.
Develop and build partnerships with community organizations to advance Equity, Diversity and Inclusion goals.	September 2021 – August 2021	●	Engaged with Keys to explore ways to support the advancement of EDI goals, including signing the Inclusion Charter, which aims to create and promote safe spaces for marginalized populations. An EDI self-assessment survey was sent to LDSB staff at the end of June to provide a baseline for our work together moving forward from which Keys developed three recommendations to support HR in our work.