Algonquin & Lakeshore
Catholic District School Board

Multi-Year Strategic Plan

2020-2025

Priority #1	**FAITH**
Direction #1	Build intentional Catholic environments that express the richness of our faith.
CGE	A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
UNSDG Link	#3 – Good Health, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Build capacity to ensure that all schools reflect our Catholic beliefs.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Ensure that all schools, classrooms (elementary & secondary) and blended learning environments embody our Catholicity.	Ensure that all school entrances are inviting and distinctly Catholic. Play Christian Music on school Public Announcement (PA) systems during transition times and collective gatherings. Display faith-based posters, board theme banners, etc. in public spaces. Establish and use co-constructed prayer tables. Display crucifixes and Ontario Catholic School Graduate Expectation (OCSGEC) posters. Ensure that all virtual learning environments reflect our faith values.	All sites look and sound Catholic as evidenced by visual and audio indicators. Growth/change evidenced by comparing the results of the pre- and post- audits.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • Special Assignment Teacher (SAT) of Religious Education • School administrators • Managers How: Create and implement pre and post audits to evaluate all ALCDSB sites for Catholicity.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School leaders • Catholic School Councils • Parish Priests • Secondary School Chaplaincy Leaders • Faith Life Liaisons • Classroom teachers Capital: • Funding for Ontario Catholic School Graduate Expectation posters • Board Theme Promotional funding • Funding for Prayer Tables

Priority #1	**FAITH**
Direction #1	Build intentional Catholic environments that express the richness of our faith.
CGE Link	A caring family member who attends to family, school, parish and the wider community.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #2	Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Build on the relationship between schools and parishes by engaging administrators and clergy.	Implement a book club on *A Pastor's Journal* for school leaders and parish clergy.	Track participation of school leaders and clergy in the book club through pre and post survey data and interviews. Schools leaders and clergy provide feedback on contents of resource. Track how schools and parishes implement ideas from the resource through pre and post survey data and interviews. Best practices are shared with ALCDSB Religious & Family Life Education Department to add to ALCDSB best practices resource.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School Leaders How: The Religion and Family Life team will report to the Board of Trustees annually.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School leaders • Clergy • Secondary School Chaplaincy Leaders Capital: • Funding to purchase copies of *A Pastor's Journal*
Encourage schools and parishes to promote events to increase family engagement.	Support all staff in schools and parishes to develop strategies to regularly exchange content to promote events of mutual interest on school and parish media.	Increased frequency in promotion of school and parish events on school and parish media (websites, newsletters, social media, bulletins, etc.). Schools to create a schedule based on key dates in school and parish calendars.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School Leaders • All ALCDSB staff	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • ALCDSB Communications Officer

			How: Create and implement a pre and post Media Promotion Assessment Tool to track efficacy.	• School Leaders • Chaplaincy Leaders • Clergy • Catholic School Councils • All ALCDSB staff
Collaborate with (Arch) diocesan staff to nurture home/school/parish relationships.	Work with (Arch)diocesan staff to build best practices to nurture home/school/parish relationships.	ALCDSB Religious & Family Life Education Department to meet with Archdiocesan Pastoral Staff to develop a list of best practices and resources. Best practices are shared with ALCDSB Religious & Family Life Education Dept. to add to ALCDSB best practices resource.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education How: Hold meetings with Archdiocesan Pastoral Staff. Cultivate draft resource: ALCDSB Best Practices to nurture home/school/parish relationships.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • Archbishop • Archdiocesan Pastoral Coordinators

Priority #1	**FAITH**
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Implement board themes in all classrooms (K to 12) and communally within schools in curricular and extra-curricular events (Link to 5-Year Board Themes Plan in which themes are connected to Scripture, Renewing the Promise, Catholic Social Teaching, the Ontario Catholic School Graduate Expectations, and the United Nations Sustainable Development Goals).	Plan Faith Day for each school site with the "All are Welcome in This Place" pastoral theme as the focus. Use pastoral-theme resources to evangelize and accompany staff and students in faith formation.	Creation and implementation of the August 31 Faith Day content. Development of resources to support "All Are Welcome in This Place" theme (Liturgies, Faith Sharing, discussion guide, etc.) Track the use of "All Are Welcome in This Place" resources among students and staff through survey data and interviews.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School Leaders How: Review the results from the Faith Day Exit Card. Create a survey to measure the engagement in the pastoral theme that is to be completed by staff, Faith Life Liaisons and students. Audit school social media activity to assess engagement with the annual pastoral theme.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School Leaders • Faith Life Liaisons • All Staff • Students • Clergy • Catholic School Councils Capital: • Funding for the promotion of Board Themes

Priority #1	**FAITH**
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #2	Build staff capacity to fulfill the dual mandate of Catholic education (including faith in all aspects of education).

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Improve educator understanding of Religious and Family Life Education programming.	Provide Ontario Catholic School Graduate Expectation resources to all schools. Support the Implementation of Grade Seven *Growing in Faith, Growing in Christ* Program. Provide students and staff with engaging resources to support Religious & Family Life Education programming.	Resources are distributed to all schools. Teachers are provided with professional development (PD) on the grade seven religious education program. Continue to support students and staff with engaging resources that connect to themes in Religious & Family Life Education programming.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • School Leaders How: Collect pre and post survey and interview data from staff on professional learning needs and growth in learning.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education Capital: • Funding for Ontario Catholic School Graduate Expectation Booklet & Poster • Funding for Growing in Faith, Growing in Christ resource
Increase opportunities to support faith formation for all members of the community that are inviting, engaging, and purposeful.	Offer and promote Religious Education Additional Qualification (AQ) (Part 2) for teachers and administrators in October 2020. Offer and promote Religious Education AQ (Part 1) for teachers and administrators in February 2021.	Staff and student interest/ participation in faith formation opportunities. Achieve the minimum enrollment to run all Religious Education Additional Qualification Courses.	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • School Leaders • Faith Life Liaisons

	Establish virtual faith formation opportunities for all staff. Collaborate with Archdiocese to continue to offer the Witness Faith Day to students in Grade 6. Schools collaborate with the Religious & Family Life Education department to share resources via the Religious & Family Life Education website (school liturgies, lessons, activities, videos, etc.). Promote experiential learning opportunities for faith formation (outdoor centres, retreat centres, churches, conferences.)	New faith formation opportunities are offered to staff. Expansion and promotion of Religious & Family Life Education website resources (specifically Liturgy & Prayer page) Continue to offer the *Witness* Faith Day in Belleville and Kingston and analyze student/staff exit survey data to assess spiritual engagement. Seek feedback from staff on their professional learning needs.	How: Collect survey data from staff on faith formation needs and growth. Track staff participation in faith formation opportunities.	• All Staff • Clergy • Archdiocesan Youth Coordinator Capital: • ALCDSB Professional Growth Fund • Funding for Additional Qualifications Course, Adult Faith Formation and Witness Faith Day

Priority #1	**FAITH**
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #3	Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Increase understanding of the Seven Themes of Catholic Social Teaching and their connection to the annual Board themes.	Align ALCDSB Social Justice Committee priorities with the Catholic Social Teachings associated with the Board pastoral theme. Support practices of sustainability and respect for God's creation through Pope Francis' encyclical: *Laudato Si.*	ALCDSB Social Justice Committee agendas and newsletter align with the pastoral theme Catholic Social Teaching priorities. Track that schools will have artifacts reflective of the Seven Themes of Catholic Social Teaching and *Laudato Si.*	Who: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education How: Audit school social media activity to assess engagement with the Seven Themes of Catholic Social Teaching and *Laudato Si.* Track ALCDSB Social Justice Committee Meeting minutes.	Human: • Superintendents of School Effectiveness • Coordinator of Religious Education • SAT of Religious Education • ALCDSB Social Justice Committee • School Leaders • Faith Life Liaisons Capital: • Funding for the Social Justice Committee

Priority #2	**EQUITY AND WELL-BEING**
Direction #1	Promote a culture of equity in ALCDSB.
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
UNSDG Link	#10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.	Create an equity plan to encompass equity goals in all departments. Set the stage for its implementation. Develop monitoring tool for staff and school principals.	Equity plan to be completed by December 2020. Implementation to begin in January 2021.	Who: • Superintendents of School Effectiveness • Principal of Innovative and Inclusive Catholic Practices • Coordinator of Religious and Family Life Education • SAT of Caring and Safe Schools • SAT of Religious and Family Life Education How: All departments involved in the soft implementation (January to June 2021) will provide updates of progress made (exact monitoring tool to be developed concurrently with the equity plan).	Human: • Religion and Family Life Staff • Various school board contacts (outside of ALCDSB) • Community partners Capital: • Funding for the development and implementation of the Equity Plan

Develop a consistent board-wide response to the Truth and Reconciliation Commission's Calls to Action that is reflected in each school's School Improvement Plan for Student Achievement and Well-being (SIPSAW).	"Build student capacity for intercultural understanding, empathy, and mutual respect" through meaningful and relevant educational programs that are delivered uniformly and equitably (Truth and Reconciliation Commission of Canada (TRC)). Identify and plan teacher training to support goals in school SIPSAWs.	Implement an online survey to identify school needs with regards to meaningful and relevant indigenous program delivery. Begin co-developing a resource (with teacher and Indigenous leaders) that can be used board wide K-8 in order to strengthen a consistent response to the TRC Calls to Actions (62 + 63).	Who: • Superintendents of School Effectiveness • SAT of Indigenous Education • Principal of Innovative and Inclusive Catholic Practices How: Monitor program engagement and success through conferencing, student and teacher feedback forms (exit tickets and surveys), and documentation of student learning. Track authentic feedback through conversations and participation with Indigenous leaders and community involvement.	Human: • Superintendents of School Effectiveness • SAT of Indigenous Education • Principal of Innovative and Inclusive Catholic Practices Capital: • Honorarium for Indigenous leaders and community partners • Professional Development funds for release and materials • Family support materials
Increase school leader and educator capacity to address specific individual student needs.	Build educator competency and understanding in supporting students with special needs through professional development opportunities (ASD AQ Course, Safety in Numbers Initiative, Social Skill Development Program, Mindful Educators Training).	Implement pre and post surveys and track follow-up sample group(s) to identify shifts in participants' literacy, practical application of mental health and social emotional learning skills in the classroom with students and track educator participation and feedback to inform future professional development opportunities.	Who: • Superintendents of School Effectiveness • Administrators • Mental Health Lead • Coordinator of Student Services • SATs • Student Services • Mental Health Leadership Team (MHLT)	Human: • Coordinator of Student Services • MHLT • School Mental Health Ontario board coach • Children's Treatment Centres (therapist/supervisor) Capital: • Special Education funding and select Ministry of Education grants

	Build staff capacity (awareness and knowledge) related to foundational mental health promotion practices (Welcome, Include, Understand, Promote, Partner), Intentional and Integrated Social Emotional Learning (SEL) and Mental Health literacy skill building, classroom support strategies, positive mental health and addictions and substance use, how to recognize early signs of difficulty and how to get supports both within ALCDSB and pathways to community supports. Review Tiered Intervention model for therapy services (Occupational, Physical, Speech and Language) delivered in schools.	Track implementation of targeted mental health and social emotional learning programming by surveying a sample of educators and school leaders regarding improved self-efficacy. Individual Education Plans (IEPS), Behaviour Support Plans (BSP), Safety Support Plans (SSP), Well-being Support Plans (WSP) show implementation of responsive programming, interventions, proactive strategies and skill building with students. Positive changes in student attendance, Middle Years Developmental Inventory (MDI) and Early Years Developmental Inventory (EDI) scores, and Compass survey data School-based educators work with registered health professionals in and out of the classroom to support student participation goals.	How: Create pre and post Professional Development surveys on educator efficacy. Monitor student-centred and responsive programming through auditing of IEPs, BSPs, SSPs, and WSPs. Monitor student attendance data, MDI and EDI scores, Compass survey data. Generalization of therapy goals evaluated by Children's Treatment Centres, ALCDSB central and school staff, parents and students – data collected ongoing.	• Funding for the Mental Health Addictions and Well Being Strategy

Priority #2	**EQUITY AND WELL-BEING**
Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Create conditions for all members of ALCDSB to recognize, understand, and apply social-emotional learning and mental health skills in all areas of their lives.	Implement the final year of the existing Mental Health, Addictions, and Well-being Strategy (MHAWS). Build staff competency and understanding of self-care and supporting positive well-being for all students using a multi-tiered system of support. Create opportunities for student Mental Health and Addictions engagement and leadership in classrooms, across school communities and at system level. Engage parents and guardians on positive mental health and addictions and substance use and abuse.	Implement pre and post surveys and track follow-up sample group(s) to identify shifts in participants' literacy and practical application of mental health and social emotional learning skills. School visits and classroom observations illustrate students using developmentally appropriate Social emotional learning sand mental health skills while at school. Student voice, engagement or leadership in SEL and positive mental health promotion activities identifiable in each school. Families in our schools and staff across our community engage in mental health learning and positive mental health skill building opportunities.	Who: • Superintendents of School Effectiveness • Administrators • Mental Health Lead • MHLT Sources of Data: • EDI • MDI • Compass school connectedness survey • Attendance Data • School Health Needs Assessment • Student Voice • Catholic School Council • MHLT How: Create pre and post Professional Development surveys on staff efficacy.	Human: • Student Services • Central Well-being and Child Youth Worker Team • SATs • Coordinators • MHLT • Disability and Wellness Human Resources Staff • Board Employee and Family Assistance Program • Student mental health champions in schools • Catholic School Council Chairs • Community Partners Capital: • Funding for the Mental Health Addictions and Well Being Strategy

	Use MDI and EDI and Compass survey data to address student-identified gaps in overall health and well-being through SIPSAWs.	Track implementation of targeted mental health literacy and social emotional learning programming across classrooms and schools by surveying a sample of classrooms, educators and school leaders regarding improved self-efficacy. Positive changes in student attendance, MDI and EDI scores, and Compass school connectedness survey results.	Create pre and post presentation surveys on parent/caregiver efficacy. Fall and Spring uses of the Leading Mentally Healthy School Reflection Tool and Mentally Healthy Classroom Reflection Tool for Educators.	

Priority #3	**ACHIEVEMENT AND INNOVATION**
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.
CGE Link	An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of Gospel values.
UNSDG Link	#4 – Quality Education
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Execute the five-year Science of Reading PD Plan.	Build educator understanding of Phonological Awareness and Phonemic Awareness. Train educators to assess Phonological Awareness and Phonemic Awareness (Classroom Teachers, Special Education Resource Teachers (SERTs)). Support educators in planning student-centred instruction using Phonological Awareness and Phonemic Awareness assessment results.	School leaders will observe early years educator teams and SERTs leading lessons focused on Phonological Awareness and Phonemic Awareness. Compare and contrast progress Phonological Awareness and Phonemic Awareness assessment data from set points in the year. Track attendance at training sessions. Educator survey data collected and reviewed after each training session to track improvements in efficacy. Students indicate that they are confident.	Who: • Superintendents of School Effectiveness • School Leaders How: Principals will use a board-generated checklist to record observations of effective Phonological and Phonemic Awareness instructional practices in their schools and share evidence during Superintendent visits. Principals will update Superintendents and other school leaders on progress about the use of the practices described above at monthly Family of Schools (FoS) meetings.	Human: • Superintendents of School Effectiveness • School Leaders • ALCDSB Science of Reading Team Capital: • Funding to release school teams to attend the professional learning sessions • Funding to provide phonological awareness training and resources

Establish, disseminate, and facilitate the use of a context specific Education Quality and Accountability Office (EQAO) preparation protocol in order to establish a board-wide norm of literacy and numeracy as cross-curricular endeavour.	Develop materials to support EQAO preparation protocol based upon data analysis, practice tests, moderated marking, and direct, individual student feedback. Implement said protocol in Grade 9 Applied math courses in all schools designated either by the Ministry or the board as requiring additional support in mathematics. Implement a cross-curricular approach for preparing for the Grade 9 EQAO assessment of mathematics Ministry-designated secondary schools. Implement a cross-department approach to literacy and numeracy. Develop a tool for use of principals to monitor effective cross-curricular literacy and numeracy instructional practices.	School leaders (secondary) will show evidence of numeracy integrated into other course areas during Superintendent visits. Grade 9 EQAO math results will improve in targeted schools. Each SIPSAW will contain literacy and numeracy goals. Track attendance at Professional Learning Communities (PLCs).	Superintendents of School Effectiveness will use the ALCDSB Formal Visit Form to monitor implementation of the above described practices during school visits. Who: • Superintendents of School Effectiveness • School Leaders • Secondary Department Heads How: Through a longitudinal study, principals will collect artifacts of the protocol in use (i.e., annotated EQAO result Excel files, practice tests developed by school teams, results of student work on said tests) to attest to the implementation and impact of the protocol. These will be shared with Superintendents during school visits as well as during Family of Schools meetings. Through a longitudinal study, principals will use a board-generated tool to monitor effective cross-curricular literacy and numeracy instructional practices in their schools and share evidence during Superintendent visits. Superintendents will monitor implementation of SIPSAW goals via school visits and conferences with school leaders.	Human: • Curriculum SATs • School leaders • Classroom teachers • SERTs Capital: • Funding to release educators for professional learning sessions

Develop educator capacity in supporting second language learning programming.	Form a team of 8-12 French as a Second Language (FSL) champion teachers to participate in the Eastern Ontario Staff Development Network (EOSDN) centre d'excellence so that they can provide mentoring and instructional strategies across the board. Establish and roll out a protocol for student-led self-assessment practices in FSL for students in grade 4-8, created by the FSL Steering Committee. Develop and implement a board-wide policy for English Language Learners' (ELLs) programming needs from K-8, as well as a culturally responsive program to welcome new learners into the system. Develop tool for Principals to monitor effective second language learning instruction.	School leaders will observe educators and students for improvement in engagement and proficiency in their second language learning. FSL champion teachers will be established. The FSL Steering Committee will produce the student-led self-assessment tool. An ELL policy will be presented to the board by year-end.	Who: • Superintendents of School Effectiveness • School Leaders How: Through observation, and with the use of a board-generated tool, principals will monitor effective second language learning instructional practices in their schools and share evidence during Superintendent visits.	Human: • Curriculum SATs • FSL Steering Committee • Classroom teachers Capital: • Funding through the Official Languages in Education budget • Partnership with EOSDN centre d'excellence

Instructional coaches will work with teachers to use the professional learning cycle Professional Learning Cycle to focus on student work and move teaching and learning in numeracy forward.	Educators will identify 2-3 students of mystery, develop learner profiles and collaborate with colleagues about student centred learning opportunities. School teams will select an appropriate math task and educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will be placed along a developmental continuum of learning. Instructional strategies will be implemented and effects on students of mystery will be documented by educators. Collaboration will occur iteratively to gauge the impact of educator moves on student learning. School teams will select a second appropriate math task. Educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will move further down the developmental continuum of learning, as applicable.	School leaders will observe educators implementing the agreed upon educator move. Use of the UDL framework is evident in planning and instruction. School leaders will observe new professional learning as educators and incorporate it into their practice. Student work samples analyzed by CASMT. Track PLC attendance and minutes. Compare and contrast progress of snapshots of students' placement along a developmental continuum over time.	Who: • Superintendents of School Effectiveness • School Leaders How: Principals will attend all PLCs and make note of the tasks, outcomes and instructional decisions that are discussed. Principals will collaborate with educator teams throughout the CASMT process. Principals will work with educators to determine dates and times for classroom visits to monitor the implementation of agreed-upon educator moves over time. Principals will provide educators with constructive feedback after each visit. Through a longitudinal study, principals will share evidence during Superintendent visits. Superintendents will monitor implementation of school mathematics goals via school visits and conferences with school leaders.	Human: • Superintendents of School Effectiveness • School Leaders • Instructional Coaches Capital: • Funding for educator release time, a minimum of twice per cycle

	Evidence from practice will inform next steps in supporting each student of mystery. Collaboration will continue to build professional capacity and to celebrate successes. When the school team feels ready, the process will be completed with a new focus.			
Develop and implement the Effective Mathematics Classroom Framework (K-12).	Develop the Effective Mathematics Classroom Framework (K-12) (EMCF) as a tool that will provide a constant visual reminder of the many-faceted nature of good math instruction, allow school leaders to take stock of current math instructional practices in their schools, and facilitate universally designed professional learning (fall 2020). Present the EMCF to school leaders; obtain their feedback on topics of highest priority in their schools (fall 2020). Develop professional learning modules for identified topics (fall 2020). Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics (winter-spring 2020-21).	Completed Effective Mathematics Classroom Framework (K-12) (with initial flight of modules also completed). Compare and contrast Increased school leader efficacy in delivering mathematics PD through the analysis of pre and post survey data.	Who: • Superintendents of School Effectiveness • School Leaders • Secondary Department Heads How: Survey principals to gather feedback about the effectiveness of the EMCF. School leaders will use the EMCF in fall 2020 and again in spring 2021 to take stock of their schools' strengths and needs regarding mathematics pedagogy. Superintendents will monitor implementation of SIPSAW goals via school visits and conferences with school leaders.	Human: • Curriculum SATs • Board Numeracy Lead Capital: • Funding to release educators for professional learning sessions.

Develop a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams.	Partner with a Faculty of Education (York U) and develop Math (Primary/Junior) Part 1 (fall 2020). Promote, offer and run Math Part 1 (spring 2021).	Track the number of teachers who enroll and complete the course. Conduct teacher pre and post surveys of the course to measure capacity and confidence with Math instruction.	Who: • Board Numeracy Lead • Curriculum SATs How: Board Numeracy Lead and Curriculum SATs delivering the course will collect enrolment data and survey results.	Human: • Curriculum SATs • Board Numeracy Lead Capital: • Funds through the Professional Growth Fund to partially subsidize the cost of the course

Priority #3	**ACHIEVEMENT AND INNOVATION**
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.
CGE Link	A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
UNSDG Link	#4 – Quality Education
Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Establish and implement a mentorship initiative centred around the Universal Design for Learning Framework to promote the spread of student-centred teaching and learning throughout ALCDSB.	Cultivate student-centred learning champions to mentor peers in the transition from theory to practice.	By the end of the year, we have mentors ready to welcome observers in 21/22.	Who: • Superintendents of School Effectiveness • School Leaders How: Guide educators to build capacity and monitor growth in the mentorship process using a self-assessment tool for readiness.	Human: • Curriculum SATs • School leaders • Classroom teachers Capital: • Funding to support the PD of educator mentors

Build capacity around inquiry-based learning and innovative practices, including pedagogically sound technology integration	Focus on intermediate programming at ALCDSB to become more globally and culturally responsive. Weave Innovation and technology challenges into the curriculum of the grade 7/8 program.	Collect pre and post survey data to assess school and teacher needs for interest and support. School leaders will use quantitative data to measure the implementation of agreed upon educator moves into inquiry-based learning. School leaders will support and facilitate new professional learning as educators incorporate inquiry into their professional practice. Students will participate in an Innovation Celebration in June.	Who: • Superintendents of School Effectiveness • School Leaders How: Principals will collect evidence on the implementation of inquiry-based instructional practices in their schools with the use of a board-generated observational tool. Principals will update Superintendents and other school leaders on progress vis-à-vis the implementation of inquiry-based learning at monthly Family of Schools meetings. Superintendents of School Effectiveness will use the ALCDSB Formal Visit Form to monitor implementation of inquiry-based learning during school visits.	Human: • Curriculum SATs • Student Success team • School leaders • Classroom teachers • Technology Enabled Learning and Teaching Contact (TELT) SAT • Data Research SAT Capital: • Professional Development for intermediate teachers in inquiry based learning • Funding to ensure equitable access to resources required to support inquiry

Launch a three-year implementation plan for International Education (IE).	Audit the current organizational structure and budget attached to all current aspects of international education. Expand IE into all high schools. Develop and implement an initial brand and marketing strategy in an international context to recruit fee-paying international students. Establish networks across Canada, with a focus on Ontario school districts and the Ministry of Education, Loyalist College, St Lawrence College and Queen's University. Establish a regional marketing and cross-promotion strategy that includes our post-Secondary education partners and other school districts. Revamp Homestay Process. Acquire and implement an online student registration process, payment system and homestay database. Acquire and implement a student/parent online pre-arrival Orientation Program. Acquire and implement an agent management and marketing system.	Increase the IE enrollment from the year previous. Establish articulation agreements with Loyalist and St. Lawrence College. Create a new International Education Website. Expand networks across Canada. Increase the number of active agent agreements.	Who: • Principal of International Education • International Education Coordinator How: Principal of International Education will meet with the Director of Education on a quarterly basis to review progress on objectives and key results.	Human: • International Education Advisor/Coach Capital: • Funding for new International Education Website, Brochures • Board Social Media Platforms • Funding for student and agent recruitment including online fairs

Priority #3	**ACHIEVEMENT AND INNOVATION**
Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.
UNSDG Links	#3 – Good Health & Well-being, #4 – Quality Education, #5 – Gender Equality, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
By the end of Grade 12, students will acquire knowledge, skills and perspectives that foster their understanding of their fundamental connections to each other, to the world around them, and to all living things. *(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).*	Promote and support teaching and learning practices that utilize outdoor learning spaces, ALCDSB Outdoor & Environmental Education (OEE) Centres and Environmental Education community partners.	Compare and contrast in-house Outdoor & Environmental Education program participation data. Track community subsidized Outdoor & Environmental Education program participation data. Track school based Outdoor & Environmental Education program participation anecdotal data from school administrators. Students articulate an understanding of the importance of their Outdoor & Environmental Education experiences in their assessments.	Who: • Superintendents of School Effectiveness • SAT for Outdoor and Environmental Education How: Collect participation, observation and interview data. Follow-up with classroom teachers to evaluate impact of OEE experiences on students.	Human: • SAT for Outdoor and Environmental Education • Board and community stakeholders • Classroom educators Capital: • Funding for Outdoor and Environmental Education

Develop resources and supports to promote the design and delivery of engaging and effective experiential learning and pathways planning opportunities.	Build capacity through inquiry-based community-connected experiential learning through Family of Schools networks and SHSM, OYAP and SCWI programming. (SHSM = Specialist High Skills Major OYAP = Ontario Youth Apprenticeship Program SCWI = School College Work Initiative)	School leaders will observe best practices for experiential learning, including the explicit teaching, learning and application of the Experiential Learning Cycle, the global competencies, and reflective mindsets. Participation rates of students in SHSM, OYAP, Dual Credit and SCWI will keep pace with the provincial rates for participation and completion plus reflect the increase in capacity building among educators.	Who: • Superintendents of School Effectiveness • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead How: Data is tracked to monitor students' participation, retention, and success rates in various programs.	Human: • Classroom teachers • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead • TELT SAT • SAT Capital: • Funding through Experiential Learning, OYAP, SHSM, Student Success (Dual Credit Planning Table) and SCWI
	Deepen and broaden the comprehensive implementation of schools' education and career/life planning programs to meet the learning needs, interests and aspirations of all students in Grades 7-12.	School leaders will observe the application of the education and career/life planning four-step inquiry process and learning in artifact and reflection portfolios for the purpose of pathways exploration, planning, and goal setting. Grade 8 and 12 Exit Surveys will provide opportunities for students to express their views, expectations, needs and abilities on all matters related to their career/life planning programs.	Who: • Superintendents of School Effectiveness • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM lead teachers • Dual credit teachers How: Student exit surveys will be used to collect data.	Human: • Classroom teachers • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM lead teachers • Dual credit teachers Capital: • Funding through Student Success, OYAP, SHSM, and SCWI sources

Empower students to exercise agency over their own learning by fostering student independence, voice, choice and problem-solving in collaborative and innovative learning environments.	Design of learning environments will reflect evidence-based research on conditions supportive of fostering student agency, e.g. flexible learning spaces for peer collaboration, integrated technology and accessibility K - Adult Education.	Students develop their own learning profiles and communicate their interests, strengths and needs. Classroom learning environments and learning tasks will show evidence of choice for students. Students' knowledge and skills utilizing current technologies and applying them effectively in appropriate contexts is documented by classroom teachers. New school construction reflects ALCDSB vision for 21st century teaching and learning (OECD 2030), and the United Nations Sustainability Goals.	Who: • Superintendents of School Effectiveness • School leaders Annual learner profiles collected by classroom teachers in September, reviewed and updated in February. School Principal and Vice Principal document observations and provide feedback to teachers. Student Surveys and exit cards are used to inform educator planning. Student use of system devices and software are monitored by Learning Technology Services. Capital improvement initiatives in current facilities and new school construction reflect participatory processes where student voice is included.	Human: • Classroom teachers • TELT SAT • Data Research SAT • Curriculum SATs • Plant and Planning • LTS • Administrators • ALCDSB Multi-disciplinary Team

Priority #4	RESOURCE MANAGEMENT
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB.
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
UNSDG Link	#4 – Quality Education
Goal #1	Support the Growth and Development of the ALCDSB.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Realign Financial Services resources to provide more central support to schools and other Board departments.	Enhance central procurement support and resources for the system (schools and central departments). Create efficiencies in financial services processes to better align resources with the overall needs of the system.	Availability of training materials, tools and resources to schools and departments to best support their procurement needs. Training plans created for staff for onboarding purposes and refreshers. Staff are following the purchasing policy and administrative procedures as demonstrated through analysis of purchasing data. Track the value-added projects that Financial Services staff can complete due to efficiencies created in the more clerical aspects of the roles. Projects are completed based on estimated timelines.	Who: • Manager of Financial Services How: • Analyze purchasing metrics • Survey of staff on service and effectiveness of changes that have been implemented • Receive updates from staff on projects that are underway to create efficiencies and/or enhance service to schools/ departments • Track efficiency projects and ideas in a list and monitor progress to ensure projects are moving forward • Engage other departments to provide ideas on where efficiencies would help improve their work	Human: • Financial Services Department Capital: Each project will be assigned a budget if required and be preapproved before project commences.

Implement and monitor the Board's Long-Term Accommodation Plan.	Construct a new Catholic Elementary School in Kingston West. Construct new St. Joseph Catholic Elementary School (Belleville). Continue to pursue Ministry funding for replacement and expansion of Our Lady of Mount Carmel (Amherstview) school facility and St. Gregory (Picton).	Construction projects proceed according to schedule. Ministry Capital Priorities Funding allocations secured for new projects.	Who: • Plant and Planning Services Management Team How: • Track Construction Contract Administration. • Make regular reports to Board.	Human: • Plant and Planning Services Staff • Consultants • Contractors Capital: • Ministry of Education Capital Funding Allocations
Develop and implement Employee Capacity Building Processes and Programs.	Review and update job descriptions. Hold bi-monthly Board-wide orientation sessions. Develop an on-boarding checklist for each position. Develop an orientation booklet. Develop and implement a performance evaluation process for employees (excluding teachers).	All job descriptions are reviewed on a three-year cycle and are up to date. Orientation and On-boarding program are developed and communicated to staff. All employees are evaluated within the timelines and cycle as defined in the process.	Who: • Senior Human Resources Administrator • Human Resource Officers (Recruitment and Staffing) • Human Resources Coordinator How: Create focus group to assess onboarding system training needs, checklists and orientation information. Human Resources to gather feedback from focus group to assist in the development of a performance evaluation document.	Human: • Human Resources • Financial Services • Plant and Planning Services Staff • Student Services • Administrators • LTS • Bargaining Agents and Associations Capital: Employee and focus group travel and time to attend/ participate in board-wide orientation and planning sessions.

Review and streamline Human Resources processes to align with other central departments.	Integrate the Board's callout system (EasyConnect) with payroll to automate absence tracking and timesheet generation. Automate the short-term leave approval process. Implement a PD scheduler that integrates with the Board's callout system to automate the registration process and align with the callout system.	The use of OTTR is eliminated. Absence tracking and approvals is automated and paper forms are eliminated. PD is scheduled through the Scheduler. Evidence of increased cross-departmental initiatives, such that duplication of processes is eliminated. Regular meetings are held between HR and Finance to discuss process review and amendment.	Who: • Superintendent of Human Resources • Human Resources Coordinator How: Track key dates in the Project Implementation Plan.	Human: • Human Resources Coordinator • Payroll Supervisor • Finance Officer • Payroll • Data Base Administrator Capital: • Apply to Education Contract
Allow parent/guardian access to student information.	Create a parent portal that securely grants parents access to academic and financial resources.	Parent adoption tracked by user login data. Measure the efficacy of the parent portal as a communication tool through pre and post surveys and interviews of both parents and teachers.	Who: • LTS Client and Business Services Teams How: Present the results of the survey data to the Board of Trustees annually.	Human: • LTS Business and Client teams Capital: • D2L parent portal tool • Azure AD authentication services

Launch annual campaign for the new Multi-Year Strategic Plan.	Create the following promotional plan: • Videos • Social media messaging • Website promotions (school and board) • One-pager outlining new board mission, vision, values statements and priorities • New interior signage for all schools and buildings promoting the new board mission, vision and values statements	The Director's Office will develop a checklist and timeline for the implementation of the promotional plan.	Who: • Communication Officer How: Report bi-weekly to the Director of Education on the progress of the campaign.	Human: • Graphic Designer • Video Production • Swag Enterprises Capital: • Board Social Media Platforms
Launch Leadership Part 1 – Aspiring Catholic Leadership from the new Catholic Leadership Development Program.	The Aspiring Catholic Leadership course will be offered in six evening sessions between October and May. The course will be taught through a blended-learning model by current board school and system leaders. Launch a promotional plan which includes an online and hard copy brochure. Establish Leadership Pathway Charts for all positions of added responsibility.	Track staff participation and completion for succession planning through pre and post surveys and interviews. Chart participants intentions to seek the role of Department Heads, Special Assignment Teacher, Coordinator, Vice-Principal, Principal and Superintendent of School Effectiveness through semi-structured interviews.	Who: • Superintendent of School Effectiveness with responsibility for the Catholic Leadership Development Strategy • Director of Education How: Report bi-monthly to the Director of Education on the progress of objectives and key results.	Human: • Current and future school and system leaders Capital: • Board Social Media Platforms • Brochures

Increase the consistency and reach of Board social media communications.	Obtain a social media generator to input and schedule automated tweets and messages. Increase the use of relevant hashtags on Twitter and Instagram so that Board posts are more widely shared.	Increase Board Social media followers • Twitter by 10% • Facebook by 10% • Instagram by 200%	Who: • Communication Officer How: Report monthly to the Director of Education on the progress of our social media objectives.	Human: • Communication Officer Capital: • Board Social Media Platforms

Priority #4	**RESOURCE MANAGEMENT**
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB.
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
UNSDG Link	#4 – Quality Education
Goal #2	Protect the Assets and Resources of the Board.

Actions (to achieve Goals)	**Timeline** 20/21	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
Develop short and long-term financial and operational strategies that will provide for a balanced budget.	Create a process for regular monthly financial reconciliations and reporting to better monitor and analyze operating and capital results throughout the year. Investigate a multi-year budgeting model to better assess the future financial impact of decisions made. Create a robust cash management strategy for the Board.	Monthly reports are completed and analyzed. Budgets and resources are allocated to ensure key priorities are met. Budgets are balanced where possible. Cash is available when required to maintain operations.	Who: • Financial Services • Senior Management How: Provide regular updates to budget holders on status of accounts. Present interim financial reports to Board of Trustees. Complete Board's Estimates and Revised Estimates financial reports.	Human: • Financial Services • Superintendent of Finance and Business Services • Manager of Financial Services • Accounting Supervisors • Budget holders

		Improved understanding by budget holders of their expenditures and financial processes.	Monitor the use of the Board's credit facilities and report this to Senior Administration/ Board where appropriate Monitoring the use of the Board's credit facilities and reporting this to Senior Administration/Board where appropriate	
Monitor and operationalize a multi-year strategic audit plan for the board using sound risk management practices.	Complete a multi-year risk assessment in coordination with the Regional Internal Audit Team (RIAT) and align the audit plan with identified risks. Coordinate audits in areas identified during the multi-year risk assessment. Work with RIAT and central departments/schools to implement recommendations from audits to strengthen internal controls and find efficiencies and process improvements across the Board.	Development of a multi-year risk assessment heat map. Audit Reports from RIAT to the Audit Committee.	Who: • Financial Services • Audit Committee • Superintendent of Finance and Business Services • Manager of Financial Services How: Follow-up reports from RIAT to the Audit Committee outlining the status of recommendations.	Human: • Senior Administration

Operationalize and monitor a facility renewal and maintenance program for schools that best aligns resources with Board priorities.	Engage the Board's Facility Enhancement Review Committee to consider improvements to current processes that would best align resources considering: LTAP, system priorities (i.e. UDL), local priorities, equity of outcomes, ongoing refresh of schools, accountability and transparency. Develop presentation materials and a communication strategy for the system which describes the capital and school operations funding which our Board receives and how these resources are allocated. Implement new Ebase Facility Management and Work-Order software system with enhanced functionality for all users.	Track improved alignment of resources. Track the level of understanding of the board's capital and school operations funding from our stakeholders through pre and post survey data. Track improved efficiencies of the new Ebase Facility Management and Work-Order software system.	Who: • Plant and Planning Services Management Team How: Reports to Administration and to Board of Trustees.	Human: • Plant and Planning Services Management Team • Facility Enhancement Review Committee Capital: • Ministry of Education Capital Funding Allocations • School Operations Grant
Develop efficiencies in the Board's Disability and Wellness Program and its processes.	Streamline processes to ensure a timely return to work when appropriate. Enhance current communication to ensure information flows in a timely manner between supervisor and Disability and Wellness. Strive toward a reduction in the magnitude and duration of employee absences.	Timelines are developed and met for: • Follow-up on absences • Medical updates • received within the prescribed timelines • Medical clearance for RTW and employee's RTW • Completion of GRTW process	Who: • Senior Human Resources Administrator • Human Resources Officer • Disability and Wellness Coordinator • Human Resource Coordinators	Human: • Disability and Wellness • Employees enrolled in the Disability and Wellness program • Administrators • Managers • Supervisors

	Monthly posts on the Board's website to promote worklife balance and healthy lifestyle choices.		How: Track department statistics. Review Parklane Reports. Review School Board Cooperative Inc. (SBCI) Absence Study. Present quarterly analytical and statistical reports to Senior Administration.	Financial: • Contract with SBCI and Parklane Systems
Develop and implement a comprehensive Occupational Health and Safety (OHS) System.	Track incidents of workplace violence in the online reporting tool to identify preventative and remedial actions to reduce overall incidents. Regular OHS updates to Administrative Council. Conduct internal and external audits to ensure the OHS system is functioning, and that Senior Administration, supervisors, and employees are accountable for occupational health and safety. Ensure occupational health and safety is part of the Board's orientation and onboarding program. Create a training matrix for all employee groups that is tied to risk assessment.	Track reduction in Incidents. Reports are provided regularly to Senior Administration. Employees and Supervisors are made aware of the internal responsibility system. Monthly inspections are completed and remediation of OHS issues are addressed. Plan is developed that includes an OHS component. Matrix is created, and employee training occurs as required.	Who: • Occupational Health and Safety Officer How: Present SBCI Annual OHS Report to Board of Trustees. Review Parklane Reports. Keep records of annual training and testing of employees through Safe Schools. Track OHS training records.	Human: • Occupational Health and Safety Officer Financial: • Contracts with SBCI, Parklane Systems and Safeschools

Improve Asset Tracking system.	Purchase and configure a new unified asset and ticket system. The software should support multiple Board departments. Integration of asset and ticket systems into Plant and LTS (ebase).	Increased ability to run accurate and timely reports. Evidence-based decision making based on data. Reduction in the number of lost or stolen devices.	Who: • LTS Client Services Team • Service desk technicians How: A task list for inventorying all school kept and completed.	Human: • LTS Client Services Team Capital: • EBase Software
Implement ALCDSB Cyber Security Strategy.	Create and maintain a fulsome disaster recovery plan for the Board to minimize the amount of potential loss in a period of interruption. Implement best practices to create a culture of proactive security processes to best protect the Board from cyber breaches to maintain confidentiality and integrity of data.	Monthly testing of backup integrity will be done verifying that process is working as designed. Weekly review of server security logs will inform LTS of the nature and severity of cyber-attack. Solicit feedback from employee groups concerning the adequacy of Cyber security training.	Who: • LTS Business Operations Department How: On a monthly basis, the LTS Business Operations Supervisor and security analyst review security posture and events with LTS manager.	Human: • LTS Business Operations Department • Network Analyst Capital: • Azure Cloud Infrastructure • EndGame Server Monitoring • Microsoft End-Point Protection services • Microsft A5 licences

Privacy awareness campaign for all Board employees.	Create an educational campaign around Privacy Risk Awareness which will include: • D2L training videos • Alignment with HR onboarding • Social media messaging and educational campaigns • Website information • Posters or other take-aways that remind staff of their obligation under the Board's Privacy policies • PD for staff • Tips and best practice techniques • Update of Board policies and procedures	Reduce the level of potential risk of breach of privacy and personal information of staff and students. Work with internal auditors to ensure efforts are noted in annual audits. Ensure all privacy work is in alignment with legislative requirements.	Who: • Privacy Officer How: Report monthly to the Director of Education on the progress of our privacy awareness objectives.	Human: • Privacy Officer Capital: • Board Social Media Platforms • D2L Platform • Ministry Legislation and Regulations

Thank you to the MYSP Steering Committee for your commitment in overseeing and supporting our Board's process in the development of our new vision, mission and values statements and strategic priorities.

Committee Member	Stakeholder Group	Committee Member	Stakeholder Group
Grace Bowry	Student Trustee	Theresa Kennedy	Superintendent of School Effectiveness
Breanne Bradshaw	Superintendent of Finance & Business Services	Michelle Lamarche	Superintendent of Human Resources
Kelly Canning	Elementary Teacher	Major Erica Lidington	Military – CFB Kingston
Sheena Cassidy	OECTA President (local)	Kristene Long	St. Lawrence College
Theodore Christou	Queen's University	Sarah MacInnis	Learning Services
Jessica Couture	Parent	Lori McCaw	Special Assignment Teacher
Andy Coxhead	Loyalist College	Charlie Mignault	Smith School of Business, Queen's University
David DeSantis	Director of Education	Anthea Murrell	Speech Language Pathologist
John DiPaolo	United Way KFLA	Anne Nahorny	St. Lawrence College
Teresa Dodwell	Elementary Principal	Wendy Procter	Trustee
Brian Evoy	Trustee	Roger Romero	Pathways to Education – Kingston
Michael Faught	Secondary Principal	Karen Shannon	Superintendent of School Effectiveness
Sister Jeannette Filthaut	Sisters of Providence	Terri Slack	Superintendent of School Effectiveness
David Giroux	Superintendent of School Effectiveness	Gord Taylor	Tri-Board
Lisa Gorrell	Secondary Principal	Paloma Turnbull	Parent
Nadia Gundert	Coordinator- Youth Ministry, Archdiocese of Kingston	Erin Walker	Assistant to the Director of Education
Nienke Hoedeman	Elementary Principal	Father Francis Zambon	Parish Administrator, Holy Name of Mary, Saint Charles Borromeo, and Saint Vincent DePaul Catholic Churches
Liz James	CUPE President (local)		

Algonquin & Lakeshore
Catholic District School Board