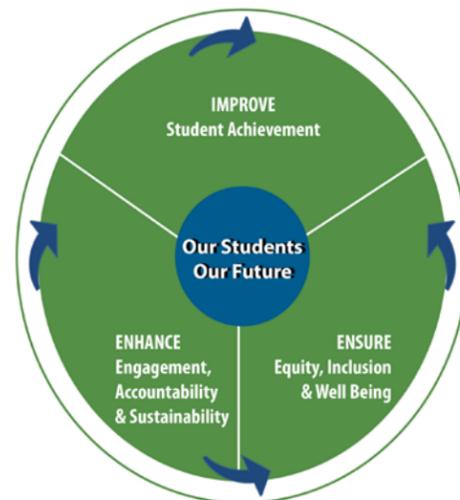
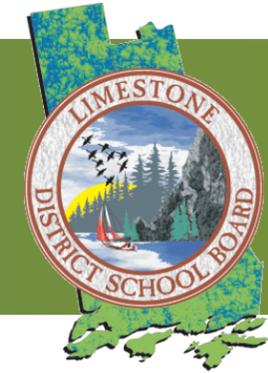


Strategic Plan: Year 5 of 6 Year Plan

Year-End Report for 2013-2014



Our mission is to prepare students within safe and inclusive environments to embrace a changing world as life-long learners and informed, responsible citizens.

LDSB Strategic Plan: Year 5 of 6 Year Plan
GOAL 1: IMPROVE Student Achievement

We are committed to improving overall achievement and closing achievement gaps for all students in every school. Our Board and all staff share the responsibility to model life-long learning, teamwork, leadership and continuous improvement to help all students reach their full potential.

Lead Personnel

- Director of Education
- Assistant to the Director and Safe Schools
- Superintendent of Education, Program (2)
- Supervising Principal of Student Success
- Supervising Principal of Special Education
- Supervising Principal of School Effectiveness
- Superintendent of Business Services
- Superintendent of Human Resources

Communication of Progress

- Education/Human Resources Committee
- Strategic Directions Report
- Special Education Advisory Committee

KEY OBJECTIVES (5-6 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR-END REPORT (Year 5)	PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2015?	What action will we take?	What is the status of Year 5 Initiatives?	What progress has been made toward achieving our Success Indicators?

<p>1.1 Student success and achievement levels will be increased.</p>	<p>1.1.1 The goals of <i>Reach Every Student: Energizing Ontario Education</i> and the Limestone District School Board Improvement Plan for increasing overall achievement in language and mathematical literacy, as reflected on school based and provincial assessments, are met or exceeded. This will be measured at the secondary level through credit accumulation (at least 85% of students working towards a high school diploma earn sixteen credits by the end of grade 10 and at least 85% of students working towards a high school diploma graduate within five years.)</p>	<p>1.1.1a Elementary teachers and administrators will participate in job-embedded professional learning with a focus on critical thinking skills through collaborative inquiry to increase student achievement in reading and writing through the Student Achievement Division Initiatives.</p> <p>1.1.1b Elementary teachers and administrators will participate in job-embedded professional learning with a focus on process and problem solving skills through collaborative inquiry to increase student achievement in mathematics through the Student Achievement Division Initiatives.</p>	<p>1.1.1a and b Initiative successfully completed. All elementary school teachers (including educational services staff) and Administrators participated in site-based professional learning sessions through a collaborative inquiry model. The focus of each inquiry was directly aligned with the needs of students as outlined on the School and Board Improvement Plan.</p> <p><u>System Implementation and Monitoring</u> The inquiry this year deepens our understanding of the connections between high yield instructional strategies to support effective design and implementation of instructional tasks that cultivate critical thinking. School Improvement Teams from fifteen schools (Bayridge, Cataraqui Woods, Centreville, Enterprise, Glenburnie, JR Henderson, Joyceville, Odessa, Perth Road, Selby, JG Simcoe, Sir John A Macdonald, Southview, Storrington, and Sydenham) participated in collaborative learning sessions on September 26th, November 21st, January 24th, March 28th and May 8th. Additionally, teachers participated in co-planning and co-teaching with colleagues in their schools.</p> <p><u>Ontario Focused Intervention Partnership (OFIP)</u> Teachers and administrators from First Ave. Frontenac, Prince Charles and The Prince Charles participated in professional learning based on the strategies and actions identified on their School Improvement Plans in reading, writing and math.</p> <p><u>Student Work Strategy (SWS)</u> Select teachers from Cataraqui Woods, Glenburnie, Loughborough, Perth Road and</p>	<p>1.1.1 Elementary K – 8 Provincial Report cards: June 2014 student achievement data (percentage of students meeting or exceeding provincial standard)</p> <p>Primary Reading 68% (62% in February 2014) Writing 60% (56% in February 2014) Math 80% (78% in February 2014)</p> <p>Junior Reading 73% (70% in February 2014) Writing 69% (66% in February 2014) Math 78% (75% in February 2014)</p> <p>Intermediate Reading 75% (71% in February 2014) Writing 71% (69% in February 2014) Math 72% (71% in February 2014)</p> <p>1.1.1 Secondary Assessments The number of schools that had a proportion of students at or above provincial standard greater than the 2013-2014 board average; ENG 1P: 5 of 11 ENG 2P: 7 of 11 MFM 1P: 5 of 11 MFM 2P: 6 of 11</p> <p>74% of students in Grade 9 academic English achieved the provincial standard (-5%) from 12 - 13. 64% of students achieved provincial standard in grade 9 applied English in 2013-2014. (+2%) 66% of students achieved provincial standard in grade 9 locally developed English in 2013-2014. (+1%)</p>
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			<p>Winston Churchill collaborated with the SWS teacher in the classroom and examined student work. They collaboratively used their knowledge, evidence and research to inform next steps for student learning and instructional practices to improve student achievement.</p> <p><u>Collaborative Inquiry for Learning- Mathematics (CIL-M) K - 6</u> In the fall, Primary and junior teachers from Loughborough, Prince Charles and The Prince Charles participated in the Collaborative Inquiry for Learning-Mathematics project with a focus on improved mathematics instruction through the problem-solving process. Teachers, administrators and consultants participated in the co-learning, co-planning and co-teaching of mathematical concepts and processes. Teachers from Collins Bay, Holsgrove and Perth Road participated February – May 2014.</p> <p><u>EOSDN Collaborative Inquiry for Learning – Mathematics (CIL-M) Gr. 6 – 10</u> In the fall, teachers from Enterprise, Frontenac, Land O Lakes, North Addington, Rideau Heights, JG Simcoe and Tamworth participated in the Collaborative Inquiry for Learning-Mathematics project with a focus on improved mathematics instruction through the problem-solving process. Teachers, administrators and consultants participated in the co-learning, co-planning and co-teaching of mathematical concepts and processes. Teachers from Amherst Island, Amherstview, Bath, Fairfield, First Avenue, Granite Ridge, Marysville and Odessa participated during the winter.</p> <p><u>Early Primary Collaborative Inquiry (EPCI)</u> Sixteen teachers (K-2), five ECE's and four administrators from five schools (Clarendon, Granite Ridge, Land O Lakes, North Addington</p>	<p>80% of students in Grade 10 academic English achieved the provincial standard (-6%) from 12 - 13. 58% of students achieved provincial standard in grade 10 applied English in 2013-2014. (-9%) 55% of students achieved provincial standard in grade 10 locally developed English in 2013-2014. (-13%)</p> <p>70% of students in Grade 9 academic math achieved the provincial standard (-1%) from 12 - 13. 51% of students achieved provincial standard in grade 9 applied Math in 2013-2014. (-6%) 66% of students achieved provincial standard in grade 9 locally developed Math in 2013-2014. (+2%)</p> <p>64% of students in Grade 10 academic math achieved the provincial standard (0%) from 12 - 13. 53% of students achieved provincial standard in grade 10 applied Math in 2013-2014. (-3%) 70% of students achieved provincial standard in grade 10 locally developed Math in 2013-2014. (+1%)</p> <p>1.1.1 87.4% of grade 9 students achieved 8 or more credits as of June 27th, 2014. (-0.8%)</p> <p>79.4% of grade 10 students have 16 or more credits as of 27th, 2014. (-0.7%)</p> <p>86.9% of grade 10 students have 15 or more credits as of June 27th, 2014. (-0.7%)</p>
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		<p>1.1.1c Elementary administrators will participate in professional learning through collaborative inquiry with a focus on instructional leadership through the <i>Leading Student Achievement Project</i>.</p> <p>1.1.1d Teachers and administrators in seven elementary schools will participate in professional learning through the District Review process.</p> <p>1.1.1e Through involvement in the New Teacher Induction Program, new teachers will participate in professional learning related to literacy, mathematics, differentiated instruction, assessment, evaluation, assistive technology and Aboriginal Education.</p>	<p>and Tamworth) worked collaboratively with the Student Work Strategy teacher and the Elementary Consultant on developing a growth mindset with students, specifically in the area of perseverance and stamina.</p> <p>Core French Collaborative Inquiry All elementary Core French teachers participated in a collaborative inquiry with a focus on one or more of the following: oral language, action-oriented tasks, differentiated instruction and assessment and evaluation.</p> <p>Tri-Board French Collaborative Inquiry Twenty LDSB elementary and five secondary French teachers, along with teachers from ALCDSB and HPEDSB, participated in professional learning with a focus on differentiation, critical thinking and oral language in FSL classrooms</p> <p>1.1.1c Initiative successfully completed. All elementary Principals and Vice Principals participated in monthly professional learning related to the goals and strategies identified on the School and Board Improvement Plan in mathematics.</p> <p>1.1.1d Initiative successfully completed. District Reviews were completed in eight elementary schools (Sydenham, Lancaster, Polson Park, Rideau, Calvin Park, Odessa, Yarker and Enterprise) by June 2014.</p> <p>1.1.1e Initiative successfully completed. New elementary teachers and mentors participated in ongoing professional learning specific to the New Teacher Induction Program (NTIP). The professional learning included LDSB policies and procedures, critical literacy,</p>	<p>77.5% of grade 11 students have 23 or more credits as of June 27th, 2014. (no change from June 2013)</p> <p>85.0% of grade 11 students have 22 or more credits as of June 27th, 2014. (+1.4%)</p>
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		<p>1.1.1f The Manager and Parent Facilitators in the Parenting and Family Literacy Centres will participate in professional learning to support the implementation of strategies and recommendations in accordance with Ministry requirements.</p>	<p>problem-solving in mathematics, assessment and evaluation, differentiated instruction, high yield instructional strategies, education for all, assistive technology and Aboriginal Education. New French teachers will participate in professional learning specific to French instruction.</p> <p>1.1.1e Professional Learning specific to the NTIP process was completed by new Secondary teachers. The professional learning included LDSB Policies and Procedures, and mentor support. NTIP teachers have also been supported by the learning series, Procedures into Practice.</p> <p>1.1.1f Initiative successfully completed. The Manager and Parent Facilitators in the Parenting and Family Literacy Centres participated in separate professional learning opportunities to further support their on-going learning and to better provide Early Years family support for families and children in our community in accordance with the Ministry requirements. Professional Learning included: Early brain development and attachment, Play/inquiry and emergent learning in the PFLC, Observation and documentation - making the link with the ELFDK Program, Family Support and Courageous Conversations, Infant Mental Health Program (The Hospital for Sick Children), Self-Regulation, Making Sense of Play, Making Sense of Preschoolers, Women and Opioids/Methadone, Attachment Disorders, Kids Have Stress Too.</p>	
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		<p>1.1.1g Educational Services will provide job-embedded professional learning for elementary school to community teachers and district learning centre teachers through collaborative inquiry to increase student achievement.</p> <p>1.1.1h Specific elementary schools will offer after-school programming in reading and mathematics (Right to Read and Math In Action) to students achieving below the provincial standard as identified by the schools.</p> <p>1.1.1i Tutors in the Classroom will support K-6 students in literacy and mathematics in specific elementary schools.</p> <p>1.1.1j School effectiveness support visits will occur at two identified secondary schools this year.</p> <p>1.1.1k Guidance, Learning Program Support and Student Success will facilitate an integrated approach to supporting all secondary students.</p> <p>1.1.1l Secondary schools will align expanded opportunities through a revised Focus Program proposal available to students, with recent labour market trends maximizing their learning and preparing them for graduation.</p>	<p>1.1.1g Complete - All elementary school to community teachers and all district learning centre teachers participated in school based collaborative inquiries.</p> <p>1.1.1h Initiative successfully completed. Students in thirty-four elementary schools are supported by the Right to Read after-school program. Students in six elementary schools were supported by the Math in Action after-school program.</p> <p>1.1.1i Initiative successfully completed. K-6 Students in twenty elementary schools are supported by a Tutor in the Classroom.</p> <p>1.1.1j School effectiveness support visits including student focus groups, staff focus groups, classroom visits and staff debrief occurred at the two designated secondary schools.</p> <p>1.1.1k All Guidance Heads, Lead Student Success and Learning Program Support attended 3 full days of Professional Learning centered on developing an integrated approach to supporting all secondary schools.</p> <p>1.1.1l A new Focus Program proposal process was introduced to Secondary schools in the Fall 2013 that aligned many of the Expanded Opportunities available to students. SHSM in 2012-13: 10 Sectors, 22 programs, 245 participants, 104 students graduated with their SHSM Red Seal. OYAP, In 2013-14, 182 participants in more than 30 different trades identified with the Ministry of Training Colleges and Universities.</p>	
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		<p>1.1.1m Members of the Secondary Program Team will facilitate professional learning with teacher leaders and administrators from all schools as part of the School Effectiveness Network. The purpose of this learning will be to help develop and implement school plans for student achievement, and professional learning plans.</p> <p>1.1.1n All schools will administer the <i>Tell Them From Me</i> student survey, and some schools will implement the Tell Them From Me parent and teacher surveys. The results of these surveys will inform the needs assessment of school improvement plans, and will be used to supplement monitoring actions at each school.</p> <p>1.1.1o Teachers and administrators at each secondary school will engage in Collaborative Inquiry professional learning. Members of the Secondary Program Team will provide support to school-level facilitators with the implementation of this learning.</p>	<p>Twenty five students will sign a Registered Training Agreement in addition to receiving their Ontario Secondary School Diploma.</p> <p>1.1.1m Members of the Secondary Program Team facilitated School Effectiveness Network days with board-wide involvement. SEN teams met monthly. The district SEN met four times. Schools were given resources, access to the School Effectiveness Network website, time and support to develop and implement School Plans for Student Achievement and Professional Learning Plans. Teacher leaders and administrators engaged in professional learning on various topics including; Evidence-Informed Decision Making, Monitoring, Student Engagement, Growth Mindset and the School Effectiveness Framework.</p> <p>1.1.1n The Tell Them From Me student survey was completed by 9 704 students in 58 schools. Parent Surveys were administered by all schools. The student survey data was used to inform the Board and School Plans for Student Achievement as part of the Needs Assessment. Support for interpreting the TTFM data was provided at School Effectiveness Network meetings.</p> <p>1.1.1o Sixteen Collaborative Inquiry Projects involving approximately 120 secondary school teachers and 15 administrators were supported this year. To support school-level facilitators each project was assigned a Secondary Program Team contact to provide clarification, support for accessing resources and expertise, and participate in Collaborative Inquiry meetings. The secondary Program Team also supported school-level facilitators through three</p>	
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		<p>1.1.1p The Ontario First Nation Metis Education Policy Framework will be implemented with specific focus on individualized support to identified students in need, professional learning for teachers K-12, and events that celebrate our rich Aboriginal culture.</p> <p>1.1.1q Coaches will continue to support secondary teachers' use of research-based instructional and assessment strategies in the area of mathematical and language literacy.</p> <p>1.1.1r Secondary teachers will engage in professional learning related to the School Plan for Student Achievement and be active in professional learning directly supporting student needs in their schools.</p>	<p>central sessions.</p> <p>1.1.1p Partnered with City of Kingston to bring in Kahawi Dancer Theatre for two performances seen by 1400 students. Partnered with Kingston Chamber Choir to bring Cree composer Andrew Balfour to five schools. Over 100 elementary and secondary teachers attended Aboriginal Education professional learning opportunities. The Traditional Teachings in the Classroom program was offered in five schools. Developed Civics resource to support inclusion of Aboriginal content in the new Civics course. Ran Professional Learning sessions for Primary and J/I teachers; paired with City of Kingston to bring in Kahawi Dancer Theatre for two performances seen by 1400 students</p> <p>1.1.1q Twelve instructional coaches in eleven schools engaged in and facilitated job-embedded professional learning related to the use of research-based instructional and assessment strategies in the area of mathematical and language literacy. Supported Instructional Coaches through work at the EOSDN Thinking Symposium over two days. Coaches supported teachers by participating in and facilitating professional learning related to Assessment Planning.</p> <p>1.1.1r Schools completed Professional Learning Plans aligned with their School Plan for Student Achievement. Feedback to support the implementation of the plans was provided during School Effectiveness Network meetings. School Effectiveness Network teams at each school worked to promote and support professional learning related to school goals</p>	
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<p>1.2 Implement the <i>Full-Day Learning For 4 and 5 Year Olds</i> initiative as per Ministry direction.</p>	<p>1.2.1 The <i>Full-Day Learning for 4 and 5 Year Olds</i> initiative is fully implemented within the parameters established by the Ministry of Education.</p>	<p>1.1.1s Creating Pathways to Success K-12 will be piloted in 2 families of schools.</p> <p>1.1.1t The Secondary Program Team will offer centralized learning series such as Collaborative Backward Design and Procedures into Practice.</p> <p>1.1.1u A system wide review of the provision of French as a Second Language will be initiated.</p> <p>1.2.1a Full-Day Early Learning Kindergarten Programs will be implemented in the final thirteen elementary schools, as identified in Phase 5 of the MOE's 5 Year Plan.</p> <p>1.2.1b Teachers/ECE teams will participate in professional learning to support the implementation of the <i>Full-Day Early Learning – Kindergarten Program</i>.</p>	<p>and needs for all staff. School staff completed a School Self-Assessment to inform the professional learning plan for the school.</p> <p>1.1.1s Careers teachers from the 2 families of schools were in-serviced on the new ministry policy document <i>Creating Pathways to Success</i>. They piloted <i>Creating Pathways to Success</i> with their students, using myBlueprint to implement the Individual Pathway Plan and the 4 Step Inquiry Process. Their feedback was used to determine the next steps in the pilot and the roll out of <i>Creating Pathways to Success</i> to the system. Five secondary schools piloted myBlueprint for their online course selection which is supportive of Ministry of Education direction. Four elementary schools acted as pilot schools for Grade 7/8 <i>Creating Pathways to Success</i> implementation. They were in-serviced on the policy document and myBlueprint.</p> <p>1.1.1t Professional Learning Series included two sessions of Collaborative Backward Design, Procedures into Practice, a cross-panel series, Engaging the Adolescent Learner and Eastern Ontario Staff Development Network Math Project.</p> <p>1.2.1a Initiative successfully completed.</p> <p>1.2.1b Initiative successfully completed. All teacher/ECE teams will participate in professional learning with a focus on play-based learning, critical literacy, mathematics, inquiry in a kindergarten</p>	<p>1.2.1a Elginburg, Glenburnie, Holsgrove, Lancaster, Loughborough, Polson Park, RG Sinclair, Rideau, Sydenham, The Prince Charles, Truedell, Welborne and Winston Churchill implemented the Full-Day Early Learning Kindergarten Program in September 2014 in accordance with Phase 5 of the MOE's 5 Year Implementation Plan.</p> <p>The Extended Day Program, offered by six</p>
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<p>1.3 Enhance learning through the arts and technology in the elementary panel.</p>	<p>1.2.2 The <i>Early Years Leadership Strategy</i> is implemented within the parameters established by the Early Years Division of the Ministry of Education.</p> <p>1.3.1 Support is provided to teachers delivering arts and technology programming in elementary schools.</p>	<p>1.2.1c Educational Services staff will continue to support the early learning needs of students in FDK through the Community Transition to Kindergarten Protocol.</p> <p>1.2.1d Educational Services staff will continue to support the early learning needs of students in FDK through the Early Learning Team and other Educational Services supports.</p> <p>1.2.2a Full-Day Kindergarten administrators, educator teams and on-site childcare staff will participate in professional learning to support the integration of childcare and education as identified by the priorities of the Early Years Leadership Strategy.</p> <p>1.3.1a An increased number of specialized opportunities will be made available to teachers delivering arts and technology programming in elementary schools.</p> <p>1.3.1b The number of specialist teachers delivering music and primary core French instruction will continue to be expanded in elementary schools.</p>	<p>classroom and team building in February and June 2014.</p> <p>1.2.1c Seventy-two kindergarten students with special needs were transitioned through the Community Transition to Kindergarten protocol for September 2013.</p> <p>1.2.1d Number of FDK students referred to the ELT to date: 150</p> <ul style="list-style-type: none"> Number of FDK students referred to ELT that involved language needs: 84 <p>1.2.2a Initiative successfully completed. In collaboration with the Consolidated Municipal Service Managers from the City of Kingston and Prince Edward, Lennox & Addington, Full-Day Kindergarten administrators, educator teams and on-site childcare staff participated in professional learning to support the integration of childcare and education in December 2013, January 2014 and May 2014.</p> <p>1.3.1a Specialized training opportunities were provided to teachers delivering technology programming in elementary schools.</p> <p>1.3.1b Initiative ongoing. Full implementation of primary core French in all elementary schools is established for September 2015 in accordance with LDSB's three-year expansion plan.</p>	<p>Third Party Providers, operate in twenty-five schools (Amherstview, Bath, Bayridge, Cataraqui Woods, Centennial, Central, Collins Bay, Elginburg, Fairfield, Glenburnie, JR Henderson, Lancaster, Lord Strathcona, Loughborough, Odessa, Polson, RG Sinclair, Rideau, Sir John A Macdonald, Southview, Sydenham, The Prince Charles, Truedell, Welborne and Winston Churchill).</p> <p>As of September 2014, 100% of LDSB elementary schools with kindergarten students, provide the Full-Day Early Learning Kindergarten Program.</p> <p>1.3.1 b An additional 1.18 Elementary Music Specialist teacher was hired as of September 2014. Primary core French was implemented in elementary schools in the ESS and QECVI Family of Schools in September 2014 resulting in the addition of 3.44 French teachers.</p>
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		<p>1.3.1c Hands on proficiency training in the use of technologies for elementary teachers wanting to increase their skills based competency will be provided throughout the school year.</p> <p>1.3.1d Advanced WHMIS training and chemical handling for elementary Arts and Technology teachers will be provided.</p> <p>1.3.1e Safe food handling and knife skills workshops will be provided for elementary culinary teachers.</p> <p>1.4.1 Initiate system-wide Review of French programming.</p>	<p>1.3.1c An increased number of specialized opportunities was made available to teachers delivering arts and technology programming in elementary schools.</p> <p>1.3.1d Student Injury Prevention Initiative for 2013-14 included; Creation of School based Workplace inspection Teams. Look Fors in Art, Science and Technology were also created. Personal Protective Equipment and student safety resources were ordered.</p> <p>1.3.1e Ongoing initiative.</p> <p>1.4.1 System –wide online stakeholder engagement process has been conducted; investigation of other jurisdictions and research has been initiated.</p>	<p>Full implementation will be achieved by September 2015 with the addition of elementary schools in the Bayridge and LCVI Family of schools. An additional 1.0 Elementary Music Specialist teacher was hired for the 2013-2014 school year. Primary core French was implemented in all elementary schools in the Frontenac, LaSalle and NDSS Family of Schools in September 2013 resulting in the addition of 3.68 French teachers.</p> <p>1.3.1d Nine of 11 Secondary school audits were completed.</p> <p>1.4.1 Phase One of French Review in progress (Stakeholder Review and Exploration of Other Boards' Practice sand Programs).</p>
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LDSB Strategic Plan: Year 5 of 6 Year Plan
GOAL 2: ENSURE Equity, Inclusion and Well Being

We are committed to providing safe, healthy and caring learning and working environments that are respectful, inclusive and welcoming for everyone.

Lead Personnel

Superintendent of Human Resources
Assistant to the Director and Safe Schools
Supervising Principal of Special Education

Communication of Progress

Joint Health and Safety Committee Reports
Education/Human Resources Committee
Special Education Advisory Committee
Strategic Directions Report
KFL&A Medical Officer of Health

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<p>2.1 Improve educational programs and increase support strategies for at risk students.</p>	<p>2.1.1 Staff in all schools utilize effective progressive discipline strategies, including the <i>Mediating by Empowering with Nurturing Dialogue</i> (MEND) restorative approach.</p>	<p>2.1.1a Provide continuing support for schools in utilizing MEND (restorative practices) by providing Level 1 training opportunities to staff, level 2 training opportunities to administrators, central support staff, and school champions. An enhanced level 1 for staff previously trained will also be made available. 2.1.1b Provide ongoing prevention/intervention support for schools through workshops with students and/or staff.</p> <p>2.1.1c Provide ongoing support for schools to attain MEND certification.</p> <p>2.1.1d Continue to model and provide opportunities for students to develop positive character traits, inclusive attitudes, citizenship, and global awareness.</p>	<p>2.1.1a Six level 1 trainings and two level 2 trainings occurred this year. This has resulted in 160 further staff being trained in LDSB. Seventy-three students were also trained.</p> <p>2.1.1b Fifty-one MEND classroom workshops focused on empathy and perceptions have occurred reaching almost 1200 students. MEND presentations focused on peer mediation have reached a further 200 students. MEND staff have also facilitated 9 MEND circles and fifty-four MEND Meetings with school staff and/or students.</p> <p>2.1.1c Currently 5 schools are MEND certified, however there are MEND trained staff in each school.</p> <p>2.1.1d From September to June, Jesse Miller presented to approximately 4000 students about digital citizenship and the importance of leaving a positive digital footprint. The LDSB Equity, Inclusion and Human Rights advisor facilitated or helped facilitate several events: ISKA Multicultural Arts Fest, ISKA/LDSB information session for newcomer parents, Black History Events, the Dare to Stand Out Conference, Human Rights roundtable discussion, four in-school equity and inclusion presentations, four Holocaust education workshops, Twenty-eight Issue-based Arts Education sessions in partnership with the Ontario Arts Council that reached almost 1300 students, Twenty-Five STEP-UP Violence Prevention Sessions, and Two Positive and Safe Space sessions with staff & students. The LDSB Equity, Inclusion, and Human Rights Advisor also is directly part of the PEACEQUEST 2013-2014 program which has shared resources with all LDSB schools and</p>	<p>2.1.1 All schools are utilizing progressive discipline including restorative practices like MEND.</p>
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	<p>2.1.2 Students receiving Community Threat Assessments are those most at risk of harm to self or others</p> <p>2.1.3 Students identified as hard to serve successfully complete the academic components of their programs as measured by credit accumulation. Students who have been expelled successfully complete the academic and non-academic components of their programs.</p> <p>2.1.4 Limestone District School Board policies, protocols and procedures for safe and inclusive environments reflect best practices, and align with legislation and new or revised MOE policy/procedure memoranda.</p>	<p>2.1.2 Track data for students receiving threat assessments, including correlating threat assessment data with suspension/expulsion data.</p> <p>2.1.3 Track academic, non-academic, and attendance components of the Student Action Plans (SAPs) for completion and outcomes. Continue transition support for students who have been expelled.</p> <p>2.1.4a Continue to support and monitor the establishment of Safe and Healthy School Teams in every school and the inclusion of at least one Safe Schools goal in the School Improvement Plan process.</p> <p>2.1.4b Continue facilitation of the LDSB Safe, Caring, and Accepting Schools Committee with representation from schools, central staff, and community partners.</p> <p>2.1.4c Continue to provide Police/Board Protocol training with new administrators, new Educational Services staff, and police.</p> <p>2.1.4d Provide training to new administrators and central support staff the Community Threat Assessment Protocol.</p> <p>2.1.4e Continue to provide support to schools for the <i>Whole School Approach</i> in the implementation of research-based bullying prevention programs. WITS (JK-Grade 3); LEADS (Grade 4-6); and Fourth R (Grades 7-12).</p> <p>2.1.4f Conduct climate surveys for all elementary and secondary students (grades 4-12) using the <i>Tell-</i></p>	<p>directly provided support to 78 LDSB teachers</p> <p>2.1.2 Twenty-one threat assessments have occurred to date. 95% were deemed medium or high risk.</p> <p>2.1.3 Students in the SNAP program averaged 3.2 credits during first semester.</p> <p>2.1.4a All schools have Safe and Healthy School Teams. Central support/guidance has been provided to help facilitate school-based meetings. School Improvement Plans include at least one school climate goal.</p> <p>2.1.4b The committee met in October and March and participation continues to expand with new members.</p> <p>2.1.4c Completed fall 2013.</p> <p>2.1.4d A level one training was provided for 12 LDSB staff and 15 community partners.</p> <p>2.1.4e Fourth R training was provided to over 75 further elementary staff and 25 secondary staff in the fall. In addition, LDSB now has 10 “master trainers” to provide future training. Support is ongoing for WITS/LEADS.</p> <p>2.1.4f Secondary schools facilitated the survey</p>	<p>2.1.2 Given 90% of threat assessments have been deemed as medium/high risk, at-risk youth continue to receive valuable supports and interventions.</p> <p>2.1.3 Ninety-five percent of expelled students continue to be engaged in schooling.</p> <p>2.1.4 LDSB policies, protocols, and procedures for safe and inclusive environments are up-to-date and in compliance with current provincial policies and legislation. They also reflect best practices.</p>
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<p>2.2 Increase support for healthy working and learning environments and implement wellness strategies for staff and students.</p>	<p>2.2.1. Recommendations from the MOE Equity and Inclusion Strategy are implemented system-wide.</p>	<p><i>Them-From-Me Surveys.</i></p> <p>2.1.4g Pilot the PREVNET school climate survey for students from Kindergarten to Gr 3 in six schools.</p> <p>2.1.4h Continue to provide guidance and ideas to all schools to implement activities/events for Bullying Awareness Week in November and providing LDSB posters to all schools with bullying awareness/prevention and accepting schools messages.</p> <p>2.1.4i Continue to provide central support for all schools to actively engage staff and community in the Whole School Approach to bullying prevention and intervention.</p> <p>2.1.4j Arts and Technology teachers will be introduced to board Standard Operating Procedures as they relate to improving safety in the classroom.</p> <p>2.1.4k Arts, Science and Technology teachers will continue to implement preventative initiatives that will improve safety in the classrooms.</p> <p>2.2.1a Monitor progress of bullying awareness, prevention, and intervention, and equity and inclusion initiatives through the following <i>Tell-Them-From Me</i> (TTFM) Measures: victimization by bullying, perceptions of school safety, and positive sense of belonging.</p> <p>2.2.1b Provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership opportunities.</p>	<p>in the fall of 2013. Elementary schools are completed the survey in the spring of 2014.</p> <p>2.1.4g Seven elementary schools participated in the K-3 pilot project in the spring of 2014.</p> <p>2.1.4h LDSB schools continue to run a wide variety of activities during Bullying Awareness week on a yearly basis.</p> <p>2.1.4i Central support is provided to schools to support school climate initiatives as part of the Whole School Approach, and to engage staff, as well as each school's Safe and Healthy Schools Team.</p> <p>2.1.4k Arts, Science and Technology teachers in 11 Secondary and 3 Elementary schools have taken part in the Student Injury Prevention initiatives that will improve safety in the classrooms.</p> <p>2.2.1a 2012-2013 aggregate board level data based on TTFM surveys was as follows: (a) 32% of Gr.4-6 students reported being subject to some form of bullying; 21% of Gr. 7-12 students report the same. (b) 83% of Gr. 4-6 students reported feeling safe at school as well as going to/from school; 86% of Gr. 7-12 students report the same. (c) 82% of Gr. 4-6 students reported feeling accepted and valued by peers and by others at their school; 70% of Gr. 7-12 students report the same.</p>	<p>2.2.1 Recommendations from the MoE Equity and Inclusive Strategy continue to be implemented in Limestone as they are initiated by the Regional Equity and Inclusion consortium.</p>
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	<p>2.2.2 Review of policies and practices related to harassment, violence and human rights is completed and implemented system wide.</p> <p>2.2.3 The implementation schedule of Ont. Reg. 429/07 <i>Accessibility for Ontarians with Disabilities Act, 2005</i> is met or exceeded.</p>	<p>2.2.2 New employees will be provided initial training through the orientation process and ETraining platform.</p> <p>2.2.3a Establish procedures and provide training and resources related to the Integrated Accessibility Standards for transportation, information, communications and employment under the Accessibility for Ontarians with Disabilities Act, 2005, for January 2014 compliance including:</p>	<p>2.2.1b From September to June, Jesse Miller presented to approximately 4000 students about digital citizenship and the importance of leaving a positive digital footprint. The LDSB Equity, Inclusion and Human Rights advisor facilitated or helped facilitate several events: ISKA Multicultural Arts Fest, ISKA/LDSB information session for newcomer parents, Black History Events, the Dare to Stand Out Conference, Human Rights roundtable discussion, four in-school equity and inclusion presentations, four Holocaust education workshops, Twenty-eight Issue-based Arts Education sessions in partnership with the Ontario Arts Council that reached almost 1300 students, Twenty-Five STEP-UP Violence Prevention Sessions, and Two Positive and Safe Space sessions with staff & students. The LDSB Equity, Inclusion, and Human Rights Advisor also is directly part of the PEACEQUEST 2013-2014 program which has shared resources with all LDSB schools and directly provided support to 78 LDSB teachers. Four school teams began professional learning focused on assessing equity and inclusion in their schools sites with Jeff Kugler.</p> <p>2.2.2 All new employees have been provided training related to harassment, violence in the workplace and human rights.</p> <p>2.2.3a The implementation schedule for S7, 11, 14, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32 & 75 is met</p>	<p>2.2.2 Training is now embedded in all new employee orientations.</p> <p>2.2.3 Compliant for 2013-2014 school year.</p>
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	<p>2.2.4 Statistical analysis and participant surveys show that employees accessing the Employee Assistance Program (EAP) and Employee Attendance Support Services are satisfied with the support and service.</p> <p>2.2.5 Use of Employee Attendance Support Program has increased and employee group attendance statistics meet or exceed provincial averages.</p>	<p>S7 Training S11 Feedback S14 Accessible websites and web content S22, 23, 24 Recruitment S25 Informing employees of supports S26 Accessible formats and communication supports for employees S28 Document individual accommodation plan S29 Return to work process S30 Performance Management S31 Career Development and Advancement S32 Redeployment S75 School Transportation 2.2.3b Provide training to all employees under the new requirements of the Integrated Accessibility Standards Regulation via the e-training platform and/or staff meetings.</p> <p>2.2.3c Revising procedures and planning training and resources as appropriate to meet 2015 deadline.</p> <p>2.2.4 Current contract is expiring and an RFP will be initiated and processed in 2014-2015 school year. Prepare the staff satisfaction survey for EAP Services for distribution in late spring or early fall of 2014.</p> <p>2.2.5 Review the Attendance Support Program to ensure alignment with the new sick leave regulations and make amendments as necessary. Continue to implement attendance support program throughout the review process.</p>	<p>2.2.3b Training provided to all employees via e-bulletins/e-training platform</p> <p>2.2.3c Procedures being revised, training planned and resources accessed as appropriate to meet 2015 compliance date.</p> <p>2.2.4 Currently scheduled to conduct survey in the fall of 2014.</p> <p>2.2.5 Review of process complete and systems aligned with the new sick plan. Implementation of attendance support on-going. Limestone sick leave usage appears to be trending to remain below average. We have joined SBCI sick leave study as a partner Board to further study the impact of the new sick leave plan.</p>	<p>2.2.5 We continue to be on track</p>
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	<p>2.2.6 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>2.2.6a Continue to provide system supports for P/PM 150 and AP 210 that focus on creating a Healthy School Nutrition environment.</p> <p>2.2.6b Continue to search and apply for funding to equip schools with AED (Automated External Defibrillators).</p> <p>2.2.6c Continue the implementation and training process for installation of further AED (Cardiac Automated External Defibrillators) in schools.</p> <p>2.2.6d Cooperation and partnership with KFL&A Public Health will continue to focus on ensuring Health School initiatives are supported.</p> <p>2.2.6e Continue to support Swim to Survive, DPA, and Grade 5 and 9 Activity Passes.</p> <p>2.2.6f Enhance staff wellness initiatives by supporting and facilitating the staff Wellness Committee.</p> <p>2.2.6g Participate in the Ministry of Education review of Foundations for a Healthy School initiative and implement feedback.</p>	<p>2.2.6a Vendor compliance letters and overviews were provided to schools.</p> <p>2.2.6b As of June 2014, 45 schools/sites have AED units.</p> <p>2.2.6c All secondary schools were represented in a training provided by the ACT foundation in January 2014.</p> <p>2.2.6d A Ministry Healthy Schools review occurred in LDSB in February. Public Health initiatives continue to be supported throughout the district.</p> <p>2.2.6e Swim to survive and grade 5 and 9 activity passes are being used.</p> <p>2.2.6f Options for employees with respect to health club prices have been arranged. Wellness Committee is supporting Pilot program to engage staff in Mindfulness as a preventative measure for staff to deal with stress.</p> <p>2.2.6g Completed in February 2014. Feedback is anticipated in the fall.</p>	<p>2.2.6a Local Service Providers and food producers met with culinary teachers to discuss fresh food menu opportunities for their Hospitality classroom activity.</p> <p>2.2.6d LDSB healthy initiatives continue to be implemented in cooperation and coordination with KFL&A Public Health. These initiatives are promoted and monitored.</p> <p>2.2.6e Continual review and new options are considered on an on-going basis.</p> <p>2.2.6f Wellness Committee continues to respond to survey data and feedback from employees.</p>
	<p>2.2.7 A Mental Health Strategy will be developed and implemented.</p>	<p>2.2.7a Conduct Board Scan and Resource Mapping to review existing resources and service delivery model.</p> <p>2.2.7b Monitor implementation of Mental Health Workers in partnership with Pathways in all LDSB secondary schools.</p> <p>2.2.7c Implement and monitor Mental Health Nurses in District School Boards in partnership with Community Care Access Centre (CCAC).</p>	<p>2.2.7a Board scan completed: December 2013; Resource Mapping: principals and school teams to be surveyed February 2014</p> <p>2.2.7b Pathway's Mental Health Workers in place in all 11 secondary schools; mechanism in place to collect data from secondary schools regarding efficacy.</p> <p>2.2.7c 1.0 FTE CCAC Mental Health & Addictions Nurse in place. Current focus is on early intervention and transition of youth from hospital to school.</p>	<p>2.2.7 Ongoing development and implementation of Mental Health Strategy.</p>

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		<p>2.2.7d Implement and monitor research-based programs that support mental health literacy and wellness such as Friends for Life (elementary) and Stan Kutcher’s mental health curriculum (Grade 9 Phys. Ed.)</p> <p>2.2.7e Pilot implementation of Roots of Empathy in self-identified FDK classrooms.</p> <p>2.2.7f Provide ongoing opportunities for a variety of staff to participate in training related to suicide prevention and intervention (i.e. ASIST Training, Suicide Risk and Assessment protocol).</p>	<p>2.2.7d Friends for Life is in place in 11 Grade 1 classes and 2 autism classrooms in 13 elementary schools. Mental Health Curriculum fully implemented in all Grade 9 phys. Ed classes in all 11 secondary schools.</p> <p>2.2.7e Roots of Empathy piloted in 16 FDK classrooms: Amherstview (1), Bayridge (2), Cataraqui Woods (1), Centennial (2), École Sir John A. Macdonald (1), Fairfield (2), Harrowsmith (1), JG Simcoe (1), Joyceville (1), Land O’Lakes (1), Perth Road (1), Southview (1), Tamworth (1).</p> <p>2.2.7f Three Educational Services staff trained as ASIST trainers September 16-20, 2013</p> <ul style="list-style-type: none"> • 20 Educational Services staff trained in ASIST on November 14-15, 2013 • 18 Educational Services staff trained in ASIST on January 30-31, 2014 	
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LDSB Strategic Plan: Year 5 of 6 Year Plan

GOAL 3: ENHANCE Engagement, Accountability and Sustainability

We are committed to promoting, enhancing and leading the development of positive collaborations with all of our partners – students, families, employees, government, and the community. Our Board operations must align to support the success of all students and ensure the efficient and effective use of all resources while preparing for an economically and environmentally sustainable future.

Lead Personnel

Director of Education
Assistant to the Director and Safe Schools
Superintendent of Business Services
Superintendent of Education, Program (2)
Superintendent of Human Resources
Supervising Principal of Special Education
Supervising Principal of Student Success

Communication of Progress

Education/Human Resources Committee
Property / Operations Committee
Strategic Directions Report
Special Education Advisory Committee
Environmental Sustainability Committee

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<p>3.1 The Limestone District School Board will complete internal reviews of operational systems and processes, including those in Tri-Board Transportation, Human Resources (HR), Educational Services, and Finance (budget, audit, purchasing, accounting, and non-Board funds) to reflect legislative changes and the recommendations with MOE Operational Reviews.</p>	<p>3.1.1 Processes for Educational Services, Financial Services (budget, audit, purchasing, accounting, and non-board funds), Tri-Board Transportation, Planning and Human Resources (HR), reflect best practices and legislative changes and are aligned with recommendations from the MOE Operational Review.</p>	<p>3.1.1a Complete review of current administrative procedure for Hospitality and update in accordance with new Broader Public Sector guidelines.</p> <p>3.1.1b Prepare for and facilitate Regional Internal Audit review of school fundraising.</p> <p>3.1.1c Complete review and improve standard practices for core business processes in Financial Services Department in order to ensure consistent, accurate and available data/services.</p> <p>3.1.1d Complete bus route optimization review for additional selected groups of schools and reconfigure bus routes as appropriate</p> <p>3.1.1e Complete negotiations with bus operators for a one-year temporary contract.</p> <p>3.1.1f Perform on-site safety and maintenance audits of school bus operators as part of Contract Performance Management system</p> <p>3.1.1g H/R annually reviews practices and procedures to ensure compliance with legislation and to improve operational effectiveness and efficiency. Specific attention will be paid to systems and process modifications to ensure implementation of new parameters associated with the changes to collective agreement practices as a result of MOU. Specifically, Human Resources and Financial services will conduct a review of HR and payroll processes with intent to create improved efficiencies between the two departments.</p>	<p>3.1.1a New Administrative Procedure on Hospitality, Employee Recognition and Condolences & Congratulations was issued. In addition, new Administrative Procedure on Catering refreshments and Food for Meetings/Workshops was also issued.</p> <p>3.1.1b Regional Internal Audit activities on School Generated Funds went well and report to Audit Committee was presented.</p> <p>3.1.1c Reorganization of Financial Services has been implemented and expected to be completed late in 2014.</p> <p>3.1.1d Optimization of bus routes has been implemented through Tri-Board Transportation Services.</p> <p>3.1.1e Negotiations with most major bus operators completed. Independent operator negotiations are underway pursuant to court direction.</p> <p>3.1.1f On-site audits of school bus operators have been deferred pending completion of operator negotiations.</p> <p>3.1.1g New sick leave tracking and payroll practices established. Continuing to develop automated processes through the integration of SMARTFind Express and SDS data base.</p>	<p>3.1.1. Internal review of various processes on target.</p> <p>3.1.1g Embedded in annual review process and on-going operational processes.</p>
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<p>3.2 The Limestone District School Board will establish long term plans for the alignment and continuous renewal of operational and educational technology.</p>	<p>3.2.1 A multi-year plan for the renewal of operational and educational technology is implemented system-wide.</p>	<p>3.1.1h Complete the implementation of Regulation 274 by finalizing the process in the secondary panel by Jan 2014. The elementary panel is complete. 3.1.1i OT performance appraisal review completed, including modifications for OSSTF appraisal format and training done for ETFO, secondary to be done in January. Administrators to be trained in November. 3.1.1j Review of secondary hiring practices to be undertaken with refresher training to be completed in 2014. 3.1.1k Provision of resume preparation/interview skills training for all employee groups to facilitate understanding of hiring in LDSB and promote transparency in processes 3.2.1a Initial sites for “Bring IT (Bring Information Technology) for staff and students. ITS and the K-12 Program Department will pilot “Bring IT” for students in select schools. This will provide safe, secure, identified access for students to the wireless network with any personal device (e.g. laptops, netbooks, tablets, and smartphones). Students will have access to the internet and their Live@EDU services through this provision. 3.2.1b Continue Cabling / Access Point Deployment throughout the Board to all schools. Complete elementary schools in year 2. 3.2.1c Completion of Server Deployment / Directory Services to all schools Servers will provide authentication, directory services, file and print services, SCCM services for secondary schools as well as feeder schools. 3.2.1d Administrative Laptops / Desktops. Continue four year evergreen plan, all administrators will be provided with either a) a laptop or b) a desktop. 3.2.1e Workstation replacements in all Secondary School Communications Technology Labs. These desktop systems will have more powerful standards to</p>	<p>3.1.1h Complete – all hiring practices now compliant with Regulation 274 3.1.1i Complete 3.1.1j Review is complete and consultation of implications being considered. Hiring practices refined and ready for implementation in fall of 2014. 3.1.1k Complete. 3.2.1a Initial BringIT (formerly BYOD) sites have been identified at 5 secondary and 2 senior elementary schools. We have engaged in a partnership with Compass / Queen’s to develop BringIT procedures and standards. 3.2.1b Cabling / Access point deployment for pervasive wireless is complete in 100% of schools. 3.2.1c Servers all deployed. Active Directory complete to all schools. 3.2.1d Refresh of admin laptops complete for 2013-2014. 3.2.1e All secondary Communications Technology labs deployed.</p>	<p>3.2.1 Implementation of multi-year educational technology plan is in progress and on target</p>
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<p>3.3 Meet or exceed the requirements of the MOE environmental education direction document <i>Acting Today, Shaping Tomorrow</i></p>	<p>3.3.1 Environmental sustainability strategies and education are implemented in all buildings throughout the district.</p>	<p>address the needs of high-end curriculum-based software. Pending results of technology RFP, budget will be revised.</p> <p>3.2.1f Mobile Carts / Netbooks to replace all cross-curricular labs in secondary schools. The second portion of the refresh will be to provide secondary schools with mobile technology as budget permits.</p> <p>3.2.1g The wireless infrastructure for the new schools in Kingston East and Greater Napanee will be included in construction costs. IWB's will be moved to the school from existing schools, as will any existing mobile netbook carts. There will need to be provision to purchase any additional netbook carts for the new schools.</p> <p>3.2.1h Renew Microsoft Licensing for all Microsoft software, including with access to Office 2012 for all staff / students as well as upgrades to Microsoft Windows version 7 on all capable systems.</p> <p>3.2.1i Continue to update and develop H/R Website.</p> <p>3.2.1j Plan the implementation of Smartfind for employee groups (Community Ed., PSSP, Management, and Non Union)</p> <p>3.2.1k Create a plan for the integration of SMARTFIND with SDS to move forward paperless processing for payroll.</p> <p>3.3.1a Continue with implementation of water filling station installations at additional elementary and secondary schools sites throughout the district.</p> <p>3.3.1b Continue to implement additional energy management capital projects in accordance with energy audit recommendations within current budget parameters.</p>	<p>3.2.1f Mobile Project assessment complete. All systems have been ordered and received.</p> <p>3.2.1g Complete.</p> <p>3.2.1h All Microsoft licenses renewed and deployed.</p> <p>3.2.1i Website is very active and well used. Updates made regularly to keep current or in response to queries.</p> <p>3.2.1j Smartfind update moved to web-based process in March. Management and non-union groups to be evaluated for operational effectiveness in fall 2014.</p> <p>3.2.1k Plans are on-going with significant engagement with Smartfind reps. Transition to web based platform has provided updated version with added capacity for automation.</p> <p>3.3.1a Five Water Filling Stations were installed this year to date.</p> <p>3.3.1b LaSalle SS - High Efficiency Boiler installed Fall/winter 2013/14, LaSalle SS - Ventilation Controls Installed, Perth Road PS - Electric Baseboard Controls.</p>	<p>3.2.1i On-going review and updates embedded in departmental practice.</p> <p>3.3.1 The Limestone District School Board is moving forward actively with respect to sustainably strategies and education. ECO School certification assessments complete in 18 schools.</p>
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		<p>3.3.1c Continue to support schools' participation in EcoSchools certification process.</p> <p>3.3.1d All schools throughout the district will be invited to participate in the environmental education focused EcoSchools.</p> <p>3.3.1e The One Earth One Chance Conference held at BSS will be an opportunity for senior elementary and secondary students to share in and celebrate all four pillars of sustainability.</p> <p>3.3.1f Recycling programs that promote student leadership and stewardship will be expanded this school year.</p> <p>3.3.1g Earth Hour activities will continue to be promoted and tracked board wide, data collected will guide next year's activity.</p> <p>3.3.1h Sustainable food system pilots will continue to grow with school / community gardens, vermicomposting and aquaponics projects.</p>	<p>3.3.1c This year the initial assessment was completed by 18 schools: Bath PS, Bayridge PS, Bayridge SS, Cataraqui Woods ES, Centennial PS, Central PS, Polson Park PS, Sir John A. MacDonald PS, JG Simcoe PS, Lancaster Drive PS, LCVI, Newburgh PS, NAEC, Prince Charles PS, Selby PS, Southview PS and Welborne Ave. PS. This is the most we have ever had for the initial assessment.</p> <p>3.3.1d All schools have been invited to participate.</p> <p>3.3.1f Recycling programs and resources have been expanded</p> <p>3.3.1h Students from the Queen's Health 415 class have assisted in a draft school food garden guideline to help encourage safe gardens in our district 3.3.1h Community Gardens and School Garden grow guidelines have been drafted for consultation.</p>	<p>3.3.1c This past school year the Limestone Board had 12 schools become Certified EcoSchools. Staff and students at these schools took action to help make their schools more environmentally friendly.</p> <ul style="list-style-type: none"> • Bath P.S. • Bayridge P.S. • Bayridge S.S. • Cataraqui Woods E.S. • Centennial P.S. • Central P.S. • Polson Park P.S. • J.G. Simcoe P.S. • Newburgh P.S. • North Addington E.C. • Prince Charles P.S. • Southview P.S. <p>3.3.1d Every year EcoSchools promotions and resources are distributed through the system and schools engage in the application process. We have seen an increase in participation almost every year.</p> <p>3.3.1f Recycling programs, including system wide: signage, availability of bins, sorting guide, individualized pick up scheduling and working one on one with engaged sites</p> <p>3.3.1h Community Garden and School Garden grow guidelines are being used to help draft a Food Garden AP this fall</p>
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<p>3.4 Complete a comprehensive system review of building spaces for both pupil places and administration to address present and future enrolment needs and Prohibitive to Repair (PTR) concerns.</p>	<p>3.3.2 An Environmental Sustainability Procedure is developed and implemented district wide.</p> <p>3.4.1 Program and Accommodation Reviews, where required, are completed.</p> <p>3.4.2 Construction of new schools, as approved, is completed or initiated.</p>	<p>3.3.1i Grade 9 Kingston Transit Bus Pass Orientation. Orientation will take place in Kingston and area Secondary Schools.</p> <p>3.3.2a Ten Sustainability Priority Areas create a foundation and a framework that will guide Limestone's Annual Sustainability Report. This is reviewed consistently.</p> <p>3.4.1a Complete site selection process for new elementary school in north Kingston.</p> <p>3.4.1b Implement Board decisions related to Central Kingston Intermediate and Secondary Schools accommodation review.</p> <p>3.4.2a Complete construction of Granite Ridge Education Centre in Sharbot Lake.</p> <p>3.4.2b Complete construction of new addition at Sydenham High School.</p> <p>3.4.2c Complete construction of Full-Day Kindergarten multiple classroom additions/multiple classroom retrofits at Winston Churchill P.S., Welborne P.S., Loughborough P. S., Lancaster Drive P.S., Truedell P.S., The Prince Charles P.S., R.G. Sinclair P.S., Rideau P.S., Polson Park P.S.,</p>	<p>3.3.1i The Grade 9 Kingston Transit Bus Pass Orientation was completed in the fall. A city bus was taken to each site (Bayridge SS, Ernestown SS, Frontenac SS, KCVI, LaSalle, LCVI and QECVI) and a moving bus orientation took place. To date approximately 864 grade 9/10 students acquired a free bus pass for this school year.</p> <p>3.3.2a The 2012/13 Annual Sustainability Report has been completed.</p> <p>3.4.1a Selection of Architect for new Kingston North elementary school has been completed and site selection completed.</p> <p>3.4.1b Central Kingston Intermediate/Secondary School capital priorities funding is been approved. Selection of Architect has been completed as well.</p> <p>3.4.2a Granite Ridge Education Centre was open for classes in January 2014. Final stages of project including landscaping have been completed.</p> <p>3.4.2b Sydenham High School addition was open for classes in January 2014.</p> <p>3.4.2c Selection of Architects for FDK classroom additions & retrofits has been completed. Construction activity scheduled for late summer/fall 2014. Facility services working with schools on contingency plans for September 2014.</p>	<p>3.3.1i The Free Bus Pass Pilot program has been extended to Grade 9-11 for the 2014/15 school year. On site bus cards and orientation is being plan for grade 9s at each site(Bayridge SS, Ernestown SS, Frontenac SS, KCVI, LaSalle, LCVI and QECVI) for Sept./Oct. 2014</p> <p>3.3.2a The Annual Sustainability Report will be completed in the fall of 2014</p> <p>3.4.1 Accommodation reviews completed to date cover approximately 60% of our total student population.</p>
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<p>3.5 Enhance the learning environment for students by repairing, renovating and updating existing educational facilities to meet current and future needs</p> <p>3.6 Prepare for current and future Board leadership needs with respect to system and school administration and operational management.</p> <p>3.7 Implement initiatives of the Parent Engagement office to respond to needs identified through the School Council Liaison Committee.</p>	<p>3.5.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students</p> <p>3.6.1 Revised leadership succession plans for academic and non-academic staff are implemented district wide.</p> <p>3.6.2 The Limestone District School Board maintains sustainable applicant pools of excellent school administrators and operations supervisors.</p> <p>3.6.3 Staffing levels meet budgetary limitations and are distributed appropriately to meet school/program needs.</p> <p>3.7.1 All School Councils are in compliance with MOE and Board requirements for operations, training, reporting, and finance.</p>	<p>Elginburg P.S. and W.J. Holsgrove P.S.</p> <p>3.5.1a Replace windows at various schools. 3.5.1b Upgrade heating system at various schools. 3.5.1c Replace cooling tower at Bayridge S.S. 3.5.1d Complete roof replacements at various schools. 3.5.1e Replace septic system at Joyceville P.S. and Elginburg P.S. 3.5.1f Complete landscaping work at Sydenham H.S. 3.5.1g Complete enhancement projects at various schools to meet program and ODA needs.</p> <p>3.6.1 Implementation of Board Leadership Strategy.</p> <p>3.6.2 Annual needs analysis and implementation of succession process as needed.</p> <p>3.6.3 Annual budget enrollment analysis and implementation of staffing process to meet system needs.</p> <p>3.7.1a Provide direct support for School Councils related to updated financial management and reporting requirements. 3.7.1b Conduct mandatory training sessions for all new School Council chairs and treasurers to ensure compliance with Parent Involvement Committee regulations</p>	<p>3.5.1a Window project planning underway. 3.5.1b Heating system installations and calibrations underway. 3.5.1c Bayridge S.S. cooling tower planning underway. 3.5.1e Septic systems at Joyceville P.S. and Elginburg P.S. are being monitored and flushed on a regular basis. 3.5.1f Landscaping work for Sydenham H.S. addition completed. 3.5.1g Work is underway with program area to meet ODA requirements at various sites.</p> <p>3.6.1 Board Leadership strategy in place. Ministry review completed successfully with recommendations for Limestone to share best practice at BLDS sharing session in 2014/2015.</p> <p>3.6.2 Elementary VP process complete. Analysis concluded that a process is not required this year for all other school based positions. Needs will be reassessed in summer/fall of 2014 for action in 2014/2015.</p> <p>3.6.3 Complete.</p> <p>3.7.1a Completed October 2013. Further Ongoing support is available as needed. 3.7.1b Completed October 2013.</p>	<p>3.5.1 School facilities continue to be repaired and or renovated as required.</p> <p>3.6.1 The Board Leadership Development Strategy is in place and the Steering Committee meets three times per year to review and update based on system needs and Ministry Directions.</p> <p>3.6.2 Systems needs continue to be met.</p> <p>3.6.3 Board's annual staffing compliment continues to remain within budgeted allocations.</p> <p>3.7.1 To date school councils are in compliance.</p>
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<p>3.8 Actively engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>3.8.1 All requirements of the Partnering for Student Success Agreement through the Crown Wardship Education Championship Team are implemented.</p> <p>3.8.2 All requirements of the Student Support Leadership Initiative are implemented.</p>	<p>3.7.1c Provide orientation to FirstClass electronic communication system and SDS school accounts (e-funds) training and support, and provide ongoing support related to updated financial management and reporting requirements.</p> <p>3.7.1d Provide tools and strategies for schools to more effectively engage parents in supporting students' academic success and well-being.</p> <p>3.7.1e Initiate a parent survey regarding communication, school year calendar, student activities at home, perceptions of school safety, and parent involvement using TTFM.</p> <p>3.8.1 Through partnerships with local Family & Children's Services and District School Boards:</p> <ul style="list-style-type: none"> i) Monitor implementation of Partnering for Student Success Agreement. ii) Develop outcomes tracking to support early identification and intervention. iii) Implement and monitor pilot Focus Programs, SOAR & Skilled Life. <p>3.8.2 Continue to serve as Lead Board for Student Support Leadership Initiative: Cluster 20. Through partnerships with Kingston, Frontenac Lennox and Addington Child and Youth Services Steering Committee cross-sector partnerships will include: (1) Mental Health Literacy Workshops; (2) Development of a mental health literacy and referral pathway website (www.kflacares.com); (3) Development/distribution of e-newsletters (mental health & community supports).</p>	<p>3.7.1c Completed October 2013.</p> <p>3.7.1d Further supports are being developed and shared. The LDSB SCLC/PIC co-chairs visited 35 school councils over the course of the year to receive feedback.</p> <p>3.7.1e Completed Spring of 2014.</p> <p>3.8.1 i) Agreement is monitored and updated via Crown Wardship Education Championship Team subcommittees</p> <p>ii) Data exchange process in place between LDSB and Family & Children's Services of Frontenac Lennox and Addington to facilitate outcomes tracking (i.e., report card marks and grad rates)</p> <p>iii) SOAR was offered first semester at Ernestown SS. Students reported a high level of engagement in the program.</p> <p>iv) Participation on sub-committee for Employment and Apprenticeship.</p> <p>3.8.2 Initiative complete</p>	<p>3.8.1 Implementation of requirements ongoing</p> <p>3.8.2 Initiative complete</p>
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<p>3.9 Foster and maintain positive labour relations with our employee group partners through effective collaboration and implementation of collective agreements and contracts.</p>	<p>3.8.3 Continue to engage educational partners, municipal and provincial governments, community agencies and the public.</p> <p>3.8.4 Participation is maintained in key charitable and initiatives.</p>	<p>3.8.3a Offer alternative school programs for Aboriginal students in consultation with the OFIFC</p> <p>3.8.3b Plan and offer Aboriginal themed events in conjunction with local communities.</p> <p>3.8.3c The Aboriginal Advisory Committee meets a minimum of two times a year.</p> <p>3.8.3d The Board will engage the community in a system-wide review of French as a Second Language Programming.</p> <p>3.8.4 Support through participation and membership in local charitable and community organizations such as the United, Way, Easter Seals, Rotary Clubs, Boys & Girls Club, CAS, LLF, KFL&A Public Health and The Food Sharing Project.</p> <p>3.9.1 Through regular labour relations meetings engage in proactive problem solving.</p> <p>3.9.2a Bargain collective agreements that endeavor to meet the needs to the extent possible given current parameters.</p> <p>3.9.2b Continue to engage employee groups through consultation and collaboration on Board initiatives.</p>	<p>3.8.3a Katarokwi Aboriginal School had 43 full-time students registered; successful transition to MNO partnership, and Elementary Program at Rideau Heights had 8 students with weekly Elder visits</p> <p>3.8.3b Over 200 students attended the 6th Annual Four Winds Conference which featured teachings from 12 local knowledge keepers. Co-hosted Sharbot Lake Aboriginal Experience Day with ALCDSB. 173 students from seven schools attended sessions with 8 local knowledge keepers.</p> <p>3.8.3c Committee met on October 30, 2013, and May 22, 2014</p> <p>3.8.3d “Thought Exchange” online stakeholder engagement process was conducted system-wide. Result will be shared during Fall 2014.</p> <p>3.8.4 Initiative successfully ongoing. System leadership and school support provided for the United Way 2013 Campaign. LDSB Staff representation on the Boards of the United Way, Kingston and Cataraqui Rotary Clubs, Boys and Girls Club and Food Sharing Project.</p> <p>3.9.1 Monthly meetings engaging union partners in proactively sharing.</p> <p>3.9.2a Working at provincial level to facilitate, support and provide input into provincial strategic bargaining initiatives while planning and preparing local bargaining proposals based on local issues.</p> <p>3.9.2b Other departments join labour relations meetings as needed for consultation.</p>	<p>3.8.4 Staff was very active supporting and participating in numerous charitable initiatives such as the system support for the KFL&A United Way Campaign.</p> <p>3.9.1 Positive labour relations continue to exist through on-going efforts by many people.</p>
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<p>3.10 Promote and celebrate the achievements of students, staff and the LDSB through active communications and outreach.</p>	<p>3.9.1 Address and resolve labour relations concerns through internal problem solving processes.</p> <p>3.9.2 Employee groups are positively involved in collaborative initiatives.</p> <p>3.10.1 Students, staff and Board achievements are widely communicated and recognized on a regular basis.</p> <p>3.10.2 All secondary schools participate fully in inter-school student council.</p>	<p>3.10.1a Continue to support and explore the use of social media to enhance LDSB communications.</p> <p>3.10.1b Continue to monitor and support school websites.</p> <p>3.10.1c Complete update and review of LDSB website.</p> <p>3.10.1d Complete review of LDSB awards.</p> <p>3.10.1e Enhance communications to celebrate student, staff and board achievements using a variety of media.</p> <p>3.10.2 Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p>	<p>3.10.1a Twitter support for schools is provided on a regular basis. The central Twitter site continues to be highly effective as a communications tool. At present, we have over 4400 followers. We have also launched a YouTube channel and Pinterest to further engage with the community.</p> <p>3.10.1b Communications and ITS continue to monitor and support school-based websites.</p> <p>3.10.c Completed in the Fall of 2013.</p> <p>3.10.d Housekeeping changes have been implemented. Process completed spring of 2014.</p> <p>3.10.e A number of new initiatives are underway. A CKWS Live @ 5 segment began in March. In addition, a monthly web blog launched in the spring.</p> <p>3.10.2 Ten of 12 schools actively participate. Ongoing efforts at outreach and engagement occurring.</p>	<p>3.10.1 Communications continues to implement and further explore further opportunities for celebrating the achievements of students, staff, and the Board.</p> <p>3.10.2 Almost all schools participate. Further steps need to be explored to eliminate barriers for the two non-participating schools.</p>
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<p>3.11 The Limestone District School Board will provide professional learning, training or development for all employees related to the Board's strategic direction.</p>	<p>3.11.1 Departmental records and employee appraisals demonstrate that all employees engaged in professional development or training related to the Board=s strategic direction.</p>	<p>3.11.1a Implementation of the new support staff performance appraisal. Academic and NTIP teacher processes are ongoing. 3.11.1b Training, mentoring, and career progression professional learning provided and tracked by respective departments.</p>	<p>3.11.1a Complete 3.11.1b In place and on-going.</p>	<p>3.12.1 Complete and operationally ongoing.</p>
<p>3.12 The Limestone District School Board will provide professional learning, training or development for Trustees related to the Board's strategic direction.</p>	<p>3.12.1 Trustees will be current and informed on relevant issues</p>	<p>3.12.1a Staff will provide Trustees with relevant documents, information and issues at appropriate Board committees, retreats and through electronic communications, including orientation for new Trustees. 3.12.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>3.12.1a Trustees were provided with monthly presentations by Staff on current initiatives and outcomes at LDSB Committee Meetings. Staff also provided Trustees with information on current and relevant issues electronically on a regular basis. 3.12.1b Trustees attended the OPSBA Educational Symposium.</p>	<p>3.12.1 Trustees are current and informed on relevant issues.</p>
<p>3.13 The Limestone District School Board will provide professional learning, training and development for Senior Staff related to the Board's strategic direction.</p>	<p>3.13 Senior Staff and Managers will demonstrate they are current and informed on relevant issues.</p>	<p>3.13 Senior Staff and Managers will seek out and attend professional development that supports the strategic plan in consultation with relevant supervisor.</p>	<p>3.13 Senior Staff and Managers participated in multiple professional learning opportunities including: EOSDN Thinking Symposium with Lucy West; LSA Symposium; Collaborative Inquiry Facilitator Sessions; Dr. Steven Katz Sessions; Labour-Management Conference; CACE Conference; Safe Schools Training; Health and Safety Training; Equity and Inclusion Session; OASBO Conference and CEO/SBO Conference.</p>	<p>3.13 Senior Staff and Managers are active leaders and participants in local, regional and provincial professional learning opportunities and conferences.</p>