

Strategic Plan: Year 6 of 6 Year Plan

Year-End Report for 2014-2015



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 6 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 Supervising
Principal of Safe and Caring 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
Property Operations Committee
Strategic Directions Report
Special Education Advisory Committee
Environmental Sustainability Committee
School Enrolment/School Capacity Committee
LDSB Website

KEY OBJECTIVES (6-6 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR-END Report (Year 6)	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 6 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 by at least 85% of students working towards a high school diploma graduating within five years.)</p>	<p>1.1.1a Teachers and administrators in all schools will participate in job-embedded professional learning through collaborative inquiry supported by the K-12 Program Team.</p>	<p>1.1.1a Initiative successfully completed. Teachers and administrators (including educational services staff) participated in job-embedded professional learning sessions throughout the school year. These sessions included collaborative inquiry (elementary, secondary and cross-panel) where educators had the choice of learning through a school-based, school-networked or district-networked CI group. 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>Ontario Focused Intervention Partnership (OFIP)</u> Teachers and administrators from First Ave and Prince Charles (Verona) 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 Southview, Odessa, Enterprise, Calvin Park, R.G. Sinclair, Loughborough, and First Ave. collaborated with the SWS in the classroom to examine student work. Through reflection and dialogue, they 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> Primary and junior teachers, organized in hubs (English and French Immersion), participated in the Collaborative Inquiry for Learning-Mathematics project with a focus</p>	<p>Elementary K – 8 Provincial Report cards: June 2015 student achievement data (percentage of students meeting or exceeding provincial standard)</p> <p>Primary Reading 69% (63% February 2015) Writing 60% (56% February 2015) Math 81% (79% February 2015)</p> <p>Junior Reading 75% (72% February 2015) Writing 69% (65% February 2015) Math 77% (76% February 2015)</p> <p>Intermediate Reading 78% (74% February 2015) Writing 73% (71% February 2015) Math 77% (75% February 2015)</p> <p>Secondary Provincial Report Cards 62% of students achieved provincial standard in grade 9 applied English in 2014-2015 (-2%) 78% of students achieved provincial standard in grade 9 academic English in 2014-2015 (+4%) 48% of students achieved provincial standard in grade 9 locally developed English in 2014-2015 (-18%). 67% of students achieved provincial standard in grade 10 applied English in 2014-2015 (+9%). 78% of students achieved provincial standard in grade 10 academic English 2014-2015 (-6%). 56% of students achieved provincial standard in</p>
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			<p>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. Participating schools were Amherstview, Cataraqui Woods, Centennial, Centreville, Collins Bay, Elginburg, Enterprise, First Ave, Glenburnie, Harrowsmith, Henderson, Holsgrove, Odessa, Perth Road, Polson Park, Rideau, Selby, Sir John A Macdonald, Southview, Storrington, Truedell and Winston Churchill.</p> <p><u>EOSDN Collaborative Inquiry for Learning – Mathematics (CIL-M) 7-10</u> Organized in hubs, teachers from Bayridge SS, Fairfield, LCVI, Odessa, The Prince Charles, Truedell and Welborne, 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 engaged in co-learning, co-planning and co-teaching of mathematical concepts and processes.</p> <p><u>EOSDN Collaborative Inquiry for Learning Secondary Mathematics</u> Eighteen secondary mathematics teachers in 7 schools were engaged in collaborative inquiry focused on improved mathematics instruction through engaging problem-solving and increased conceptual understanding.</p> <p><u>Transitions Pathways Collaborative Inquiry (TPCI)</u> Teachers and administrators from the LC</p>	<p>grade 10 locally developed English 2014-2015 (+1%).</p> <p>61% of students achieved provincial standard in grade 9 applied Math in 2014-2015 (+10%).</p> <p>71% of students achieved provincial standard in grade 9 academic Math in 2014-2015 (+1%).</p> <p>60% of students achieved provincial standard in grade 9 locally developed Math in 2014-2015 (-6%).</p> <p>62% of students achieved provincial standard in grade 10 applied Math in 2014-2015 (+9%).</p> <p>66% of students achieved provincial standard in grade 10 academic Math 2014-2015 (+2%).</p> <p>71% of students achieved provincial standard in grade 10 locally developed Math in 2014-2015 (+1%).</p> <p>Credit Accumulation 85.5% of grade 9 students achieved 8 or more credits in 2014-15 (-2.5%).</p> <p>78.5% of grade 10 students have 16 or more credits in 2014-15 (-1%).</p> <p>90% of grade 10 students have 15 or more credits in 2014-15 (+1%).</p> <p>76% of grade 11 students have 23 or more credits in 2014-15 (-1.5%).</p> <p>87% of grade 11 students have 21 or more credits in 2014-15 (-1%).</p>
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		<p>1.1.1b Teachers and administrators in eight elementary schools and two secondary schools will participate in the School Effectiveness District Review Process.</p> <p>1.1.1c 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>family of schools focused on mathematics professional learning as well as integrating the four inquiry questions from Creating Pathways to Success.</p> <p>In secondary schools, approximately 115 teachers and 15 administrators representing 10 secondary schools are participated in a variety of Collaborative Inquires focused on improved student achievement.</p> <p>30 educators received specialized training to support the facilitation of Collaborative Inquiry in secondary schools.</p> <p>1.1.1b Initiative successfully completed. Teachers and administrators from eight elementary schools designated for a District Review engaged in regular and ongoing professional learning to deepen instructional capacity in literacy and mathematics in alignment with their school and Board Improvement Plan</p> <p>1.1.1c 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, problem-solving in mathematics, assessment and evaluation, differentiated instruction, high-yield instructional strategies, education for all, assistive technology. Large group sessions were completed on October 17, November 21, December 11 and February 20. A number</p>	<p>1.1.1b District Reviews were completed in eight elementary schools (Vanier, Rideau Heights, Winston Churchill and Harrowsmith, Bath, Marysville, Clarendon and Tamworth).</p> <p>1.1.1c A School support visit was completed at Frontenac Secondary School during first semester and Napanee District Secondary School during second semester.</p>
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		<p>1.1.1d 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>1.1.1e Educational Services will provide job-embedded professional learning to elementary and secondary teachers, administration and support staff to increase student achievement.</p>	<p>of Teacher/mentor teams also attended the "Reading for the Love of It", OMLTA or OMEA Conference.</p> <p>1.1.1d Initiative successfully completed. The Manager and/or Parent Facilitators in the Parenting and Family Literacy Centres participated in the following Professional Learning opportunities to support on-going learning needs and to increase leadership capacity within the Early Years/Family Support systems within the Board and community: Pedagogical Documentation, Infant Mental Health Promotion (IMHP), Supporting the Development of Self-Regulation, Early Brain Development and Screen Time, How Does Learning Happen, Emergent Literacy, Understanding Infant Mental Health: The Importance of Early Intervention and Development Support Planning, Healthy Together: An Innovative Family Education Model for Children (birth to 18 years) and Their Families, Understanding the Impact of Violence and Trauma on Mothers and Young Children, Healing Through Relationships: Interventions and Supports for Mothers and Children Affected by Substance Abuse, Fantastic Facilitation, Building Babies Brains, Nobody's Perfect, Facilitating Adult Learning, Self-Regulation and a team book study "Authentic Childhood. Experiencing Reggio Emilia in the Classroom".</p> <p>1.1.1e Initiative successfully completed. All Educational Services teachers participated in site-based or district professional learning sessions through a collaborative</p>	
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		<p>1.1.1f 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>1.1.1g Literacy and Math Tutors will support elementary and secondary students based on school need.</p> <p>1.1.1h 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>inquiry model. Educational Services provided the following professional learning opportunities: <u>Learning series</u></p> <ul style="list-style-type: none"> • What's Happening at Educational Services – 30 participants • FASD: The Invisible Disability – Strategy Session - 25 participants <p><u>Autism/ABA Training</u> -1.5 days in December – 25 people each day; 1.5 days in March and April – 30 people each day. <u>LD Course</u> – January/February 2015-40 participants</p> <p>1.1.1f Initiative successfully completed. Forty-six sessions of the Right to Read after-school program supported primary and junior students in thirty-five elementary schools. Junior students in six elementary schools were supported by the Math in Action after-school program.</p> <p>1.1.1g Initiative successfully completed. Literacy and Math Tutors supported elementary and secondary students based on school need. Students in eighteen elementary schools were supported by a Tutor in the Classroom. Literacy tutors provided support to students in all secondary schools.</p> <p>1.1.1h 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</p>	<p>1.1.1f Participating students were given pre and post assessments in the after-school sessions. In both reading and mathematics, 90% of the students demonstrated growth from pre to post assessment.</p> <p>1.1.1h Approximately 425 students in Grades 11 and 12 participated in one of the 26 SHSM Programs with 170 students receiving a red seal diploma at Graduation.</p>
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		<p>1.1.1i Members of the Program Team will collaborate with teacher leaders and administrators from all schools as part of professional learning. The purpose of this learning will be to help develop and implement school plans for student achievement, and professional learning plans.</p> <p>1.1.1j All schools will administer a school climate survey. The results of this survey will inform the needs assessment of school improvement plans, and will be used to supplement monitoring actions at each school.</p> <p>1.1.1k 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>them for graduation. Focus program student applications were revised. Ontario Youth Apprenticeship Program participants; 93, registered apprentices; 6 Specialist High Skills Major program offerings; 26, 11 economic sectors. Projected enrolment 2014-15; 363, actual enrolment; 326. SHSM Subject Certifications completed; 1160</p> <p>1.1.1i Members of the Program Team met with teams from each Secondary School to discuss needs related to supporting students in the areas of Literacy and Mathematics.</p> <p>1.1.1j Climate Surveys were scheduled for 2nd semester in schools.</p> <p>1.1.1k 27 Elementary teachers attended 6 sessions on Aboriginal Education; started After School Aboriginal Education Series in January. Three students attended ministry FNMI Leadership Course. Secondary Guidance heads, SSTs and VPs receive instruction around self-identification. Traditional Teachings in the Classroom program occurred at Perth Road, Odessa, and QE. Aboriginal Consultant made presentations to elementary and secondary classrooms, including Sir John A Macdonald project.</p>	<p>512 students participated in one or more of the 28 Focus Programs.</p> <p>156 OYAP Apprenticeship Program participants with 12 registered and 16 pending apprentice agreements.</p> <p>1242 credits were granted through PLAR (Prior Learning Assessment Recognition)</p> <p>1.1.1i Visits to all secondary schools were completed.</p> <p>1.1.1j Due to unforeseen circumstances climate surveys were delayed in most schools until the 2015-16 school year.</p>
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		<p>1.1.1l 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>1.1.1m Teachers and administrators in all schools will engage in professional learning during PA Days to support the goals identified on the school and board improvement plans.</p> <p>1.1.1n Creating Pathways to Success K-12 will be piloted in several Grade 7, 8, and Grade 10 Careers classes throughout the district during semester 1. All schools will implement CPS in Grades 7, 8, and Grades 10 Careers classes starting semester 2. The K-6 "All About Me" Portfolio will be piloted in 2 schools during semester 1. CPS will be piloted in Grade 9 courses in several schools during semester 2. All secondary schools will use 'myBlueprint' for online course selection. A central Advisory Committee will be formed in the fall of 2014.</p> <p>1.1.1o Two schools will participate in the SSSSI (Student Success School Support Initiative)</p>	<p>Issued civics document--<i>The Two Row Wampum: Aboriginal Perspectives for Civics</i>. Literacy tutoring was available to FNMI students across the board. Three student forums were held to gather opinions from self-identified FNMI students. Online Four Winds Newsletter was distributed. Work began on the Aboriginal Arts document for a Grade 9 Arts course.</p> <p>1.1.1l Coaches in each school continued to support secondary teachers' use of research-based instructional and assessment strategies.</p> <p>1.1.1m Initiative successfully completed. Teachers and administrators in all schools participated in professional learning to support the goals indicated on the school and board Improvement plans during the PA Days from September to the end of June.</p> <p>1.1.1n Creating Pathways to Success was piloted in 15 of our Grade 7 and 8 classrooms (10 schools) in the fall of 2014. A package of implementation resources for teachers was developed by this pilot group of LDSB teachers. The K- 6 "All About Me" Portfolio was piloted in two elementary schools using the ePortfolio tool within Desire2Learn (D2L). All Guidance Heads were trained on how to set up online course selection via myBlueprint.</p> <p>1.1.1o Teachers and Administrators from NDSS participated in an SSSSI project</p>	<p>1.1.1m All Grades 7/8 teachers were provided with in-service on Creating Pathways to Success. The All About Me Portfolio using Microsoft One Note was piloted by 12 teachers in 6 schools. All Secondary Schools used My Blueprint as a course selection tool for 2015 – 2016.</p>
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		<p>Ministry Initiative.</p> <p>1.1.1p A system wide review of the provision of French as a Second Language will continue.</p> <p>1.1.1q The K-12 Program team will offer a variety of professional learning topics (for example, collaborative backward design, CI facilitation, and the professional learning series).</p> <p>1.1.1r Educational Services and Program will facilitate SST/LPS Professional Learning sessions</p>	<p>with a focus on literacy. Teachers and Administrators from LCVI participated in an SSSSI project with a focus on supporting students taking applied mathematics.</p> <p>1.1.1p An administrative report was provided to the Board of Trustees in May 2015 regarding the District-Wide French Review Report completed by external consultant Ruth Bailey. The report lists several areas for consideration including developing an administrative procedure to outline a process for review of French programs, strengthening FSL information on the LDSB website, reviewing and respond to findings related to program attrition, developing a vision statement for French programs, and developing a system plan to foster high quality French programs.</p> <p>1.1.1q Initiative successfully completed. By the end of June, the K-12 Program team facilitated a variety of professional learning topics including: collaborative backward design, CI facilitation, guided practice, algebraic reasoning, proportional reasoning, number talks, using the Prime assessment tool, developing voice in writing, aboriginal education, the use of technology to support teaching and learning in the classroom, talking and listening, inquiry-based learning, fractions, learning through play series (kindergarten) and classroom</p> <p>1.1.1r Initiative successfully completed. <u>SST Professional Learning</u></p>	<p>1.1.1p Work is scheduled to begin in October 2015 and continue throughout the 2015-2016 school year.</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>that will focus on Learning for All and equity and inclusion to increase student achievement and well-being.</p> <p>1.2.1a Objective completed. Full-Day Early Learning Kindergarten Programs were fully implemented as of September 1, 2014.</p> <p>1.2.1b Teachers/ECE teams will participate in professional learning to support the implementation of the instructional strategies and recommendations of the <i>Full-Day Early Learning – Kindergarten Program</i>.</p> <p>1.2.1c Educational Services will support the transition of early learners into school through the use of the Community Transition to Kindergarten Protocol.</p> <p>1.2.1d Educational Services and Program will support the early learning needs of students in Kindergarten using ‘The Tiered Model of Support for Kindergarten.’</p>	<p>September 2014: Supporting Early Learners; November 2014: Accessibility, iPads & SEA; January 2015: Learning Disabilities; April 2015-Mathematics and Learning Disabilities; May 2015: Role of the Student Support Teacher <u>LPS Professional Learning</u> December 2014: Transition Planning; February 2015-Individual Education Plans <u>SST/LPS Course</u> November 2014 -26 participants</p> <p>1.2.1a Objective completed as of September 1, 2014</p> <p>1.2.1b Initiative successfully completed. All Kindergarten Teachers/ECE teams participated in professional learning to support the implementation of the instructional strategies and recommendations of the <i>Full-Day Early Learning – Kindergarten Program</i>.</p> <p>1.2.1c Initiative successfully completed. Educational Services supported the transition of early learners into school through the use of the Community Transition to Kindergarten Protocol.</p> <p>1.2.1d Initiative successfully completed. Educational Services and Program supported the early learning needs of students in Kindergarten using ‘The Tiered Model of Support for Kindergarten.’</p>	<p>1.2.1a Completed. Full-Day Early Learning Kindergarten Programs were fully implemented as of September 1, 2014.</p> <p>1.2.1c Seventy-two students were transitioned into Kindergarten for the 2014-2015 school year through the Community Transition to Kindergarten Protocol.</p> <p>1.2.1d Thirty-one students have received individual support from the Early Years Team. Nine kindergarten classrooms have requested and received classroom level support.</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>1.2.2a Early Years Leaders and Implementation Team will participate in Ministry and Board professional learning sessions to support the implementation of the strategies as established by the Early Years Division.</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 primary core French instruction will continue to be expanded with implementation in all elementary schools in the ESS and QECVI families of schools (11 schools).</p> <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>1.2.2a Early Years Leaders and the Implementation Team participated in Ministry and Board professional learning sessions to support the implementation of the strategies as established by the Early Years Division in October 2014, January and April 2015.</p> <p>1.3.1a Slow Cookers for Kids 5 Elementary Schools and over 60 students took part in the healthy food preparation program sponsored in partnership with St Lawrence College and the Food Sense project. Tools Trends and Opportunities, 40 elementary and secondary staff attend the 2nd annual symposium celebrating cross panel collaboration and innovation.</p> <p>1.3.1b Initiative successfully completed. Expansion of primary core French to elementary schools in the ESS and QECVI families was achieved. The final schools to receive primary core French will occur in September 2015.</p> <p>1.3.1c Proficiency training procedures and skill building prepared for vetting.</p> <p>1.3.1d Training in chemical handling and live production on going.</p>	<p>1.3.1b Primary core French was implemented in all elementary schools in the ESS and QECVI families resulting in the addition of 3.30 French teachers.</p> <p>1.3.1d Approximately 25 teachers were trained in safely building and constructing sets for live production.</p>
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LDSB Strategic Plan: Year 6 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
LDSB Website

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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>2.1.2 Students receiving Community Threat Assessments are those most at risk of harm to self or others</p>	<p>2.1.1a Provide continuing support for schools in utilizing MEND (restorative practices) by providing Level 1 training opportunities to staff, classroom workshops for staff, level 2 training opportunities to administrators, central support staff, and school champions.</p> <p>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>2.1.2 Monitor data for students receiving threat assessments, including correlating threat assessment data with suspension/expulsion data.</p>	<p>2.1.1a Level 1 and Level 2 trainings have occurred this year with 55 staff trained in Level 1 and 20 staff trained in Level 2. There have also been classroom circle trainings provided with over 60 staff and 38 students trained. Additionally, over 90 Community Partners were trained throughout the year.</p> <p>2.1.1b Classroom workshops focused on empathy and perceptions have occurred, as well as MEND presentations focused on peer mediation. To date, 40 MEND classroom workshops have taken place, reaching over 950 students. Additional MEND training has reached over 130 staff. MEND staff have also facilitated 17 MEND Circles, and coordinated 19 MEND meetings with LDSB students and families.</p> <p>2.1.1.c On-going</p> <p>2.1.1d Training for Red Cross Beyond the Hurt took place in 2 secondary schools this year, ensuring that all schools were trained. Additional Red Cross Violence Prevention training was provided to 22 teachers this year. Over 90 Secondary Schools attended a Student Leadership Conference on anti-bullying with keynote speaker Dr. Wendy Craig.</p> <p>2.1.2 There were 13 CTAP's performed during this school year, with the majority of them deemed medium-high risk.</p>	<p>2.1.1 All schools are utilizing progressive discipline, including restorative practices like MEND.</p> <p>2.1.2 As the majority of threat assessments have been deemed as medium/high risk, at-risk youth continue to receive valuable supports and interventions.</p>
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	<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>2.1.3 Monitor 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 and Community Threat Assessment Protocol training to new administrators, new Educational Services staff, and police.</p> <p>2.1.4d Continue to provide support to schools for the <i>Whole School Approach</i> in the implementation of research-based bullying prevention programs.</p>	<p>2.1.3 Students in the SNAP program averaged 6 credits over the school year.</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 this year, with representation from schools, central staff, and community partners.</p> <p>2.1.4c Level 1 Violence Risk Threat Assessment training included five LDSB Staff and 30 Community partners including: St. Lawrence Youth Association; St. Lawrence College Security; Frontenac Community Mental Health Association; Kingston Police; CCAC - Mental Health Nurses; Family & Children's Services; Youth Diversion; CFB Kingston Family Resource Centre; Boys and Girls Club; Lennox and Addington Community Mental Health and Addictions Association; Victim Services of Kingston & Frontenac; Tyendinaga; Loyalist Emergency Services; Kingston Fire and Rescue</p> <p>2.1.4d Support is on-going.</p>	<p>2.1.3 One-hundred percent of expelled students continue to be engaged in schooling.</p> <p>2.1.4 LDSB protocols, policies and procedures for safe and inclusive environments reflect best practices and are up-to-date and in compliance with current provincial policies and legislation.</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>WITS (JK-Grade 3); LEADS (Grade 4-6); and Fourth R (Grades 7-12). 2.1.4e Conduct climate surveys for all elementary and secondary students (grades 4-12) using the <i>Tell-Them-From-Me Surveys</i> and consult with schools that piloted the PREVNET school climate survey for students from Kindergarten to Grade 3. 2.1.4f Continue to provide central support for all schools to actively engage staff and community in the Whole School Approach to bullying prevention and intervention, including providing guidance and ideas to all schools to implement activities/events for Bullying Awareness Week in November. 2.1.4g Arts and Technology teachers will be introduced to board Standard Operating Procedures as they relate to improving safety in the classroom and will continue to implement preventative initiatives that will improve safety in the classrooms. 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. 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>2.1.4e Climate surveys were scheduled to be completed in the Spring 2015. 2.1.4f All schools participated in Bullying Prevention Week in November, with central support provided. 2.1.4g Training for arts/drama teachers, science and technology teachers and co-operative education teachers occurred this year to ensure implementation of preventative measures that will improve classroom safety. 2.2.1a Ongoing. 2.2.1b The LDSB Equity, Inclusion and Human Rights advisor facilitated or helped facilitate several events: ISKA Multicultural Arts Festival, ISKA/LDSB information session for newcomer parents, Dare-to-Stand-Up Student Conference, Holocaust education workshops, twenty-four issue-based Arts Education sessions, Equity and Inclusion staff presentations, three full Step-Up workshop series, and two Positive and Safe Space session with staff. This work has involved over 15000 students and over 300 staff in approximately 40 schools.</p>	<p>2.1.4e Due to unforeseen circumstances climate surveys were delayed in most schools until the 2015-16 school year. 2.2.1 LDSB continues to implement the recommendations from the MoE Equity and Inclusive Strategy, 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>2.2.4 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>2.2.2 New employees will be provided initial training through the orientation process and ETraining platform.</p> <p>2.2.3a. The Accessibility Committee and appropriate LDSB departments will facilitate compliance (January 2015) with the Integrated Accessibility Standards under the Accessibility for Ontarians with Disabilities Act 2005:</p> <ul style="list-style-type: none"> ➤ Section 12 Accessible Formats and Communication Supports: Provide accessible formats and communication supports when requested and notify the public about the availability of accessible formats and communication supports. ➤ Section 17 Producers of Educational or Training Material: Provide, produce or procure or acquire accessible or conversion ready textbooks when requested and upon request make accessible or conversion ready versions of print based supplementary materials in a timely manner. ➤ Section 18 Libraries of Educational or Training Institutions: Provide, procure or acquire accessible or conversion ready formats of print-based library materials when requested. <p>2.2.4 RFP process for renewal of EAP Services will be conducted. Staff satisfaction survey for EAP Services will be distributed in fall of 2014.</p>	<p>2.2.2 All new employees hired in first half of the year have received orientation process and E-Training platform.</p> <p>2.2.3a Initiative successfully completed. January 2015 – Compliance with sections 12, 17 and 18 of the Integrated Accessibility Standards as per requirements.</p> <p>2.2.4 Satisfaction survey has been completed and proposals in response to RFP have been received. Analysis will be conducted in the fall of 2015 and new contract established.</p>	<p>2.2.2 Training is now embedded in all new employee orientations.</p> <p>2.2.3 a. Implementation of requirements ongoing.</p> <p>2.2.4 Continue to be on track.</p>
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	<p>2.2.5 Use of Employee Attendance Support Program has increased and employee group attendance statistics meet or exceed provincial averages.</p> <p>2.2.6 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>2.2.5 Continue to implement attendance support program. Review absenteeism thresholds to ensure alignment with jurisprudence and accepted practices and work to keep our absences at or below provincial averages.</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 implement 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 Pilot Mindfulness training through the Board's Wellness Committee as vehicle to support staff in managing personal and professional stress.</p> <p>2.2.6h Participate in the Ministry of Education review of Foundations for a Healthy School</p>	<p>2.2.5 Restructuring plan for HR department is complete with moving of a position from Payroll to HR to increase efficiencies and effectiveness of attendance support.</p> <p>2.2.6a Ongoing.</p> <p>2.2.6b Ongoing.</p> <p>2.2.6c Ongoing.</p> <p>2.2.6d Ongoing.</p> <p>2.2.6e Fully implemented for 2014-2015.</p> <p>2.2.6f Staff Wellness committee is active with representation from all employee groups.</p> <p>2.2.6g Mindfulness Pilot has been extended based on recommendation by the wellness as a result of feedback from original cohort. Feedback data collected in Spring 2015 has been reviewed and recommendation to the committee to continue the program with some modifications will be coming forward in Fall of 2015.</p> <p>2.2.6h Participation is occurring in the Healthy Schools Certification Pilot.</p>	<p>2.2.5 Current attendance projections are on track to remain at or below provincial average.</p> <p>2.2.6 LDSB and KFL&A Public Health continue to cooperate and coordinate the healthy initiatives, which are promoted and monitored.</p> <p>2.2.6e Continual review and new options are considered on an on-going basis with plan in place to continue the program in 2015-2016.</p> <p>2.2.6f Wellness Committee continues to respond to survey data and feedback from employees and implement recommendations.</p>
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	<p>2.2.7 A Mental Health Strategy will be developed and implemented.</p>	<p>initiative and implement feedback.</p> <p>2.2.7a Analyze the data from the Board Scan and Resource Mapping exercises and Tell Them From Me to review existing resources and service delivery model to determine best practices for student wellness.</p> <p>2.2.7b Pilot student focus groups and parent surveys to determine on how schools can more effectively support student wellness.</p> <p>2.2.7c Expand membership of the Mental Health Leadership Team to include community partners in order to continue to develop strong community collaboration that supports students and families.</p> <p>2.2.7d Monitor service delivery of Mental Health Workers in Schools in partnership with Pathways in all LDSB secondary schools.</p> <p>2.2.7e Monitor Mental Health Nurses in District School Boards in partnership with Community Care Access Centre (CCAC).</p> <p>2.2.7f Continue to expand implementation of evidence based programs that support mental health literacy and wellness such as Friends for Life (elementary) and Dr. Stan Kutcher's mental health curriculum (Grade 9 Physical Education)</p> <p>2.2.7g Pilot and evaluate distress tolerance groups as a Tier 2 intervention for intermediate and secondary students.</p>	<p>LaSalle SS and Vanier are both pilot schools.</p> <p>2.2.7a Initiative successfully completed. Data collected and analyzed from Board Scan, Resource Mapping and Tell Them from Me and used to inform mental health strategy.</p> <p>2.2.7b Student voice collected via secondary student focus groups. Parent survey to be distributed in Fall 2015</p> <p>2.2.7c Initiative successfully completed. Community partners invited to participate on LDSB Mental Health Leadership Team.</p> <p>2.2.7d Initiative successfully completed. Monitored ongoing collaboration with Pathways for Children & Youth. Pathways workers provided service in all LDSB secondary schools.</p> <p>2.2.7e Initiative successfully completed. Monitored ongoing collaboration with CCAC. All elementary and secondary schools have access to this service. Twenty-two students have accessed this service.</p> <p>2.2.7f Initiative successfully completed. Friends for Life was implemented in 40 Grade 1 classrooms as well as one DLC. Six LDSB staff trained as Friends for Life Trainers. Mental Health curriculum fully implemented in all grade 9 Phys. Ed. classes in all LDSB secondary schools.</p> <p>2.2.7g Initiative successfully completed. One Distress Tolerance Group piloted at one secondary school and one elementary school.</p>	<p>2.2.7 Ongoing development and implementation of the LDSB Mental Health Strategy.</p>
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		<p>2.2.7h Continue implementation of Roots of Empathy in elementary classrooms with a focus on Kindergarten and Grade 5.</p> <p>2.2.7i Provide ongoing opportunities staff training related to suicide prevention and intervention (i.e., ASIST Training, Suicide Risk and Assessment Protocol).</p> <p>2.2.7j Implement a Section 23 Partnership with Hotel Dieu Hospital that supports students with complex mental health needs contributing to school refusal (Grade 6-8).</p> <p>2.2.7k Develop a mental health and wellness webpage to communicate the LDSB Mental Health Strategy to employees, students, families and community members.</p>	<p>2.2.7h Initiative successfully completed. Roots of Empathy implemented in 23 FDK classrooms and 23 grades 1-8 classrooms.</p> <p>2.2.7i Initiative successfully completed. Twenty-four counselling staff trained in ASIST and two staff trained (teacher, admin) in each secondary school. Suicide Risk and Assessment Protocol shared with all elementary and secondary administrators, secondary vice principals and PSSP staff (clinical, Adolescent Care Workers, Student Support Counsellors and Student Attendance Counsellors).</p> <p>2.2.7j Initiative successfully completed. Section 23 Partnership (SOAR 23) implemented with Hotel Dieu Hospital and has supported 8 students.</p> <p>2.2.7k Initiative successfully completed. LDSB Mental Health and Wellness web page is active.</p>	
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LDSB Strategic Plan: Year 6 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
Audit Committee
LDSB Website

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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 Review current administrative procedures for Purchasing Cards and Purchasing Procedures and update in accordance with new Broader Public Sector guidelines.</p> <p>3.1.1b Prepare for Regional Internal Audit review of Travel and Business Expenses.</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 negotiations with bus operators for new contract.</p> <p>3.1.1e Perform on-site safety and maintenance audits of school bus operators as part of Contract Performance Management system.</p> <p>3.1.1f Implement approved merger of LDSB Charitable Trust with the Board.</p> <p>3.1.1g Provide regular interim financial reporting to Trustees/Senior Management to support informed decision making.</p> <p>3.1.1h 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 changes that may result from the current round of bargaining.</p>	<p>3.1.1a Review of administrative procedures for Purchasing Cards and Purchasing procedures underway and scheduled for completion next year.</p> <p>3.1.1b Regional internal audit field work on Travel & Business Expenses completed.</p> <p>3.1.1c Review of staff job descriptions in Financial Services Department completed and vacancies filled. Core business processes continue to be reviewed, strengthened and improved.</p> <p>3.1.1d Contract negotiations with non-ISBOA bus operators have been completed and multi-year contracts signed. Negotiations with ISBOA members continuing.</p> <p>3.1.1e School bus safety and maintenance safety audits pending finalization of contract negotiations.</p> <p>3.1.1f Proceeding with legal and external audit advice on merger of LDSB Charitable Trust with the Board.</p> <p>3.1.1g. Interim financial reporting has been introduced and provided to senior management and the Board, including quarterly reports.</p> <p>3.1.1h Review complete. Modifications to Harassment procedure in process and of Privacy procedures complete. Further review pending completion of central and local bargaining.</p>	<p>3.1.1 The Audit committee continues to work with internal auditors, external auditors and senior staff on improving and strengthening board administrative and financial procedures/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>3.1.1i Human Resources and Financial services will continue to review HR and payroll processes with intent to create improved efficiencies between the two departments.</p> <p>3.1.1j Continue review of school based/departmental hiring practices and provide training to new administrators/managers as appropriate.</p> <p>3.1.1k Continue to offer resume preparation/interview skills training for all employee groups to facilitate understanding of hiring in LDSB and promote transparency in processes.</p> <p>3.1.1l Review procedures related to records management and access to information and develop a plan for future system implementation and training.</p> <p>3.2.1a Full implementation of BringIT throughout the Board; ITS / Program Team will work with schools and staff to implement BringIT to maximize the teaching and learning experience.</p> <p>3.2.1b Administrative Laptops / Desktops. Continue four year evergreen plan, all administrators will be provided with either a) a laptop or b) a tablet.</p> <p>3.2.1c Renew Microsoft Licensing for all Microsoft software, including access to Office 2013 for all staff / students as well as upgrades to Microsoft Windows version 7 on all capable systems. Licensing for 2014/15 will also provide free student/staff for home use.</p> <p>3.2.1d ITS staff will work with the ECNO Shared Services staff to implement OSAPAC virtual applications. This is a pilot project, funded by the</p>	<p>3.1.1i Restructuring complete and new positions are operational. On-going review related to workflow and efficiencies will continue into 2015-2016. Continuing Education employee group now entering absences and more groups will follow in 2015/2016.</p> <p>3.1.1j Implemented with on-going review to continue.</p> <p>3.1.1k Completed in April and May of 2015 with on-going opportunities planned for 2015/2016.</p> <p>3.1.1l Review on-going scheduled to be completed winter 2015.</p> <p>3.2.1a In December 2014, ITS and Program presented 2 half day sessions of Bring IT best practices and provided support for all schools to send 2 staff member.</p> <p>3.2.1b Upgrades for staff were completed were completed in November 2014 for the current school year.</p> <p>3.2.1c Office 2013 is now available for free for all staff and students to install on up to 5 personal computers. The information has been shared to schools through various media.</p> <p>3.2.1d This project has been delayed due to Ministry of Education challenges. An update in late March suggests that LDSB</p>	<p>3.2.1a A number of schools have initiated BringIT with teachers. Through support of Connected Learning staff, we continue to support additional schools and staff.</p>
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		<p>E&E and COSBO, that will see 10 Boards deploy virtual desktop / applications for many of the OSAPAC applications.</p> <p>3.2.1e Perform a review of the ITS Department, its structure, staff allocations and roles.</p> <p>3.2.1f Conduct renewal process for the Board's Wide Area Network service.</p> <p>3.2.1g Continue deployment of Mobile Technology depending on available funding.</p> <p>3.2.1h Continue to promote and use Desire 2 Learn Management system to enhance blended and e-learning opportunities for students.</p> <p>3.2.1i Continue to provide professional learning to educators on the effective use of technology to support learning.</p> <p>3.2.1j Continue to pilot with some schools, Compass for Success, A Data Management Tool to assist schools with making timely decisions related to student learning.</p> <p>3.2.1k Continue to update and develop H/R Website.</p> <p>3.2.1l Continue with the implementation of Smartfind features to further streamline processes to create efficiencies for example</p>	<p>will begin the pilot later this school year.</p> <p>3.2.1e This will be undertaken in April – June as part of the 2015/16 budget process.</p> <p>3.2.1f This work has begun.</p> <p>3.2.1g An additional 450 iPads have been purchased through the CODE / Ministry TLF funding.</p> <p>3.2.1h ITS & Program staff are working to promote the use of D2L in schools. A project team is working to develop an LDSB landing page / portal to provide one stop access to D2L and LDSB services.</p> <p>3.2.1i Program and ITS staff continue to deliver Professional Learning and approximately 300 teachers attended one or more workshops through the Technology Professional Learning Series.</p> <p>3.2.1j Continue to pilot and expand implementation of Compass for Success, A Data Management Tool to assist schools with making timely decisions related to student learning, with schools for a first year or second year. During the first semester of this year, a total of 41 elementary and secondary school administrators (representing 30 schools), 10 lead success teachers and student success teachers, and 8 classroom teachers were introduced to and supported in the application of the tool.</p> <p>3.2.1k On-going</p> <p>3.2.1l & m HR/Payroll restructuring plan in place and implemented. Work has begun to enable SDS and SMARTFind interface</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>employees entering their own absences for electronic approval which will reduce administrative time and paper. 3.2.1m Work toward the integration of SMARTFIND with SDS to move forward with future paperless processing for H/R/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>3.3.1c 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>with project plan and timelines to be finalized in the Fall of 2015 that will develop new and more efficient work flow and result in more accurate monitoring of budget related to attendance management.</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. Polson Park PS Relamping Project, Amherstview PS Gym Lights LED.</p> <p>3.3.1c Continue to support schools' participation in EcoSchools certification process. Ten teachers attended fall EcoSchool's workshop - 6 attended spring webinars - 15 schools registered this year.</p> <p>3.3.1d All schools throughout the district were invited to participate in the environmental education focused EcoSchools. Emails and quarterly EcoSchools newsletters were sent to all schools.</p>	<p>3.3.1 The Limestone District School Board is moving actively forward with respect to sustainability strategies and education. Initiatives are ongoing.</p> <p>3.3.1c The 2014/15 school year had the most amount of EcoSchools certified schools to date: Bath Public School (Bronze); Bayridge Secondary School (Gold); Cataraqui Woods Elementary School (Gold); Centennial (Gold); Central Public School (Silver); John Graves Simcoe Public School (Gold); Lord Strathcona Public School (Silver); Loughborough Public School (Silver); North Addington Education Centre (Silver); Prince Charles Public School (Gold); Rideau Public School (Bronze); Selby Public School (Silver); Southview Public School (Gold); Welborne Ave Public School (Bronze)</p>
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		<p>3.3.1e The One Earth One Chance Conference held at BSS will be an opportunity for 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>3.3.1i A Food Garden Administrative procedure will be developed and implemented.</p>	<p>3.3.1e The One Earth One Chance Conference was held at BSS on April 22, 2015. Over 150 students attended the conference from 10 LDSB schools.</p> <p>3.3.1f Recycling programs that promote student leadership and stewardship will be expanded this school year. LCVI has 2 new recycling stations and a new organics program for the cafeteria; JR Henderson PS overhauled recycling system with new classroom bins, signage and a school recycling assembly; Rideau Heights PS overhauled recycling system with new classroom bins and signage; Central PS new classroom bins; Frontenac PS new classroom bins; Upon recommendation from JR Henderson, French signage is being made.</p> <p>3.3.1g Earth Hour activities were held on March 27, 2015 and 24 schools participated, saving approximately 833 kWhs.</p> <p>3.3.1h Sustainable food system pilots continue to grow with school / community gardens, vermicomposting and aquaponics projects. Lord Strathcona PS installed a Grow Garden</p> <p>3.3.1i Administrative Procedure 531 Development and Maintenance of School Food Gardens was developed and is available on the LDSB website.</p>	<p>3.3.1f Focused efforts were rolled out at 7 schools. Depending on need, each site received a school assembly, bins and/or signs</p> <p>3.3.1g Earth Hour activities continue to be promoted tracked board wide, with data collected to guide future activities.</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>3.3.1j Grade 9 Kingston Transit Bus Pass Orientation. Orientation will take place in Kingston and area Secondary Schools.</p> <p>3.3.1k Facilitate Environmental Sustainability awareness and partnerships with the community through regular meetings of The Environmental Sustainability Advisory Committee.</p> <p>3.3.2a Ten Sustainability Priority Areas which create a foundation and a framework to guide Limestone's Annual Sustainability Report will be reviewed.</p> <p>3.4.1a Complete public consultation/engagement sessions on the design of the new Kingston North elementary school, seek approval from Ministry.</p> <p>3.4.1b Begin integration and design committees for the new Central Kingston secondary & intermediate school, seek approval from Ministry.</p>	<p>3.3.1j Grade 9 Kingston Transit Bus Pass Orientation was completed in the fall of 2014. In June 2015 orientation dates were selected for the 2015/16 school year. This is an annual program. A total of 1644 transit passes were distributed to 9-11 students at FSS, BSS, ESS, LaSalle, LCVI, QECVI and KCVI</p> <p>3.3.1k Facilitate Environmental Sustainability awareness and partnerships with the community through regular meetings of The Environmental Sustainability Advisory Committee. The ESAC met October 14, 2014, January 28, April 1 and May 6, 2015.</p> <p>3.3.2a Ten Sustainability Priority Areas create a foundation and a framework to guide Limestone's Annual Sustainability Report. These will be reviewed by ESAC in the 2015/16 school year.</p> <p>3.4.1a New Kingston North Elementary school (Molly Brant Elementary School) design has been approved by Board. Ministry approval to proceed with construction received and contractor RFP awarded.</p> <p>3.4.1b The design committee for New Central Kingston Intermediate & secondary school is well underway. In the spring of 2015 a series of visioning sessions were held with students, parents, staff and community partners to clarify what features are most important in the new school, identify important programs that must be accommodated by the layout, design and features of the new school, and to make</p>	<p>3.4.1 Pupil Accommodation reviews will be undertaken as required in accordance with Ministry guidelines and board policies.</p>
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<p>3.5 Enhance the learning environment for students by repairing, renovating and updating existing</p>	<p>3.4.2 Construction of new schools, as approved, is completed or initiated.</p> <p>3.5.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students.</p>	<p>3.4.1c Manage surplus space through reduction of portables and disposition of surplus properties.</p> <p>3.4.1d Further refine staffing processes related to the consolidation of schools.</p> <p>3.4.1.e Complete System-wide review of French Programming; and respond to recommendations</p> <p>3.4.2a Begin construction process for the new Kingston North elementary school.</p> <p>3.4.2b Provide necessary information, analysis and support on site selection for the new Central Kingston secondary & intermediate school.</p> <p>3.4.2c Complete construction of Full-Day Kindergarten multiple classroom additions/multiple classrooms retrofits.</p> <p>3.5.1a Implement the School Condition Improvements projects identified in the 2014-2015 Capital Budget</p> <p>3.5.1b Implement school renewal projects to</p>	<p>effective community use of the new school. The concept design is expected to be presented to Board for approval in Fall 2015.</p> <p>3.4.1c Surplus properties have been offered to preferred agencies and to the public in accordance with Ontario Regulation 444/98. Continuing to proceed with disposition of former school sites and selling of excess portables.</p> <p>3.4.1d Staffing processes MoU's or school consolidation have been completed and signed off with both teacher unions. Support staff agreements have staffing process language that will enable school consolidation.</p> <p>3.4.1e French Review Coordinator completed research and report presented to Board. Recommendations being reviewed for next steps.</p> <p>3.4.2a Contract for construction for New Kingston North Elementary school (Molly Brant Elementary School) has been awarded and construction scheduled to begin in August 2015.</p> <p>3.4.2b Information and analysis on site selection for New Intermediate & Secondary School led to decision by Board to select Kirkpatrick & Lyons street property.</p> <p>3.4.2c All year 5 Full-Day Kindergarten additions/retrofits construction projects have been finalized and completed.</p> <p>3.5.1a Over \$3 million in School Condition Improvement projects have been undertaken in a variety of schools in 2014-2015.</p> <p>3.5.1b About \$3.9 million in School</p>	<p>3.5.1 School facilities continue to be repaired and renovated as required.</p>
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<p>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>3.6.1 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>address accessibility/ODA needs, code/regulatory and program site needs.</p> <p>3.5.1c Provide regular updates on capital construction projects/activities to Trustees/Senior Management to support informed decision making.</p> <p>3.6.1 Ongoing implementation of Board Leadership Strategy.</p> <p>3.6.2a Conduct annual planning and needs analysis of leadership succession requirements.</p> <p>3.6.2b Conduct succession processes for Vice-Principals and Principals in both panels.</p> <p>3.6.3 Analyze budget and enrolment to ensure staffing that meet system needs.</p> <p>3.7.1a Provide direct support for School Councils related to updated financial management and reporting requirements.</p> <p>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>3.7.1c Provide orientation to FirstClass electronic communication system; training resource media, and SDS school accounts (e-funds) training and support, and provide ongoing support related to updated financial management and reporting requirements.</p>	<p>renewal projects, including accessibility /ODA projects have improved the condition of schools across our board.</p> <p>3.51c Regular updates and reports on capital construction projects have been provided to the Property/Operations Committee and the Board throughout the year.</p> <p>3.6.1 Steering Committee updated the BLDS goals to align with BIPSA. Review of Succession plan on-going with recommendations expected in the Fall of 2015.</p> <p>3.6.2a Mobility forms collected and compiled. Analysis complete.</p> <p>3.6.2b Succession processes complete for Elementary and Secondary and all positions have been filled.</p> <p>3.6.3 Staffing levels and staffing implementation were on budget and met system needs.</p> <p>3.7.1a Completed October 2014. Further support is ongoing as needed.</p> <p>3.7.1b Completed October 2014.</p> <p>3.7.1c Completed October 2014.</p>	<p>3.6.1 Process in place for annual review and updating based on steering committee advice, research, and system data.</p> <p>3.6.3 Staffing levels and staffing implementation were on budget and met system needs.</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 Continue to engage educational partners, municipal and provincial governments, community agencies and the public.</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 and school year calendar.</p> <p>3.8.1 Through partnerships with local Family & Children's Services and District School Boards we monitor implementation of Partnering for Student Success Agreement; monitor data outcomes tracking to support early identification and intervention; and, implement and monitor pilot Focus Programs.</p> <p>3.8.2a Offer alternative school programs for Aboriginal students in consultation with the Ontario Federation of Indian Friendship Centres.</p> <p>3.8.2b Plan and offer Aboriginal themed events in conjunction with local communities.</p> <p>3.8.2c Facilitate a minimum of two meetings of the Aboriginal Advisory Committee.</p> <p>3.8.2d Partnership roundtables re new school planning.</p>	<p>3.7.1d Further supports are being developed and shared.</p> <p>3.7.1e Scheduled in February 2015.</p> <p>3.8.1 Initiative successfully completed. Agreement is monitored and updated via Crown Wardship Education Championship Team; and data exchange process is in place between LDSB and Family and Children's Services of Frontenac Lennox and Addington to facilitate outcomes tracking.</p> <p>3.8.2a Twenty-two students are attending the Katarokwi Aboriginal school run in conjunction with the MNO and OFIFC (day and alternative). There were three graduates. Fall ministry visit to school was a success.</p> <p>3.8.2b Four Winds festival held Oct 29, with over 100 students and teachers from all secondary schools and 10 local elders. Jaime Koebel and Aboriginal Experiences visit 6 schools during Aboriginal Education Month. Sharbot Lake Aboriginal Experience day was held on June 11; first Gould Lake Aboriginal Culture day was held on June 16, 2015.</p> <p>3.8.2c Aboriginal Advisory meeting held on Dec 2, 2014 and June 3, 2015 and included several new members.</p> <p>3.8.2d The Director's Office & Communications conducted outreach and visioning regarding the new Kingston</p>	<p>3.8.1 Implementation of requirements ongoing.</p> <p>3.8.2d Additional consultation sessions once a draft design has been completed will be held in the fall of 2015. Feedback from the visioning</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 Participation is maintained in key charitable and initiatives.</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>3.8.2e Engagement of partners through ThoughtExchange on-line engagement process (District French Review and for School Climate).</p> <p>3.8.3 Support 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 Utilize regular labour relations meetings to engage in proactive problem solving.</p> <p>3.9.2a Bargain collective agreements that meet student needs to the extent possible given current parameters.</p> <p>3.9.2b Support the newly established provincial</p>	<p>Central Intermediate & Secondary School. Letters were sent to more than 40 community partners seeking their input on possible program and/or facility partnership opportunities. In addition, the Director conducted a series of follow-up face-to-face meetings. Communications conducted 12 separate visioning sessions with students, staff, parents and partners.</p> <p>3.8.2e Community partners were invited to participate in an online engagement process to solicit input regarding the District-wide French Review and school climate. Partners were invited to participate via email. Feedback was incorporated into the French Review report and school climate data has been shared with administrators and School Councils for follow up where applicable.</p> <p>3.8.3 Initiative successfully ongoing. System leadership and school support provided for the United Way 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 Regular meetings scheduled and problems solving processes in place.</p> <p>3.9.2a Prepared bargaining briefs, created teams and prepared recommendations for Board Mandate. Bargaining has begun with all groups and will continue in Fall 2015.</p> <p>3.9.2b Supported central bargaining</p>	<p>sessions was provided to the Design Committee for information. The Director's Office continues to follow up with various partners on potential partnership opportunities.</p> <p>3.8.2 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 On-going systems and processes in place to ensure communication and problem solving with union partners happens proactively and involves many people and departments.</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>3.10.1 Students, staff and Board achievements are widely communicated and recognized on a regular basis.</p>	<p>collective bargaining process as required.</p> <p>3.9.2c Continue to engage employee groups through consultation and collaboration on Board Initiatives.</p> <p>3.9.2d Establish Council of Learning Leaders to engage Principals in Co-leading and co-planning of system initiatives.</p> <p>3.10.1a Continue to support and explore the use of social media to enhance LDSB communications. Grow school twitter accounts by 25%.</p> <p>3.10.1b Continue to monitor and support school websites.</p> <p>3.10.1c Enhance communications to celebrate student, staff and board achievements using a variety of media. Introduce new on-line blog written by frontline staff; continue partnership "Learning in Limestone" with CKWS-TV.</p> <p>3.10.1d Share and analyze feedback from on-line stakeholder engagement process.</p>	<p>through HR networks and Labour Relations Council.</p> <p>3.9.2c Labour Relations, BLDS Steering Committee, Staffing Committees, Wellness Committee, Principal Meetings, Family of Schools meetings, bargaining teams all met regularly and or as needed. Surveys are also used to gather data and feedback from employees on various initiatives.</p> <p>3.9.2d Established and on-going.</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 communication too. As of August 31, 2015, we have over 6,700 followers, an increase of 1,400 accounts since January 2015. School related Twitter accounts went from 166 to 227.</p> <p>3.10.1b Communications and ITS continue to monitor and support school-based websites.</p> <p>3.10.1c Learning in Limestone featured segment on CKWS examines diverse learning across our district and 20 new segments have aired since October of 2014. Limestone Link, a monthly on-line blog written by staff and community members, was introduced in October 2014. There were 6 editions in the 2014-2015 school year.</p> <p>3.10.1d The Thoughtexchange (formerly Thoughtstream) online engagement</p>	<p>3.10.1 Communications continues to implement and further explore opportunities for celebrating the achievement of students, staff, and the Board.</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>3.10.2 All secondary schools participate fully in inter-school student council.</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>3.10.2 Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p> <p>3.11a Ongoing completion of performance appraisals for all employee groups according to designated cycles or as needed.</p> <p>3.11b Ongoing training, mentoring, and career progression professional learning provided and monitored by respective departments.</p> <p>3.11c Continue to participate and provide leadership to the Eastern Ontario Staff Development Network (EOSDN) on support staff professional initiatives.</p> <p>3.11d Complete the St. Lawrence/Limestone Leadership Development Certificate Program Pilot and conduct a program evaluation to determine next steps.</p>	<p>process to solicit input from students, parents and community members on what they like about their schools and what they might like to see in their schools was completed in the spring of 2014. The results were shared with staff, school councils and the community in December 2014. Senior Staff and school administration continue to use the data to help inform School Improvement Plans.</p> <p>3.10.2 Ongoing efforts at outreach and engagement continues to occur.</p> <p>3.11a On-going</p> <p>3.11b On-going</p> <p>3.11c Staff participated in the EOSDN Mathematics initiative.</p> <p>3.11d Program complete and certificates provided – feedback from participants has been collected and will support future planning of the BLDS Steering Committee.</p>	<p>3.10.2 Continue to encourage all schools to participate.</p> <p>3.11.1 Systems in place for tracking and facilitating performance management and appraisals.</p>
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<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 continue to provide Trustees with relevant documents, information and issues at appropriate Board committees, retreats and through electronic communications, including orientation for new Trustees.</p> <p>3.12.1b Trustees will continue to attend relevant conferences, meetings, training sessions and events as appropriate.</p> <p>3.12.1c An Orientation plan for new trustees will be developed and implemented, including local and provincial learning sessions and ongoing peer mentoring.</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. Two New Trustee Orientations Sessions were conducted on November 22 and 24, 2014. An electronic repository for all relevant documents was created on Board internal email system.</p> <p>3.12.1b Eight of nine Trustees attended the OPSBA Educational Symposium. Student trustees attended all OASTECO events and participated in provincial executive.</p> <p>3.12.1c Two New Trustee Orientations Sessions were conducted on Saturday, November 22nd and Monday, November 24, 2014. 8 of 9 Trustees attended the OPSBA Provincial Symposium in January 2015.</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 continue to 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; LSA Symposium; Collaborative Inquiry Facilitator Sessions; Sessions with Dr. Steven Katz; Labour-Management Conference; CACE Conference, Safe Schools Training; Health and Safety Training; Equity and Inclusion Sessions; OASBO, CODE, OPSBA, OPSOA, and CEO/SBO Conferences.</p>	