

Success For All: Limestone District School Board Strategic Plan: Year 2 of 5 Year Plan



*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 2 of 5 Year Plan

GOAL 1: Improve Achievement and Success for All Students.

The Limestone District School Board is fully committed to the goals of improving achievement for all students and closing the achievement gap for particular groups of students, as established by the Ministry of Education.

Lead Personnel	<ul style="list-style-type: none">• Director of Education• Superintendent of Education, Elementary• Superintendent of Education, Secondary• Supervising Principal of Student Success• Supervising Principal of Special Education• Supervising Principal of School Effectiveness
Communication of Progress	<ul style="list-style-type: none">• Education/Human Resources Committee• Mid-Year Strategic Directions Report

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 2 Initiatives?	What does success look like at the end of Year 2 of the Plan? 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.</p>	<p>1.1.1a Provide job-embedded professional learning for all elementary teachers and administrators with a focus on critical thinking skills to increase student achievement in reading and writing through the Student Achievement Division Initiatives.</p> <p>1.1.1b Provide job-embedded professional learning for all elementary teachers and administrators with a focus on problem solving skills to increase student achievement in mathematics through the Student Achievement Division Initiatives.</p> <p>1.1.1c Increase instructional leadership capacity for all elementary administrators in the areas of literacy and mathematics through the <i>Leading Student Achievement Project</i>.</p>	<p>1.1.1a/b/c Initiative successfully completed. Monthly professional learning sessions were provided to all elementary administrators and teachers</p> <p><i>1.1.1a Initiative successfully completed. Teachers, including Special Education teachers, from all elementary schools participated in professional learning sessions, following the Teaching Learning Critical Pathway (TLCP), with a focus on reading, writing and/or mathematics. All elementary schools completed at least two TLCPS. Other elementary initiatives with a focus on increasing student achievement in literacy and numeracy included</i></p> <p><u>Schools In The Middle</u> <i>School Improvement Teams from fifteen Schools In The Middle (Bayridge, Centennial, Central, Collins Bay, Elginburg, JR Henderson, Loughborough, Odessa, Perth Road, Rideau, Storrington, Westdale Park, First Avenue, Marysville and Selby) and five Ontario Focused Intervention Program (OFIP) 1 & 2 schools (Frontenac, NAEC, Rideau Heights, Prince Charles and Tamworth) participated in professional learning with a focus on learning goals, success criteria and high yield teaching strategies.</i></p> <p><u>Student Work Strategy</u> <i>Select teachers from five Student Work Study schools (Bath, Joyceville, Loughborough, Odessa and Polson Park) participated in professional learning with a focus on descriptive feedback. A Student Work Study teacher worked with select teachers in the five schools with a focus on examining student work and instructional practices to improve student achievement.</i></p>	<p>1.1.1 Elementary Achievement:</p> <p><u>2011 Provincial Assessments – EQAO</u> Progress occurred in the percentage of students meeting or exceeding the provincial standard in Primary reading and Primary and Junior writing as evidenced by the 2011 EQAO assessment results.</p> <p><u>Reading</u> Primary: +3% (from 58 – 61%) Junior: -2% (from 72 – 70%)</p> <p><u>Writing</u> Primary: +1% (from 65 – 66%) Junior: +1% (from 67 – 68%)</p> <p><u>Mathematics</u> Primary: -3% (from 66 – 63%) Junior: -8% (from 56 – 48%)</p> <p><u>June Report Cards</u> Progress occurred in the percentage of students meeting or exceeding provincial standard in Primary reading, writing and mathematics, Junior mathematics, and Intermediate reading and mathematics as evidenced by the June 2011 K-8 report cards.</p> <p><u>Reading</u> Primary: +1% (from 65 – 66%) Junior: -10% (from 78 – 68%) Intermediate: +2% (from 73 – 75%)</p> <p><u>Writing</u> Primary: +2% (from 55 – 57%) Junior: -10% (from 75 – 65%) Intermediate: -2% (from 71 – 69%)</p> <p><u>Mathematics</u> Primary: +8% (from 68 – 76%) Junior: +10% (from 63 – 73%) Intermediate: +12% (from 58 – 70%)</p> <p><u>School-Based Pathway Assessments</u> Progress occurred in the percentage of students meeting or exceeding provincial standard between baseline and summative assessments evidenced by June 2011 K-8 school-based results.</p> <p><u>Reading</u> Primary: +26% (from 30 – 56%) Junior: +33% (from 34 – 67%)</p>

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			<p><u>Small and Northern Boards Project</u> <i>Teachers from Schools In The Middle, OFIP 1 & 2 and District Review Schools participated in professional learning with a focus on the three part problem solving process in numeracy.</i> <u>Collaborative Inquiry for Learning - Mathematics</u> <i>Fifteen elementary schools were involved in the Collaborative Inquiry for Learning – Mathematics project (CIL-M) (Bayridge, Cataraqui Woods, Centennial, Centreville, First Ave, Frontenac, JR Henderson, Lancaster, H.H.Langford, Lord Strathcona, Newburgh, Polson Park, Rideau, Selby and Tamworth) with a focus on improved numeracy instruction through the problem solving process. Teachers, principals, vice principals and consultants participated in the co-teaching and co-planning of mathematics.</i> <i>Two Families of Schools participated in a Gr. 7 – 12 CIL-M including Elginburg, Prince Charles, Perth Road, Loughborough, Harrowsmith, Sydenham High School, Calvin Park and LCVI.</i></p>	<p><i>Intermediate: +8% (from 44 – 52%)</i> <u>Writing</u> <i>Primary: +36% (from 24 – 60%)</i> <i>Junior: +20% (from 33 – 53%)</i> <i>Intermediate: +31% (from 39 – 70%)</i> <u>Mathematics</u> <i>Primary: +35% (from 26 to 61%)</i> <i>Junior: +25% (from 40 – 65%)</i> <i>Intermediate: +23% (from 43 – 66%)</i></p> <p>1.1.1 Secondary Achievement: Progress occurred in all provincial assessment categories with the exception of a 2% decline in academic English.</p> <p><u>Secondary Mathematics</u> <u>Report Cards</u></p> <ul style="list-style-type: none"> ➤ In grade 9 academic mathematics achievement remained consistent with 96% of students attaining the credit and an increase of 5% in grade 10 to 95%. ➤ In grade 9 applied mathematics achievement remained consistent with 95% of students achieving the credit and a decrease of 1% in grade 10 to 94%. ➤ In grade 9 locally developed mathematics there was a 1% decrease in achievement of the credit to 94% and an increase of 1% in grade 10 to 95%. <p><u>Provincial Mathematics Assessment Results</u></p> <ul style="list-style-type: none"> ➤ 85% of students writing the academic assessment achieved levels 3 and 4, an increase of 7% from 2010, and 2% above the provincial average ➤ 50% of students writing the applied assessment achieved levels 3 and 4, an increase of 8% from 2010, and 8% above the provincial average. <p><u>Secondary English</u> <u>Report Cards</u></p> <ul style="list-style-type: none"> ➤ In grade 9 academic English there was a 1% increase in achievement of the credit to 98% and a decrease of 3% in grade 10 to 94%. ➤ In grade 9 applied English there was a 1% increase in achievement of the credit, to 98% and a decrease of 3% in grade 10 to

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		<p>1.1.1d Review seven elementary schools through the District Review process.</p> <p>1.1.1e Teachers and administrators will explore and use differentiated instruction strategies to meet the needs of learners.</p> <p>1.1.1f Instructional Coaching capacity will be expanded by focusing on mathematics and literacy coaching at selected sites, and through the LDSB Coaching Institute.</p> <p>1.1.1g Secondary teachers will explicitly teach higher-order thinking skills through the gradual</p>	<p>1.1.1d Initiative successfully completed.</p> <p>1.1.1e Completed final LDSB RAFT plan and submitted to Ministry of Education. Approximately 200 K-6 and 300 7-12 teachers and administrators participated in voluntary LDSB RAFT DI proposals. The focus was on job embedded professional learning.</p> <p>1.1.1f All instructional coaches and secondary administrators participated in the LDSB Institute with Dr. Jim Knight in October and April. Between these sessions, professional learning for coaches included 1 half day/month with consultants in math and literacy. Instructional Coaching has expanded to include four secondary schools and support more teachers.</p> <p>1.1.1g Grades 9/10 teachers who participated in LLIFT were exposed to</p>	<p>94%.</p> <ul style="list-style-type: none"> ➤ In grade 9 locally developed English there was a 3% increase in achievement of the credit, to 97% and an increase of 1% in grade 10 to 95%. <p><i>Provincial Literacy Assessment Results (OSSLT)</i></p> <ul style="list-style-type: none"> ➤ 94% of students enrolled in academic English achieved levels 3 and 4, consistent with 2010 and 1% higher than the province ➤ 54% of students enrolled in applied English achieved level 3 and 4, a decrease of 7% from 2010 and 4% higher than the province ➤ 21 of students enrolled in locally developed English achieved level 3 and 4, a decrease of 4% from 2010 and 12% higher than the province
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	<p>1.1.2 Credit Accumulation: At least 85% of students working towards a high school diploma earn fifteen credits by the end of grade 10.</p>	<p>release of responsibility model.</p> <p>1.1.1h Secondary mathematics teachers will focus on teaching through the 7 recommended mathematical processes.</p> <p>1.1.2 /3a Support for student achievement will continue through student engagement initiatives, including student forums, and the use of <i>Tell Them From Me</i> student survey data in school improvement planning.</p> <p>1.1.2/3b Success teams at all schools will ensure implementation of expanded opportunities timelines and activities (Focus Programs, Coop, Dual Credits, OYAP, SHSM, Alternative Programming, and Community Living).</p> <p>1.1.2/3c Administration teams in each school, in collaboration with all staff and ensuring alignment with SEF indicators, will develop and implement a</p>	<p>professional learning focused on improving student learning and higher order thinking skills through literacy instruction based on the gradual release of responsibility (GROR) model. Exit cards and feedback on status of professional learning being led in schools indicate success in these areas and high level of engagement with professional learning focused on gradual release of responsibility</p> <p>1.1.1h Collaborative Inquiry with two families of school focused on teaching through problem solving in Gr. 7-10 math. Professional learning with Dr. Marian Small focused on open problems.</p> <p>Select secondary teachers completed the MISA action research project looking at the processes of communication and reasoning of student learning through problem solving.</p> <p>1.1.2/3b Two-Hundred LDSB students participated in Dual Credit opportunities at St. Lawrence College and Loyalist College.</p> <p>Thirty-two Focus Programs were offered in 2010-11. There were 22 Specialist High Skills Major programs in seven sectors with 380 students involved. LDSB facilitated 1601 student certifications and 50 registered OYAP apprentices in skilled trade related occupations.</p> <p>1.1.2/3c Initiative successfully completed.</p>	<p>1.1.2 89% of grade 9 students achieved 8/8 credits. 76% of grade 10 students achieved 16/16 credits. 84% of grade 10 students achieved at least 15 credits. 71% of grade 11 students achieved 23 credits.</p>
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	<p>1.1.3 Graduation Rate: At least 85% of students working towards a high school diploma graduate within five years.</p> <p>1.1.4 The goals of <i>Reach Every Student: Energizing Ontario Education</i> and The Limestone District School Board Improvement Plan are met or exceeded for reducing achievement gaps for specific student populations including special education, gender, Aboriginal, and applied programming.</p>	<p>School Improvement Plan for Student Achievement.</p> <p>1.1.2/3d The Ministry Re-Engagement initiative focusing on 12-12+ "late leavers" will be fully implemented.</p> <p>1.1.4a Secondary success teams and elementary school-based teams will adopt and implement the Tiered Approach to Interventions as a framework for planned support.</p> <p>1.1.4b Teams in all schools will ensure the implementation of Transitions timelines and</p>	<p>1.1.2/3c Feedback was provided to all secondary administrators on the alignment between SEF indicators and school improvement plans. Alignment amongst school improvement plans and the BIPSA has improved. All schools are working to include SEF alignment directly in their school improvement plans. School support visits took place at all secondary schools twice this school year to help ensure this alignment is in place and to support monitoring efforts.</p> <p>1.1.2/3d Four-hundred and forty-one students were contacted through the Re-engagement Strategy. One-hundred & forty-four credits were granted for Re-engaged students. An additional seventy students graduated in 2010-11 as a result of Re-engagement.</p> <p>1.1.4a Initiative ongoing. Implementation of procedures and timelines developed for moving forward in September 2011.</p> <p>1.1.4b Grade 8-9 transitions training took place in March 2011. All students</p>	<p>1.1.3 91% of Grade 12 students graduated with an OSSD or returned for an additional year.</p> <p>1.1.4 All schools (including Educational Services) have begun to implement a service delivery model with a tiered approach framework to interventions.</p> <p>All secondary schools have transition teams with activities, timelines and lead staff to facilitate transitioning grade 8 students.</p> <p>1.1.4. Students with Special Education needs (excluding gifted) have increased overall achievement in reading and writing as</p>
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		<p>activities for Gr. 7-12 (sharing form, student profile development, caring adult, orientation, timetable, mentoring, and career awareness).</p> <p>1.1.4c Establish a student/staff training and certification centre at the QECVI alternate learning site.</p>	<p>in at-risk situations have been matched with a caring adult and personalized program supports.</p> <p>1.1.4c The Limestone Training Centre for Youth held its first student training session in March 2011. Fifteen industrial related workshops were hosted at the Limestone Training Centre between March and June.</p>	<p>evidenced by EQAO data.</p> <p><u>Elementary Reading: EQAO</u></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated decreased to 78%, down 1% from 2009-2010 ➤ 28% of students with special education needs in grade 3 achieved at level 3 or 4, up 7% from 2009-2010 ➤ The proportion of grade 6 students with special education needs who participated decreased to 86%, down 1% from 2009-2010 ➤ 41% of students with special education needs in grade 6 achieved at level 3 or 4, up 5% from 2009-2010 <p><u>Elementary Writing: EQAO</u></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated decreased to 80%, down 6% from 2009-2010 ➤ 47% of students with special education needs in grade 3 achieved at level 3 or 4, up 1% from 2009-2010 ➤ The proportion of grade 6 students with special education needs who participated remained the same at 88% from 2009-2010 ➤ 37% of students with special education needs in grade 6 achieved at level 3 or 4 remaining the same as 2009-2010 <p><u>Elementary Mathematics: EQAO</u></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated decreased to 80%, down 5% from 2009-2010 ➤ 33% of students with special education needs in grade 3 achieved at level 3 or 4, down 2% from 2009-2010 ➤ The proportion of grade 6 students with special education needs who participated remained the same at 86% as in 2009-2010 ➤ 19% of students with special education needs in grade 6 achieved at level 3 or 4, down 6% from 2009-2010 ➤

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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>1.3 Enhance learning through the arts and technology in the</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>1.2.1 Implement recommendations for Full-Day Early Learning – Kindergarten Programs in three additional schools, as identified in Phase 2 of the MOE's 5 Year Plan.</p> <p>1.3.1a Gather evidence and feedback from schools involved in the Primary Core French Project and Music Teacher Specialist Project to determine</p>	<p>1.2.1 Initiative successfully completed.</p> <p>1.2/3a Secondary student focus group sessions continued in 2011/12 school year. Some schools have started to create their own student focus groups/forums to incorporate student voice in school improvement planning.</p> <p>The <i>Tell Them From Me</i> student survey was used at all 11 secondary schools this year. Schools are sharing the results with staff, students, parents. The TTFM included a question on Aboriginal ancestry to try to gain additional insight into Aboriginal students' perceptions of school.</p> <p>1.3.1a Initiative successfully completed.</p>	<p><u><i>Achievement Gap: Gender</i></u> Elementary:</p> <ul style="list-style-type: none"> ➤ Overall, the achievement gap between male and female students in grade 3 writing and grade 6 reading and mathematics is improving over time. ➤ The achievement gap between male and female students in grade 3 and 6 reading is 16% and 5% (9% and 10% in 2009-2010) ➤ The achievement gap between male and female students in grade 3 and 6 writing is 12% and 20% (13% and 19% in 2009-2010) ➤ The achievement gap between male and female students in grade 3 and 6 mathematics is 7% and 3% (1% and 6% in 2009-2010) <p>1.2.1 Full-Day Early Learning – Kindergarten Programs are implemented in three elementary schools in September 2011 as identified in Phase 2 of the MOE's 5 Year Plan, bringing the total to 20 classrooms in 11 schools. Transition to school protocol is in place and Early Intervention team ready to support early success for students with special needs in September 2011.</p> <p>.</p> <p>1.3.1 Primary Core French programming expanded from KCVI family of schools to</p>
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<p>elementary panel.</p>	<p>1.3.1 There are an increased number of specialist teachers delivering arts and technology programming in elementary schools.</p>	<p>effectiveness and expansion.</p> <p>1.3.1b Support will be provided for student participation in skills competitions.</p> <p>1.3.1c Support for operation and access to elementary design technology classrooms across the district will continue.</p> <p>1.3.1d Staff will model and provide experiences to encourage the development of students' learning skills, as included on provincial achievement reports.</p>	<p>1.3.1b Three hundred and sixty-seven students registered for the Limestone Skills competition. One hundred and eighty-five students were in the elementary panel. Thirty-five secondary students qualified for the Provincial Competition. Two students advanced to the National event in Quebec City. Fifty-one young women innovators participated at the First annual symposium at SLC.</p> <p>1.3.1c Professional Learning to support elementary teachers wishing to offer design technology in their classroom has been created.</p> <p>1.3.1d Success teams and collaborative professional learning teams generated key questions to be addressed by work teams in 2011-2012. Definitions of learning skills and work habits were established as a foundation for creating expectations for students. In addition, Grade 9 Technology teachers engaged in professional learning around common strategies to support the instruction, assessment and evaluation of Learning Skills and Work Habits.</p>	<p>include Marysville PS and elementary schools in the Sydenham, Sharbot Lake and NAEC Family of Schools in September 2011. An additional 0.5 Music Specialist teacher hired for September 2011, in addition to the 1.0 specialist I placed in 2010-11 to QECVI feeder schools and Rideau P.S.</p>

LDSB Strategic Plan: Year 2 of 5 Year Plan

GOAL 2: Foster Health and Wellness in Safe Environments for Students and Staff.

For the public to have confidence in our education system, and for staff and students to feel safe and comfortable working and learning, school environments must be respectful, inviting and inclusive.

Lead Personnel	<ul style="list-style-type: none">• Superintendent of Human Resources• Supervising Principal of Human Resources• Assistant to the Director and Safe Schools• Supervising Principal of Special Education
Communication of Progress	<ul style="list-style-type: none">• Joint Health and Safety Committee Reports• Education/Human Resources Committee• Special Education Advisory Committee• Mid-year 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>2.1.2 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>2.1.1a Provide support for schools in utilizing MEND approaches, providing level 1 and 2 training for 300 additional LDSB staff, and level 3 update training as appropriate.</p> <p>2.1.1b Model and provide opportunities that help students develop positive character traits, inclusive attitudes, citizenship, and global awareness.</p> <p>2.1.2a Track data for students receiving threat assessments, including correlating threat assessments data with suspension/expulsion data.</p> <p>2.1.3a Track academic and non-academic components of Student Action Plans (SAP) for completion and outcomes. Continue transition support for students who have been expelled. Initiate process to compare board's delivery and outcomes with adjacent/coterminous boards. Review entry and exit process from the long term suspension and expulsion programs.</p>	<p>2.1.1a During 2010-2011, 332 LDSB staff were trained in MEND level 1. MEND Level 2 was delivered to 98 LDSB staff.</p> <p>In addition, 13 MEND circles were coordinated and completed by MEND staff and involved almost 50 students. MEND staff also delivered 64 workshops on Empathy, Perceptions, and Conflict Resolution to almost 1600 LDSB students.</p> <p>2.1.1b Safe Teen training continued this year with several training sessions occurring in the fall. Friends for Friends training was received by 12 Student Support Counselors for piloting in a dozen grade 5 classrooms in 2011-2012.</p> <p>Various school sites hosted high impact speakers. Topics included bullying, personal safety, homophobia, inclusivity, and living with a disability, among others.</p> <p>2.1.2a Forty-three threat/risk assessments took place. Over 95% were deemed to be medium to high risk. Over 50% of expelled students received a threat assessment.</p> <p>2.1.3a Academic and non-academic components of Student Action Plans (SAP) are monitored for completion and outcomes. Transition supports for students expelled from the Board continue to be in place. The entry and exit processes were reviewed in the fall. There were no repeat expulsions from previous years. Over 95% of students expelled in 2010-2011 were still engaged in schooling at the end of the school year.</p>	<p>2.1.1 MEND training and restorative practices continue to be delivered to more LDSB staff. Over 90% of school administrators have been trained in MEND. All schools have trained members of staff (teaching and non-teaching). Based on an annual utilization survey of school principals, over 95% percent report actively using restorative practices in their work with students. In addition, over 90% of school administrators report that their school staff are also engaged with some use of restorative practices in their work with students.</p> <p>2.1.2 Over 95% of Community Threat Assessments are being completed on students most at risk of harm to self and/or others.</p> <p>2.1.3 Students in the expulsion program continue to be successful. Students are each receiving, on average, at least three credits per semester. LDSB policies, protocols, and procedures for safe and inclusive environments have been updated and are aligned with legislation and 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>2.1.4 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>2.2.1. Recommendations from the MOE Equity and Inclusion Strategy are implemented system-wide.</p> <p>2.2.2 Review of policies and practices related to harassment, violence and human rights is completed and implemented system wide.</p>	<p>2.1.3b Initiate RFP process for long term suspension and expulsion programs. Include requirement for data regarding student outcomes.</p> <p>2.1.4a Support the establishment of Safe School teams in every school and the inclusion of a Safe Schools goal in the School Improvement Plan.</p> <p>2.1.4b Create a LDSB Safe Schools Committee with representation from schools, the Board, and community partners.</p> <p>2.1.4c Complete and implement a LDSB Threats to School Safety Administrative Procedure and provide training and resources for schools.</p> <p>2.1.4d Revise the Community Threat Assessment Protocol, and the Police/Board Protocol, and provide training and resources as needed.</p> <p>2.2.1a Conduct climate surveys for all elementary and secondary students (Gr. 4-12).</p> <p>2.2.1b Finalize the Equity and Inclusion procedure, implement staff training across the system, and embed training into new employee orientations.</p> <p>2.2.2a Continue with staff training and implementation of new procedures related to Violence and Harassment In Workplace.</p>	<p>2.1.3b RFP process completed in the spring. Statistical tracking is included in the program delivery requirements.</p> <p>2.1.4a Safe Schools teams are in place at each LDSB school. Each school also has a school climate goal for 2011-2012 based on climate survey data as part of the School Improvement Plan.</p> <p>2.1.4b A committee of internal stakeholders has been initiated. The inclusion of community partners will take place in 2011-2012.</p> <p>2.1.4c LDSB Threats to School Safety Administrative Procedure and resources have been completed. Training for administrators took place in November 2010.</p> <p>2.1.4d The Community Threat Assessment Protocol (CTAP) was revised during the winter of 2010-2011. The Police/Board protocol was completed in the spring of 2011. Training of all administrators and police partners took place in May/June 2011.</p> <p>2.2.1a Completed winter/spring 2011.</p> <p>2.2.1b Procedure is complete, staff training complete and it is embedded in the new employee orientation manual. Initiative successfully completed for year 3.</p> <p>2.2.2a Initiative successfully completed</p>	<p>2.1.4 LDSB policies, protocols, and procedures for safe and inclusive environments have been updated and are aligned with legislation and reflect best practices.</p> <p>2.2.1 Recommendations from the MOE Equity & Inclusion strategy implemented system-wide (school board and for schools) years 1, 2 and 3.</p> <p>2.2.2 Procedures and initial staff training complete.</p>
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How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 2 Initiatives?	What does success look like at the end of Year 2 of the Plan? What progress has been made toward achieving our Success Indicators?

	<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>2.2.5 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 Pandemic Response Plan is communicated and implemented.</p> <p>2.2.7 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>2.2.3a Provide staff training on Accessibility modules utilizing site based staff meetings and electronic media, and embed training into new employee orientations.</p> <p>2.2.4a Monitor staff feedback and usage data of EAP program in preparation for decisions with respect to contract renewal of EAP provider.</p> <p>2.2.5 Utilize data from automated staff replacement program to identify and address areas where attendance support program strategies are needed.</p> <p>2.2.6 Schools will update emergency plans, including Business Continuity Plans.</p> <p>2.2.7a Continue annual anaphylaxis training for staff as required by Sabrina's law.</p> <p>2.2.7b Update and provide training on the provincial Food and Beverage Nutrition procedure.</p>	<p>2.2.3a Initiative successfully completed.</p> <p>2.2.4a Complete</p> <p>2.2.5 Successfully implemented</p> <p>2.2.6 Emergency plans were updated based on the new admin procedure AP 141 "Threats to School Safety". Principals received training in the fall. Business continuity plans were completed through Family of Schools Supervisors in the fall of 2010.</p> <p>2.2.7a Initiative successfully completed.</p> <p>2.2.7b Principals received the Ministry's School Food and Beverage Policy (PPM 150) training in the fall. The Food and Beverage Nutrition procedure has been revised and is in place for implementation for September 2011.</p>	<p>2.2.3 Admin procedures written, shared and posted. "How May I Help You" accessibility module is embedded into employee orientation through on-line training declarations. Ongoing-How May I Help You Accessibility module is embedded into new employee orientations through on line training with declarations signed.</p> <p>2.2.4 Consultation with user groups advisory Committee. Meeting held in Sept and on-going uses of the current provider was confirmed.</p> <p>2.2.5 Currently working with several staff members to support improved attendance. Attendance rates have improved for those individuals receiving support.</p> <p>2.2.6 Completed and in place.</p> <p>2.2.7 All LDSB staff complete annual anaphylaxis training by end of September as per Administrative Procedure.</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 2 Initiatives?	What does success look like at the end of Year 2 of the Plan? What progress has been made toward achieving our Success Indicators?

		<p>2.2.7c The Joint KFL&A Public Health / LDSB work team will assess school needs to ensure targeted supports and training will be provided by KFL&A Public Health.</p> <p>2.2.7d Provide system support for Healthy Living initiatives such as grade 5 and 10 Activity Pass, Grade 3 Swim to Survive, and Employee HEAL Committee.</p> <p>2.2.7e Continue the implementation process for Cardiac Automated External Defibrillators across system.</p>	<p>2.2.7b Hospitality and Foods teachers met with KFLA Health Unit to plan compliance strategies to PQM 150.</p> <p>2.2.7c A food/nutrition training package has been developed by KFL&A for our use. A school “champion” has been trained from each elementary school as well as Chartwells Cafeteria staff, and secondary food-service teaching staff.</p> <p>2.2.7d Successfully implemented</p> <p>2.2.7e A fundraising project through the local Masonic Lodge is underway. SLHS, LCVI, and Fairfield PS have received AED units and training with staff has occurred. NDSS has received a 2nd AED.</p>	<p>2.2.7 Healthy Active Living Award – 29 LDSB schools, 100% of grade 3 classes signed up for swim to survive Activity passes distributed to grades 5 and 9, 2011 – 3000 students (18 LDSB schools registered Implementing H&P in schools, staff meetings and teacher training sessions</p>
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LDSB Strategic Plan: Year 2 of 5 Year Plan

GOAL 3: Ensure Fiscal Responsibility and Further Develop the Efficient Use of Resources.

In the Limestone District School Board, we believe that the organizational support services and operations of the Board must support and align with our educational goals of increasing achievement and success for all students. During a time when declining student enrolment is a local and provincial reality, and when finances are finite within an increasingly challenging economy, the Limestone District School Board strives to make both efficient and effective use of all resources.

Lead Personnel	<ul style="list-style-type: none">• Superintendent of Business Services• Superintendent of Human Resources• Supervising Principal of Special Education• Supervising Principal of Student Success
Communication of Progress	<ul style="list-style-type: none">• Education/Human Resources Committee• Property / Operations Committee• Mid-Year Strategic Directions Report• Special Education Advisory Committee

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 2 Initiatives?	What does success look like at the end of Year 2 of the Plan? What progress has been made toward achieving our Success Indicators?

<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 implementation of e-Funds software for school councils.</p> <p>3.1.1b Improve the e-training platform to facilitate current and future procedural implementations.</p> <p>3.1.1c Complete revision of current purchasing administrative procedure in accordance with new Broader Public Sector guidelines, and implement new procedure.</p> <p>3.1.1d Complete development and publication of Board Wide Leadership Strategy document including development and recruitment practices.</p> <p>3.1.1e Implement new audit procedures in accordance with new Ministry of Education guidelines, including the appointment of 2 external members to the Audit Committee.</p> <p>3.1.1f Complete revision of support staff performance appraisal process including consultations with the respective employee groups.</p> <p>3.1.1g Develop new accounting and reporting framework/procedure for tangible capital assets in accordance with Public Sector Accounting Board (PSAB) and Ministry of Education requirements.</p>	<p>3.1.1a Initiative successfully completed and software in place in 95% of schools. Anticipate 100% completion in fall of 2011. Information and support from Financial Services staff is ongoing.</p> <p>3.1.1c Initiative successfully completed. Purchasing procedure completely rewritten to align with new Broader Public Sector purchasing guidelines and new procedure being implemented.</p> <p>3.1.1d Steering committee has reviewed second draft. Modifications in response to feedback complete. Final draft to steering committee September 2011.</p> <p>3.1.1e Initiative successfully completed. New audit procedures in accordance with new Ministry of Education guidelines in place. Two external members appointed to Audit Committee.</p> <p>3.1.1f Completed documents and some consultations.</p> <p>3.1.1g Initiative successfully completed. New administrative procedure for tangible capital assets developed in accordance with PSAB standards and implemented.</p>	<p>3.1.1 Internal review of various operational processes in Tri-Board Transportation and Financial Services (budget, audit, purchasing and non-Board funds) are well underway. The revision of procedures for budget and audit is 100% complete. Implementation of E-software processes for non-Board funds is 95% complete. Operational Review for Tri-Board Transportation is 100% complete. Operational Review for LDSB is 99% complete. The revision of procedures for purchasing and accounting is 90% complete.</p> <p>3.1.1d Final Draft of Leadership Strategy ready for review by Executive Committee in Fall 2011. Final consultations and implementation in 2011 - 2012</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
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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 Improve HR electronic support system with respect to EAP, return to work, benefits, forms, procedures, process, and database link to employee's own personal information.</p> <p>3.1.1i Complete bus route optimization review for additional selected groups of schools and reconfigure bus routes as appropriate.</p> <p>3.1.1j Continue preparations and respond to recommendations from operational review.</p> <p>3.1.1k Implement new Integrated Voice Response (IVR) system for public use.</p> <p>3.1.1l Complete installation of Automatic Vehicle Locators (AVLs) on all school buses managed by Tri-Board Student Transportation.</p> <p>3.1.1m Complete pay equity process and review of market analysis for non-union positions.</p> <p>3.1.1n Revise orientation manuals to include recent legislative changes and Board procedures.</p> <p>3.1.1o Complete records management review and develop revised processes as needed based on the review from external consultant.</p> <p>3.2.1a Complete ITS disaster recovery plan in concert with coterminous board</p> <p>3.2.1b Complete ITS five year strategic plan through consultation with stakeholders, and analysis of pilot projects.</p>	<p>3.1.1h 90% complete. Remainder pending Active Directory implementation by IT.</p> <p>3.1.1i Initiative successfully completed for selected group of schools resulting in savings of approximately \$100,000.</p> <p>3.1.1j Initiative successfully completed. Final report from Operational Review Team identified approximately 100 best practices that have been successfully implemented by the Board.</p> <p>3.1.1j 90% complete</p> <p>3.1.1k - Initiative successfully completed. new IVR system installed and fully operational.</p> <p>3.1.1l Initiative successfully completed. AVLs have been installed on 95 % of buses managed by Tri-Board Student Transportation.</p> <p>3.1.1n Complete</p> <p>3.1.1o Consultant has been hired and scope of work defined. Initial inventory nearing completion.</p> <p>3.2.1a Initial estimates complete and reviewed by executive committee. Budget has been established to create specific plan</p> <p>3.2.1b Complete</p>	<p>3.1.1h HR information is available electronically. Database link to employee's personal information will be possible after Active Directory implementation.</p> <p>3.1.1j Some recommendations require analysis to determine viability.</p> <p>3.1.1o Initial inventory complete by early fall and implementation through 2011-2012</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 2 Initiatives?	What does success look like at the end of Year 2 of the Plan? What progress has been made toward achieving our Success Indicators?
		<p>3.2.1c Continue to support school based web-site development. There are currently 40 schools who have converted their school-based web sites to the standard First Class RWD web software. Of the remaining schools, 15 have no current web site, while 10 schools have not migrated their site to the First Class RWD software. As these sites request support to implement First Class RWD for their web sites, ITS staff will train and assist in implementation.</p> <p>3.2.1d Continue to increase and improve wireless capability and accessibility throughout schools.</p>	<p>3.2.1c 80% complete</p> <p>3.2.1d The work is progressing successfully. 5 year plan has detailed timelines and objectives embedded.</p>	<p>3.2.1c ITS has continued to train and support schools to use First Class RWD for their school / teacher web sites. Over the course of the 2010 / 2011 school year 4 additional schools have begun using First Class RWD, in addition to the 40 sites that were already active. All but 11 schools have web sites, and all but 9 schools use First Class RWD for their web site.</p> <p>3.2.1d ITS has completed a preliminary site plan for pervasive wireless implementation at Sydenham HS. The plan is currently budgeted for 2011-2012. ITS has added 30 additional wireless access points to enhance services throughout schools in the district, and will continue to do so on an ad hoc basis until the full plan is in place for the 2011 / 2012</p>

LDSB Strategic Plan: Year 2 of 5 Year Plan

GOAL 4: Develop and Improve Work Practice and Leadership through Professional Learning.

In the Limestone District School Board, we believe that the Board and staff share the responsibility to model lifelong learning, teamwork, continual improvement and professional learning. Every staff member is valuable and essential to fostering high quality public education.

Lead Personnel	<ul style="list-style-type: none">• Director of Education• Assistant to the Director and Safe Schools• Supervising Principal of Special Education• Superintendent of Business Services• Superintendent of Human Resources• Supervising Principal of Human Resources• Superintendent of Education, Secondary• Superintendent of Education, Elementary• Supervising Principal of Student Success• Supervising Principal of School Effectiveness
Communication of Progress	<ul style="list-style-type: none">• Education/Human Resources Committee• Special Education Advisory Committee• Mid-year Strategic Directions Report

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
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<p>4.1 The Limestone District School Board will provide professional learning, training or development for all employees related to the Board's strategic direction.</p>	<p>4.1.1 Departmental records and employee appraisals demonstrate that all employees engaged in professional development or training related to the Board's strategic direction.</p>	<p>4.1.1 a Provide professional learning to support elementary and secondary teachers and administrators in language literacy and mathematics with an emphasis on the development of learning goals, success criteria, descriptive feedback, effective questioning and problem solving through the Student Achievement Division Initiatives.</p> <p>4.1.1b Professional learning will be provided for instructional coaches, new teacher mentors, student success teachers, and administrators to build and sustain collaborative environments within secondary schools that are focused on implementing research-based strategies in the area of instruction, assessment, and evaluation.</p> <p>4.1.1c Teachers will take part in professional learning related to differentiated instruction and Aboriginal education.</p>	<p>4.1.1a Initiative successfully completed.</p> <p>4.1.1a Professional Learning for teachers and administrators occurred throughout the year at the secondary level. Key learning series were:</p> <ul style="list-style-type: none"> - Collaborative Backward Design <ul style="list-style-type: none"> - Assessment and Evaluation Procedures into Practice - special sessions for secondary administrators related to Learning Goals, Success Criteria and Feedback - How to Provide Effective feedback for student learning - Assessment & Evaluation for Success Teams - Assessment & Evaluation facilitators - Language Literacy learning facilitators (grades 7-12) - Language Literacy Instructional Focus Teams - Collaborative Inquiry in Mathematics (grades 7-12) <p>4.1.1b Instructional coaches formally met with program consultants once a month to support their professional learning.</p> <p>Mentoring teams met in September for one day, with additional days available to map out mentoring plans.</p> <p>4.1.1.c Secondary English & History teachers took part in professional learning around Aboriginal Education and prepared curriculum resources to support inclusion of Aboriginal perspectives and content. Teachers in all schools participated in professional learning around differentiated instruction.</p>	<p>4.1.1 Teachers and administrators participated in numerous professional learning activities throughout the year related to initiatives supporting student achievement. This will continue in 2011-2012.</p> <p><i>These initiatives included monthly Administrator Learning Team meetings, Schools in the Middle, District Reviews, Student Work Study, Ontario Focused Intervention Partnership, Collaborative Inquiry in Learning – Mathematics, , New Teacher Induction Program, Leading Student Achievement.</i></p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
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		<p>4.1.1d Embed technology expectations in all professional learning where appropriate.</p> <p>4.1.1e Provide training and in-service, as required, for Health and Safety practices and procedures.</p> <p>4.1.1f Provide professional learning to support new staff through the New Teacher Induction Program and the New Administrator Mentoring program.</p> <p>4.1.1g Build capacity among school administrators with respect to guiding, directing and supervision of staff.</p> <p>4.1.1h Provide professional learning to support Teacher/ECE teams to implement the recommendations regarding the Full-Day Early Learning – Kindergarten Program.</p> <p>4.1.1i Provide training as required to employee groups on SDS e-serve application, performance appraisal processes, internal job application processes, Health and Safety processes.</p> <p>4.1.1j Establish a student/staff training and</p>	<p>4.1.1d Job embedded professional learning around assistive technology occurred in many schools.</p> <p>4.1.1e Completed for 2010-2011.</p> <p>4.1.1e H&S training in subject specific areas is on-going. This includes fall protection, confined space, safe food handling and chainsaw operation. Standard operating procedures and chemical handling practices in technology classrooms will be introduced Fall 2011.</p> <p>4.1.1f Secondary NTIP teachers participated in professional learning throughout the year. Participants were offered up to one full day of release time per new teacher for mentoring activities with their in-school mentoring team. 4.1.1f Initiative successfully completed.</p> <p>4.1.1g Completed for 2010-2011.</p> <p>4.1.1h Initiative successfully completed.</p> <p>4.1.1i Completed for 2010-2011.</p>	<p>4.1.1e H&S training is provided on an on-going basis as needed. This includes WHMIS, Back Care, First Aid, Asbestos Awareness, Behaviour Management Systems, CPR and First Aid to all employee groups as required and reported to the Joint Health and Safety committee.</p> <p>4.1.1f New elementary teachers participated in four professional learning sessions August – November 2010. These sessions were repeated March – May 2011 to accommodate teachers hired throughout the school year. New secondary teachers participated in differentiated professional learning sessions September – May 2011.</p> <p>4.1.1g Progressive discipline training and procedure completed. Continue case by case support. Training embedded in New Administrator orientation.</p> <p>4.1.1h Teachers, Early Childhood Educators, and Administrators participated in professional learning sessions facilitated by the Board and by the Ministry of Education throughout the year. These sessions will continue in 2011-12 with further implementation of Full-Day Early Learning in our elementary schools.</p> <p>4.1.1i Internal job application process completed Dec 7, 2010 and Violence & Harassment in the Workplace Oct 4, 2010.</p>
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<p>4.2 The Limestone District School Board will provide professional learning, training or development for Trustees related to the Board's strategic direction.</p> <p>4.3 The Limestone District School Board will provide professional learning, training and development for Senior Staff related to the Board's strategic direction.</p>	<p>4.1.2 All teachers, administrators and educational assistants will participate in in-service on <i>Learning For All K-12</i>.</p> <p>4.2.1 Trustees will be current and informed on relevant issues</p> <p>4.3.1 Senior Staff and Managers will demonstrate they are current and informed on relevant issues.</p>	<p>certification centre at the QECVI alternate learning site.</p> <p>4.1.2 Provide professional learning and training opportunities around <i>Learning For All K-12</i>, including differentiated instruction.</p> <p>4.2.1a Staff will provide trustees with relevant documents, information and issues at appropriate Board committees, retreats, and through electronic communications, including orientation for new trustees.</p> <p>4.2.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p> <p>4.3.1 Senior staff and managers will remain active in their professional associations, and will attend relevant conferences, teleconferences and professional learning in the areas of Provincial and Board priorities and individual responsibilities.</p>	<p>4.1.1j The Limestone Training Centre for Youth opened March 2011. It will serve as a central training location for co-op, OYAP, SHSM, Focus Programs, alternative and continuing education students. Additional services, both credit and non-credit bearing offerings, are planned to enrich overall student achievement</p> <p>4.1.2 Learning for All K-12 initiative on-going.</p> <p>4.2.1a Trustees received training regarding Ministry requirements around new legislation including Bill 157 (Keeping our Kids Safe at School Act), Climate Surveys and Safe Schools Teams, AP 149 Request for Distribution, and the proposed Access to Students Administrative Procedure.</p> <p>4.3.1 Emergency and Disaster Planning Conference, the Law Works Conference, Safe Schools Teams training, OPC Conference, Regional Ministry session regarding Suspension/Expulsion, Threat Assessment training (Level 1 & 2), and Police/Board Protocol Training.</p> <p>4.3.1 Regional Special Education Committees, Equity and Inclusion Strategy networks, Mental Health symposiums. Learning to 18 – Student Success.</p>	<p>4.1.2 Teachers, administration and E.A.'s have participated in in-service on Learning for ALL through courses, job-embedded professional learning, staff meetings, and individual D.I. consultation including approximately 200 K-6; 300 7-12 teachers.</p> <p>4.2.1 Trustees were informed on all relevant documents, information, issues, conferences, and events through First Class Calendar, Conference area and new documents storage area, Board and committee meetings, twice annual retreats and through informal communications from staff. LDSB led and participated in various provincial and regional OPSBA committees, meetings, and events.</p> <p>4.3.1 Senior staff are active leaders and participants in local, regional and provincial professional learning opportunities, conferences, associations, events and activities. Some 2010-2011 activities include CODE, COSBO, OPSOA, EOSDN, ASC, OPSBA Bargaining Advisory Group, Building Blocks for Education, Student Achievement Division, Ontario Education Research Symposium, and ERDI, Queen's Faculty of Education Liaison Committee, United Way, the Kingston Rotary Club and Quest.</p>
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LDSB Strategic Plan: Year 2 of 5 Year Plan
GOAL 5: Prepare for Future System Changes and Plan for Environmental Sustainability.

In the Limestone District School Board, we believe it is an important responsibility to be proactive in preparing for an economically and environmentally sustainable future, by planning for effective and efficient environments in which to work and learn.

<p>Lead Personnel</p>	<ul style="list-style-type: none"> • Director of Education • Assistant to the Director and Safe Schools • Superintendent of Business Services • Superintendent of Education, Secondary • Superintendent of Education, Elementary • Supervising Principal of Safe Schools • Superintendent of Human Resources • Supervising Principals of Human Resources
<p>Communication of Progress</p>	<ul style="list-style-type: none"> • Environmental Sustainability Committee • Education/Human Resources Committee • Property / Operations Committee

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 2)	PROGRESS TOWARDS SUCCESS INDICATORS
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<p>5.1 Meet or exceed the requirements of the MOE environmental education direction document <i>Acting Today, Shaping Tomorrow</i></p>	<p>5.1.1 Environmental sustainability strategies and education are implemented in all buildings throughout the district.</p>	<p>5.1.1a Continue to install water filling stations at additional elementary and secondary school sites, and the Education Centre.</p> <p>5.1.1b Continue to implement additional energy management capital projects in accordance with energy audit recommendations.</p> <p>5.1.1c Complete waste cycle audits at 20 additional school sites.</p> <p>5.1.1d Increase the number of schools participating in the Eco-Schools Program.</p>	<p>5.1.1a Initiative successfully completed. Water bottle stations will be installed by early fall at following school locations in conjunction with the Building Enhancement Capital process: L.C.V.I., Sydenham H.S., Limestone Education Centre (Old Calvin Park P.S. building) and Polson Park P.S. Water bottle stations also installed at the Education Centre.</p> <p>5.1.1b Initiative successfully completed. Numerous energy management projects completed under Green Schools Initiative as follows: 1) new energy efficient lighting systems installed in gymnasiums at Central P.S., Loughborough P.S. and N.D.S.S. and in library at Ernestown S.S.; 2) new building automation controls installed at Perth Road P.S., Sydenham H.S., Bath P.S. and Marysville P.S. and 3) new boiler systems (including ground source heat pumps) installed at Perth Road P.S., Bath P.S. and N.A.E.C.</p> <p>5.1.1c Initiative successfully completed. Waste cycle audits completed at 22 additional schools.</p> <p>5.1.1d Initiative successfully completed. Eco-Schools certification awarded to 5 schools as follows: Bayridge S.S – Gold; Lancaster Drive P.S. – Gold; Polson park P.S. – Gold; N.D.S.S. – Silver and N.A.E.C. – Bronze.</p> <p>5.1.1d Five schools participated in the Eco-Schools Program during the 2010 – 2011 school year. Beginning in September 2010, there will be a lead Eco Schools teacher in each school. A fall Eco/Action symposium is planned for interested schools.</p>	<p>5.1.1 and 5.1.2 Implementation of sustainability strategies and ES Procedure. Procedure in progress throughout district. Criteria for Annual sustainability report established in draft form for consultation in Fall of 2011. Plan for short term central sustainability role to support implementation of procedure. Implementation in place for 2011.</p>
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<p>5.2 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>5.1.2 An Environmental Sustainability Procedure is developed and implemented district wide.</p> <p>5.2.1 Program and Accommodation Reviews, where required, are completed.</p> <p>5.2.2 Construction of new schools, as approved, is completed or initiated.</p>	<p>5.1.1e Develop a process and criteria for an annual sustainability report.</p> <p>5.1.2a Plan and initiate implementation of LDSB Environmental Sustainability Procedure.</p> <p>5.1.2b Model and provide opportunities that develop students' awareness and commitment to environmentally responsible attitudes and practice.</p> <p>5.2.1a Complete program and accommodation review for Kingston West and Loyalist area.</p> <p>5.2.1b Initiate additional accommodation review(s) as approved by the Board.</p> <p>5.2.2a Complete design process, tender and commence construction of new schools in Kingston East and Greater Napanee and complete major renovation work at Bath P.S.</p> <p>5.2.2b Commence design process and prepare tender documents for new school in Sharbot Lake.</p>	<p>5.2.1a Initiative successfully completed. Accommodation review for Kingston West and Loyalist area completed.</p> <p>5.2.1b Initiative successfully completed. Board has approved two new accommodation reviews – Kingston North (PARC commenced work in June 2011) and Central Kingston Intermediate and Secondary Schools PARC to commence its work in fall of 2011.</p> <p>5.2.2a Initiative successfully completed. Design process and tenders completed for both Kingston East and Greater Napanee. Construction at both sites to commence summer of 2011.</p> <p>Major renovation work at Bath P.S. underway and project completion is scheduled for fall of 2011.</p> <p>5.2.2b Initiative successfully completed. Design process for new school in Sharbot Lake completed and tender documents will be completed in fall of 2011.</p>	<p>5.2 Program and Accommodation reviews have been completed, are underway or planned at more than 50% of LDSB's schools.</p> <p>5.2.2 Design and construction of 3 new schools is in progress.</p>
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<p>5.3 Enhance the learning environment for students by repairing, renovating and updating existing educational facilities to meet current and future needs.</p>	<p>5.2.3. MOE Directions for <i>Early Learning for Four and Five Year Olds</i> are implemented.</p> <p>5.3.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students</p>	<p>5.2.2c Create a central training centre for LDSB student certification programs.</p> <p>5.2.3 Implement recommendations for Full-Day Early Learning – Kindergarten Programs in three additional schools, as identified in Phase 2 of the MOE's 5 Year Plan.</p> <p>5.3.1a Replace boiler system at L.C.V.I, and Sydenham HS and heating and ventilation system at Perth Road PS.</p> <p>5.3.1b Install new biomass boiler system at N.A.E.C. and geothermal heating system at Bath PS.</p> <p>5.3.1c Upgrade building automated control systems at various schools.</p> <p>5.3.1d Complete enhancement projects at various schools to meet program and ODA needs.</p> <p>5.3.1e Continue to work with community partners to finalize construction of Kingston community track and field facility.</p>	<p>5.2.2c Initiative successfully completed. Construction of new central training centre completed at Harvey Street site in conjunction with Second Chance Program.</p> <p>5.2.3 Initiative successfully completed. All school building modifications required to support implementation of Phase 2 of Full-Day Early Learning programs will be completed by fall of 2011.</p> <p>5.2.3 Initiative successfully implemented.</p> <p>5.3.1a Initiative successfully completed. Boiler system replacement at Sydenham H.S. and Perth Road P.S. will be completed in fall of 2011. L.C.V.I. project deferred.</p> <p>5.3.1b Initiative successfully completed. Installation of biomass boiler system at N.A.E.C. completed. Installation of Geothermal heating system at Bath P.S. and Perth Road P.S. will be completed in fall of 2011. New HVAC system installation at Perth Road P.S. will be completed in summer 2012.</p> <p>5.3.1c Initiative successfully completed. Upgrading of automated control systems projects ongoing during summer construction period and projects will be completed in fall of 2011.</p> <p>5.3.1d Initiative successfully completed. Enhancement project work took place during 2010-2011 construction season. Final completion in fall of 2011.</p> <p>5.3.1e Initiative successfully completed. Design and tender specifications completed. Project was</p>	<p>5.2.3 100% of current Ministry allocation for Full-Day Early Learning – Kindergarten Programs utilized. Six (6) classes in three additional elementary schools were added in September 2011 as identified in Phase 2 of the MOE's 5 Year Plan, bringing total to 20 classes in 11 schools.</p> <p>5.3.1. All new buildings and renovations meet program and ODA standards. Priorities for Accessibility (ODA) collaboratively determined by Educational Services and Facility Services.</p>
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<p>5.4 Prepare for current and future Board leadership needs with respect to system and school administration and operational management.</p> <p>5.5 Maintain policies and procedures that provide the basis for current, compliant and sound decision making and practices.</p>	<p>5.4.1 Revised leadership succession plans for academic and non-academic staff are implemented district wide.</p> <p>5.4.2 The Limestone District School Board maintains sustainable applicant pools of excellent school administrators and operations supervisors.</p> <p>5.4.3 Staffing levels meet budgetary limitations and are distributed appropriately to meet school/program needs.</p> <p>5.5.1 Limestone District School Board procedures and policies are compliant with legislation and system needs.</p>	<p>5.3.1f Complete major heating retrofit project at N.D.S.S..</p> <p>5.3.1g Complete construction of new addition at Sydenham H.S..</p> <p>5.4.1a Complete consultation, finalize, provide training, and implement revised leadership succession plans for academic and non-academic staff.</p> <p>5.4.1b Complete development and publication of Board Wide Leadership Strategy document including development and recruitment practices.</p> <p>5.5.1a Revise and implement the policy for Director Performance Appraisal.</p> <p>5.5.1b Review policies to ensure compliance with legislation regarding Roles of Trustees, Director and Board.</p> <p>5.5.1c Implement new Threats to School Safety Procedures, and revise and implement new Food/Nutrition procedures.</p>	<p>tendered and awarded and construction of new community track has commenced.</p> <p>5.3.1f Initiative successfully completed. Project is in last phase of construction period and project will be completed in fall of 2011.</p> <p>5.3.1g Project will be tendered in July/August 2011 and construction project will be completed in 2011-2012.</p> <p>5.4.1a Complete</p> <p>5.4.1b Steering committee has reviewed second draft. Modifications in response to feedback complete. Final draft to steering committee September 2011.</p> <p>5.4.2 Complete and adequate compliment in place for any possible unexpected contingencies required in 2011-2012.</p> <p>5.4.3 Staffing levels are within budget and HR and Payroll records verified.</p> <p>5.5.1c The Food and Nutrition procedure (AP 210) was updated.. LDSB will be in compliance with PPM 150 requirements for the fall of 2011 as required.</p>	<p>5.4.1 Final Draft of Succession Plan to be ready to be reviewed by exec. Committee Fall of 2011.</p> <p>5.4.2 All permanent positions filled and adequate numbers for placement through 2011/2012. Secondary AVP pool has Acting appointments. Manager financial Services has been hired.</p> <p>5.4.3 Allocations based in MOE funding were met.</p> <p>5.5.1 All Policies were updated as required to reflect Bill 177. All administrative procedures were reviewed as per 3 year schedule or to reflect system need.</p>
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<p>5.6 The Limestone District School Board will establish long term plans for continual renewal of operational and educational technology.</p>	<p>5.6.1 A system plan for the renewal of operational and educational technology is complete and implementation begun.</p>	<p>5.5.1d Revise and implement a distribution process for external organizations' communications to schools that addresses workload, fairness, consistency and environmental sustainability.</p> <p>5.6.1a Complete ITS disaster recovery plan in concert with coterminous boards.</p> <p>5.6.1b Include renewal strategy within ITS five year strategic plan.</p>	<p>5.5.1c Admin Procedure 141 (Threats to School Safety) has been completed. Training with Principals occurred in the fall of 2010. Site specific training occurred at individual schools.</p> <p>5.5.1d Distribution Procedure 149 was finalized. New procedure for Access to Students is in working draft form and consultation with community partners has started.</p> <p>5.6.1a Initial estimates complete and reviewed by executive committee. Budget has been established to create specific plan</p> <p>5.6.1b Complete.</p>	<p>5.6.1 Final draft of the 5 Year ITS Plan (Operational and overview documents) has been vetted by Executive Committee.</p>
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LDSB Strategic Plan: Year 2 of 5 Year Plan
**GOAL 6: Strengthen Communication and Engagement with Parents/Guardians,
 Educational and Community Partners and the Public.**

The Limestone District School Board believes that public education is most effective as a shared responsibility that includes students, parents, staff, government, and the community. The Limestone District School Board is committed to promoting, participating and leading in the development of positive partnerships at all levels.

<p>Lead Personnel</p>	<ul style="list-style-type: none"> • Director of Education • Assistant to the Director and Safe Schools • Supervising Principal of Special Education • Superintendent of Education, Secondary • Supervising Principal of Student Success
<p>Communication of Progress</p>	<ul style="list-style-type: none"> • Education/Human Resources Committee • Mid-year Strategic Directions Report

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<p>6.1 Implement initiatives of the Parent Engagement office to respond to needs identified through the School Council Liaison Committee.</p>	<p>6.1.1 All School Councils are in compliance with MOE and Board requirements for operations, training, reporting, and finance.</p>	<p>6.1.1a Conduct mandatory training sessions for all new school council chairs and treasurers to ensure compliance with Parent Involvement Committee regulations.</p>	<p>6.1.1a Completed Fall 2010.</p>	<p>6.1.1 First Class Website Training offered on October 27th and November 2nd 2010.</p>
<p>6.2 Actively engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>6.2.1 All requirements of the Student Support Leadership Initiative are implemented.</p>	<p>6.1.1b Provide orientation to FirstClass electronic communication system and SDS school accounts training, and provide ongoing support related to updated financial management and reporting requirements.</p>	<p>6.1.1b Complete</p>	<p>6.2.1 LDSB continues to serve as Lead Board for Cluster 20: SSLI. Transition to Kindergarten Protocol for students with special needs completed with community partners and implemented/ facilitation of mental health referral process and provision of services and supports established through Mental Health Literacy Curriculum (Dr. Kutcher Project). ESL and Ed. Services staff continue with ISKA and other community partners to facilitate smooth transitions for new immigrant students and families.</p>
	<p>6.2.2 Stakeholder satisfaction surveys indicate high levels of satisfaction with Board communication and partnership.</p>	<p>6.2.1a Continue to serve as lead Board for Student Support Leadership Initiative: Cluster 20.</p>	<p>6.2.1a Initiative successfully completed</p>	
		<p>6.2.1b Through partnership with the Kingston Frontenac Lennox & Addington Children & Youth Services Steering Committee, protocols between LDSB and Community partners to facilitate referral processes and the provision of services and support for (i) students with mental health concerns and (ii) for early learners entering the EL-K Program with special needs will be developed.</p>	<p>6.2.1.b Initiatives successfully completed .</p>	
		<p>6.2.1c Staff will work collaboratively with community partners on Pathways to Education project to improve outcomes for secondary students in north Kingston.</p>		
		<p>6.2.1d Staff will work collaboratively with community partners (ISKA) on Kingston Immigration Project, and the Settlement Worker in Schools (SWIS) Project to facilitate transitions for new immigrant students and families.</p>	<p>6.2.1d Funding not secured for a settlement worker to facilitate transitions for new immigrant students and families.</p>	
		<p>6.2.2a Conduct a satisfaction survey of internal and external partners regarding LDSB communication and partnership.</p>	<p>6.2.2 Director's performance Appraisal conducted, including survey questions to external stakeholders regarding their satisfaction with the LDSB relationship.</p>	<p>6.2.2 Stakeholder survey questions circulated to key external partners May 2011 indicated very high levels of satisfaction with their relationship with LDSB.</p>
		<p>6.2.2b Liaise and collaborate with municipalities, including sustainability planning, Kingston Track and Field Project and potential accommodation partnerships.</p>		
		<p>6.2.2c Liaise with Queen's University and St. Lawrence College to enhance learning opportunities and pathways for students.</p>		

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<p>6.3 Enhance labour relations with</p>	<p>6.2.3 An Aboriginal speaker's bank is created and being regularly accessed by staff members.</p> <p>6.2.4 The Aboriginal Advisory Committee meets a minimum of three times a year.</p> <p>6.2.5. Participation is maintained in key charitable and community initiatives.</p> <p>6.3.1 Wherever possible,</p>	<p>6.2.2d Liaise and collaborate with education-related partners including with other Boards of Education, MOE, OPSBA, EOSDN, OPSOA, and CODE.</p> <p>6.2.2e Provide orientation, professional learning and ongoing support for new trustees, as needed.</p> <p>6.2.3a Monitor usage of speaker's bank.</p> <p>6.2.4a Collaborate with the Katarokwi Native Friendship Centre and LDSB Aboriginal Advisory Committee regarding the establishment of an alternate Aboriginal school, and other key initiatives related to Aboriginal education.</p> <p>6.2.5. 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>6.2.3a This project was not funded this year but 150 students and staff attended 3rd annual Four Winds Conference on Aboriginal cultures. School established at Robert Meek in February 2011.</p> <p>Aboriginal Advisory Committee met during the year to support Aboriginal education.</p> <p>Aboriginal speakers, Elders, and performers participated in events in LDSB schools.</p> <p>6.2.4a School has opened in close partnership with the KNFC. Two Advisory Committee meetings were held this year in addition to frequent meetings in other forums.</p>	<p>6.2.3 The Speakers' bank was made available for all schools to access speakers.</p> <p>6.2.4 Formal Advisory Committee meetings were held in addition to frequent meetings with individual stakeholder groups. For example, there are monthly meetings with the Katarokwi Native Friendship Centre regarding the Alternative School.</p> <p>6.2.5 Community Support and Outreach: Staff maintained strong community leadership through membership in organizations such as Board of Directors of KFL&A, United Way, Boys & Girls Club, CAS, Limestone Learning Foundation and the Food Sharing Project. As well, Staff was very active supporting and participating in numerous charitable directives such as system support of the annual KFL&A United Way Campaign (\$85,000), Terry Fox Run, Easter Seals, the Limestone Learning Foundation and Food Sharing Project.</p>
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<p>our employee group partners through effective collaboration and implementation of collective agreements and contracts.</p> <p>6.4 Promote and celebrate the achievements of students, staff and the LDSB through active communications and outreach.</p>	<p>grievances are resolved using internal problem solving processes.</p> <p>6.3.2 Employee groups are positively involved in collaborative initiatives.</p> <p>6.4.1 Students, staff and Board achievements are widely communicated and recognized on a regular basis.</p> <p>6.4.2 All secondary schools participate fully in inter-school student council.</p>	<p>6.3.1a Foster Board/ employee group relationships through informal problem solving and ongoing communication.</p> <p>6.3.1b Conduct regular labour relations meetings and maintain open communication with leadership of all employee groups.</p> <p>6.3.2a Continue to utilize collaborative structures and inclusive decision-making processes where feasible.</p> <p>6.4.1a Senior staff and trustees will maintain representative presence at key Board, school and community events.</p> <p>6.4.1b Recognize student, staff, school and district achievements through Board meetings, LDSB website, Director's E-Bulletin, the Director's Annual Report, and the biennial Trustees Report to the Community.</p> <p>6.4.2a Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p>	<p>6.3.1b Complete for 2010-2011</p> <p>6.3.2a Complete for 2010-2011</p> <p>6.4.1 Initiatives successfully completed</p> <p>6.4.2a Funding support was made available for travel to inter-school council meetings, meetings were held at variable school locations to promote attendance and video –conferencing was facilitated for distant and rural schools.</p>	<p>6.3.1 Regular Labour/Management meetings are scheduled monthly, or as required, to identify and resolve issues with all employee groups. Only 2 grievances proceeded to arbitration stage.</p> <p>6.3.2 Employee group representatives are engaged on a continual basis for consultation or as work team members in the development, implementation, or modification of procedures or initiatives. Some examples from 2010-2011 are the OSSTF Secondary PA Day, Elementary Progress Revised Report Cards, NTIP, School Year Calendar, United Way Campaign and EA Supervision schedules.</p> <p>6.4.1. Communication and Recognition: An LDSB communications overview was developed. An extensive process was implemented for the review of the Director of Education that included survey items related to Board/Community satisfaction, with very positive results.</p> <p>A standing Environmental Advisory Committee was approved for 2011-2012 that will include broad stakeholder representation and engagement.</p> <p>Staff and student achievements recognized at all Board meetings, on LDSB website and through various media releases.</p> <p>Trustees and Senior staff maintained a representative presence at numerous key school, municipal and community events including school transition meetings, PARCs, Child & Youth Services Steering Committee events, various round tables, Limestone Learning Foundation events, Open Houses and graduations, etc.</p> <p>6.4.2 Inter-School Council</p>

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				<p>100% of schools participated in Inter-School Student Council. Video-conferencing was employed to facilitate rural and distant participation with some success. This was year three of the Inter-School Fundraising Talent Show.</p>