

Strategic Plan: Year 7 of 7 Year Plan

Year End Update for 2015-2016



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 7 of 7 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 (7 of 7 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END UPDATE (Year 7) PROGRESS TOWARDS SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2016?	What action will we take?	What is the status of Year 7 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>1.1.1 Elementary K – 8 Provincial Report cards: June 2016 student achievement data (percentage of students meeting or exceeding provincial standard). Primary Reading 68% (62% February 2016) Writing 60% (55% February 2016) Math 81% (80% February 2016) Junior Reading 78% (74% February 2016) Writing 72% (68% February 2015) Math 79% (77% February 2016) Intermediate Reading 79% (77% February 2016) Writing 76% (74% February 2016) Math 77% (78% February 2016)</p> <p>1.1.1 Secondary Provincial Report Cards 66% of students achieved provincial standard in grade 9 applied English in semester 1, 2015-2016 (+4%) 81% of students achieved provincial standard in grade 9 academic English in semester 1, 2015-2016 (+3%) 58% of students achieved provincial standard in grade 9 locally developed English in semester 1, 2015-2016 (+10%). 64% of students achieved provincial standard in grade 10 applied English in semester 1, 2015-2016 (-3%). 79% of students achieved provincial standard in grade 10 academic English in semester 1, 2015-2016 (+1%). 69% of students achieved provincial standard in grade 10 locally developed English in semester 1, 2015-2016 (+13%). 58% of students achieved provincial standard in grade 9 applied Math in semester 1, 2015-2016 (-3%). 68% of students achieved provincial standard in grade 9 academic Math in</p>
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			<p>semester 1, 2015-2016 (-3%).</p> <p>61% of students achieved provincial standard in grade 9 locally developed Math in semester 1, 2015-2016 (+1%).</p> <p>63% of students achieved provincial standard in grade 10 applied Math in semester 1, 2015-2016 (+1%).</p> <p>66% of students achieved provincial standard in grade 10 academic Math in semester 1, 2015-2016 (no change).</p> <p>64% of students achieved provincial standard in grade 10 locally developed Math in semester 1, 2015 – 2016 (-7%).</p> <p>Credit Accumulation 86% of grade 9 students achieved 8 or more credits as of June 30th, 2016 (+1%).</p> <p>77% of grade 10 students have 16 or more credits as of June 30th, 2016 (-1%).</p> <p>88% of grade 10 students have 14 or more credits as of June 30th, 2016 (-1%).</p> <p>75% of grade 11 students have 23 or more credits as of June 30th, 2016 (-1%).</p> <p>86% of grade 11 students have 21 or more credits as of June 30th, 2015 (-1%).</p> <p>1.1.1a 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 Sir John A. Macdonald, The Prince Charles, Perth Road,</p>
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		<p>1.1.1b Teachers and administrators in seven elementary schools and two secondary schools participated in the School Effectiveness District Review Process.</p> <p>1.1.1c Through involvement in the New Teacher Induction Program, new teachers will be paired with an experienced teacher mentor and will participate in professional learning related to literacy, mathematics, differentiated instruction, assessment, evaluation, assistive technology and Aboriginal Education.</p> <p>1.1.1d The Manager and Parent Facilitators in the Parenting and Family Literacy Centres</p>	<p>Centreville, Odessa and RG Sinclair, Selby, Southview, Lancaster, Prince Charles, Cataraqui Woods, JR Henderson and Storrington collaborated with the SWS teachers 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>EOSDN Collaborative Inquiry for Learning – Mathematics (CIL-M) K-12</u> Organized in hubs, teachers from Bayridge SS, Granite Ridge ES, KCVI, LaSalle SS, QECVI, Sydenham HS, Truedell, Polson Park, RG Sinclair, Lord Strathcona, Elginburg, Harrowsmith, Rideau PS, Amherstview, Enterprise, Prince Charles and Cataraqui Woods, 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>We supported 18 Collaborative Inquiries at Secondary Schools involving 103 participants. The inquiry projects focus on current student needs directly related to School and Board Learning Plans for Student Achievement.</p> <p>MISA Ottawa Region: Participation in 2 CI projects through MISA East PNC Pedagogical Documentation Regional Workshop</p> <p>1.1.1b District Reviews were completed at Centennial PS, Amherst Island, Bayridge PS and Perth Road PS during the 2015-16 school year. A review was completed at Sydenham High School.</p> <p>1.1.1c 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, assessment and evaluation, critical literacy, FSL, problem solving in mathematics, differentiated instruction, learning for all, assistive technology, and high-yield instructional strategies. Full days of professional learning occurred on October 6, November 20, December 9, December 11 and January 19. Release time was provided for NTIP/mentor co-plan, co-teach experiences. In addition, individual support was provided for NTIP teachers upon request.</p> <p>1.1.1d The Manager and/or Parent Facilitators in the Parenting and Family Literacy Centres participated in the following Professional Learning opportunities</p>
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		<p>will participate in professional learning to support the implementation of strategies and recommendations in accordance with Ministry requirements.</p> <p>1.1.1e 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>1.1.1f Literacy and Math Tutors will support elementary and secondary students based on school need.</p> <p>1.1.1g A work-team will review existing Focus Programs to ensure they support current and future labour market trends.</p> <p>1.1.1h 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>1.1.1i All schools will administer a school climate survey. The results of this survey will inform the needs assessment of school</p>	<p>to support on-going learning needs and to increase leadership capacity within the Early Years/Family Support systems within the Board and community: Speaking of Literacy Conference, Hanen – Learning Language and Loving It training, Making Connections Conference, Loose Parts Professional Learning. Self-Regulation Summer Symposium.</p> <p>1.1.1e Thirty-nine sessions of the Right to Read after-school program supported students in thirty-four elementary schools. Students in thirteen elementary schools were supported by the Math in Action after-school program.</p> <p>1.1.1f Students in seventeen elementary schools are supported by a Tutor in the Classroom. Literacy Tutors are supporting grade 9 and 10 students in all schools.</p> <p>1.1.1g The Focus Program Work team has been formed and met twice to review the process of Focus Program information days, the website, and Focus Program Red Book. The new format of the 2 days Focus Program Carousel was positive, and work has begun to include the Program Red Book online.</p> <p>1.1.1h Members of the Program Team collaborated with teacher leaders and administrators as they engaged in learning through collaborative inquiry. Collaborative Inquiry topics included: assessment, action-oriented tasks and assessment in French classrooms, inquiry based learning in science and social studies, effective questioning, pyramid of interventions, physical education, FNMI, critical thinking, kindergarten, reading and writing, number sense in mathematics, spatial reasoning, fractions, responsive literacy programs, and teaching reading to adolescents. Members of the Program Team/Technology and Pedagogy Team met with educators from the CODE/TLF to discuss needs related to supporting students in the areas of Mathematics. Participated in the initiation of the I.C.E. (Innovation, Creativity, Entrepreneurship) pilot project from the MOE, resulting in \$32 K in funding to expand the pilot to full implementation to all SHSM Sectors.</p> <p>1.1.1i The Tell Them From Me student survey was completed by 9046 students. 3186 Elementary Students in grade 4-6 completed the Elementary Survey; 6280 students in grade 7-12 completed the Middle School/Secondary Survey.</p>
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		<p>improvement plans, and will be used to supplement monitoring actions at each school.</p> <p>1.1.1j The Ontario First Nation Metis Education Policy Framework will be implemented with specific focus on individualized support to identified students in need, professional learning for teachers K-12, and events that celebrate our rich Aboriginal culture.</p> <p>1.1.1k 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>1.1.1l 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>1.1.1j The secondary Arts resource, Coyote Creative, was completed to support greater inclusion of indigenous education in the Arts. The First meeting of the school year of the Aboriginal Advisory Council occurred in December and the second meeting was held in May. Several installments of the Four Winds Newsletter were sent to parents. The 8th annual Four Winds Conference was held in the fall. Approximately 130 LDSB students participated; over 200 students attended the first Kingston Community Powwow in May. Several different Indigenous versions of O Canada were provided to all schools. Twenty-eight elementary teachers attended 3 full day professional learning sessions on Aboriginal education. Eighteen secondary teachers and administrators participated in the FNMI CI funded by the Ministry. Discussions between LDSB, the Mohawks Bay of Quinte, and the Federal Government were initiated regarding an Education Agreement between the parties. Due to new Ministry funding, LDSB was able to hire a FNMI/Student Success/Re-engagement Teacher to support a range of initiatives and students. Targeted tutoring of primary/junior/intermediate Indigenous students in literacy is ongoing.</p> <p>1.1.1k Regular coaching meetings and site visits are held to support school-based coaches. Numeracy coaching support is also provided to four teachers.</p> <p>1.1.1l Facilitated Reading Workshop at LSS/SHS (23 teachers, two admin) Facilitated Guided Reading at LCVI (1/2 day on 3 PD days) Facilitated Critical Thinking workshop at LSS/SHS (20 teachers) <i>Worked with Schools on PA Days to support technology-enabled learning as well as blended/hybrid learning through use of the Virtual Learning Environment (September – LSS and KCVI)</i> Teachers and administrators in elementary schools participated in professional learning to support the goals indicated on the school and board Improvement plans during the 2015-16 PA Days.</p>
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		<p>1.1.1m Creating Pathways to Success K-12 will be piloted in Grade 9 in two schools this year. All schools will implement CPS in Grades 7, 8, and Grades 10 Careers classes. The K-6 “All About Me” Portfolio will be piloted in several schools during the 2015 – 2016 school year. All secondary schools will use ‘myBlueprint’ for online course selection. A central Advisory Committee will be formed in the fall of 2015.</p> <p>1.1.1n Two schools will participate in the SSSI (Student Success School Support Initiative) Ministry Initiative.</p> <p>1.1.1o A system wide review of the provision of French as a Second Language will continue.</p> <p>1.1.1p The K-12 Program team and Educational Services Staff will offer a variety of professional learning topics (<i>for example, collaborative backward design, CI facilitation, and the professional learning series</i>).</p>	<p>1.1.1m A three day “Head Start” numeracy program was piloted for all students entering grade nine at LCVI the week before school started in September. Pilot projects related to Creating Pathways to Success occurred in 3 Secondary Schools. Resources were provided to all secondary schools to ensure all grade 9’s have a school plan for education and career/life planning. Professional Learning and in class support was provided to support grade 7, grade 8, and careers teachers with full implementation of myBlueprint and the IPP. This work has been aligned to ensure inclusion of the Specialist High Skills Major initiative.</p> <p>1.1.1n Supported teachers in using technology to enhance learning related to the SSSI project (at LCVI, QECVI and NDSS). Focus was on student collaboration, peer assessment, and making student thinking visible (30 teachers, 3 administrators).</p> <p>1.1.1o Administrative Procedure 211, French as a Second Language, was developed to outline a process for review of French programs. FSL information was strengthened on the LDSB website to provide thorough information to parents and the community. A FSL Steering Committee was established to develop a system plan to foster high quality French programs in the LDSB.</p> <p>1.1.1p The K-12 Program team and Educational Services staff facilitated a variety of professional learning topics including: collaborative inquiry facilitation, reading course, writing course, collaborative backwards design, number talks, student focused Applied Behavioural Analysis training part 1 and 2, Learning Disabilities, Fetal Alcohol Syndrome Disorder, making thinking visible, spatial reasoning, IEPs and supporting students with medical needs. Facilitated Collaborative Backwards Design in September for Art, Phys. Ed, Science and Technology teachers (30 Teachers) Facilitated three-day series on Using reading assessments to close gaps in fluency and comprehension (56 teachers, two administrators) Facilitated DRA training at LCVI and LSS (12 teachers, one administrator) Thinking Symposium (EOSDN) with Lucy West (39 teachers) Facilitated Inquiry based learning EOSDN lesson study project in math (12 teachers) Coordinated EQAO reporting tool session (34 teachers) Making Thinking Visible 3-day series (6 teachers)</p>
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<p>1.2 Implement the <i>Full-Day Learning For 4 and 5 Year Olds</i> initiative as per Ministry direction.</p>	<p>1.2.1 The <i>Full-Day Learning for 4 and 5 Year Olds</i> initiative is fully implemented within the parameters established by the Ministry of Education.</p>	<p>1.1.1q Educational Services and Program will facilitate SST/LPS Professional Learning sessions 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 with complex needs into school through the use of the Community Transition to Kindergarten Protocol.</p>	<p>Members of the Technology and Pedagogy Team have successfully planned and begun to implement a Technology Enabled Learning Series driven by the interests of the teachers in the board. Technology has been implemented as a tool to deepen understanding during workshops and professional development sessions. CI's are being addressed through guest presentations based around workflow on iPads and O365 and through a Robotics Based Learning Initiative.</p> <p>The CODE/TLF project has successfully begun in collaboration between the Technology and Pedagogy Team and the Program Team. All 60 teachers involved have had basic training with their iOS devices with more planned for the school year. The Connected Technology Teacher role has been successful at assisting educators in their classrooms in embedding new technology into curriculum.</p> <p>1.1.1q The Program Team has organized a CI based on Differentiated Instruction. The group broke into three separate focus groups learning based on individual needs. Learning Program Support (LPS) Professional Learning Sessions: Supporting Students with Learning Disabilities (two half days for secondary school teams and clinical consultants-50 participants) Student Support Teacher (SST) Professional Learning Sessions: Clinical Service Delivery, Learning Disabilities, Language Impairments and iPad Fluency Project (half day for 60 participants).</p> <p>1.2.1a Completed. Full-Day Early Learning Kindergarten Programs were fully implemented as of September 1, 2014.</p> <p>1.2.1b Teachers and ECEs participated in professional learning through collaborative inquiries and learning series sessions to support the implementation of effective instructional strategies and recommendations for the <i>Full-Day Early Learning – Kindergarten Program</i>.</p> <p>1.2.1c. 70 Kindergarten students were transitioned into school (for the 2016-2017 school year) through the Community Transition to Kindergarten Protocol.</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>1.2.1d In school teams will support the early learning needs of students in Kindergarten using ‘The Tiered Model of Support for Kindergarten.’</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 expand into all elementary schools in the BSS and LCVI families of schools (8 schools) resulting in full implementation of primary core French instruction in all LDSB elementary schools by September 2015.</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 An Administrators guide to standard operating procedures in an Elementary Technological Education classroom will be available to schools for implementation in the school year 2015-16.</p>	<p>1.2.1d. 12 FDK Teams in 8 elementary schools were supported using the Tiered Model of Support for Kindergarten. 65 individual kindergarten students were supported using the Tiered Model of Support for Kindergarten.</p> <p>1.2.2a Early Years Leaders and Implementation Team participated in learning sessions through collaborative inquiry and learning series sessions to support the implementation of the strategies established by the Early Years Division.</p> <p>1.3.1a. Robotics based learning strategies have been introduced to 9 elementary schools to promote problem solving and coding with purpose embedded across a variety of curriculums.</p> <p>1.3.1b Initiative complete. The number of specialist teachers delivering primary core French increased with the expansion into all elementary schools in the BSS and LCVI families of schools. LDSB has now achieved full implementation of primary core French in all elementary schools as of September 2015.</p> <p>1.3.1c. The first pilot of the proficiency training including practical Culinary and Fabric skills as well as Hazard recognition has been implemented at First Avenue Public School.</p> <p>1.3.1d. A draft six-part series of administrative procedures, including practical project approval, and purchasing guidelines has been completed is being reviewed.</p>
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LDSB Strategic Plan: Year 7 of 7 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>2.1.1a 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>2.1.1a There were three Level 1 MEND training sessions completed for staff during the 2015-2016 school year. There were also 105 staff/teacher meetings completed with MEND staff. 3 Building Community in Your Classroom Sessions occurred this year, with 36 staff involved. MEND staff have also completed 3 Community MEND training sessions, with 60 Community partners trained.</p> <p>2.1.1b Ongoing support has been provided with 37 Classroom MEND workshops completed, with almost 700 students being trained. There have also been 35 Full Class Circles (596 students involved), and 33 Student MEND Circles, involving over 400 students. 27 students also received Student MEND training this year.</p> <p>2.1.1c Ongoing</p> <p>2.1.1d The Equity, Inclusion, and Human Rights Advisor provided professional learning opportunities across the district. A wide-range of activities, events, and supports were provided to schools in the area of Equity and Inclusion. During the year, 39 schools, approximately 5000 students, and 400 staff were involved or participated in these activities.</p> <p>This work includes working with a wide-range of community partners or organizations: Eastern Ontario Min. of Ed. – Equity Group; Ontario Arts Council; City of Kingston, Tett Centre; Immigrant Services Kingston and Area – Newcomer programs; Immigrant Services Kingston & Area – Youth Group; Aboriginal Family Literacy Group; Canadian Centre for Gender and Sexual Diversity; Youth Diversion/MEND; Islamic Society Kingston, Queen’s Fac. of Ed; Kingston Jewish Community; Sarah & Chaim Neuberger Holocaust Education Centre, Ottawa Family Services, 2 Kingston Libraries; 3 Kingston Book Stores willing to buy EIE education resources; Blue Skies in the Community, Firebrand Theatre; Prologue for Performing Arts; HOZA!; Partners for Youth Empowerment; SafeTeen Powerful Alternatives to Violence; Algonquin Lakeshore Catholic School Board; 5 Eastern Ontario School Boards; Jack-Davies Consulting; Kingston Afro-Caribbean Association; Queen’s University Muslim Students Association; Youth Group – Islamic Society Kingston; Robert Small Black History Gallery; Heritage Language groups; F.U.S.E; and the Human Rights Office, Queen’s University; among others.</p> <p>Approximately 55 Ontario Arts Council activities took place during the year. This work focused on increasing student understanding of Equity and Inclusion incorporating the Arts into classrooms with community-based artists.</p>
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	<p>2.1.2 Students receiving Community Threat Assessments are those most at risk of harm to self or others</p> <p>2.1.3 Students identified as hard to serve successfully complete the academic components of their programs as measured by credit accumulation. Students who have been expelled successfully complete the academic and non-academic components of their programs.</p> <p>2.1.4 Limestone District School Board policies, protocols and procedures for safe and inclusive environments reflect best practices, and align with legislation and new or revised MOE policy/procedure memoranda.</p>	<p>2.1.2 Monitor data for students receiving threat assessments, including correlating threat assessment data with suspension/expulsion data.</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 Work with Community partners and administrators to update Police/Board Protocol for implementation in September 2016. Provide a Level 1 Community Threat Assessment Protocol training refresher to previously trained administrative staff, educational services staff, community</p>	<p>The Equity, Inclusion, and Human Rights Advisor also focused attention on the following supports or learning: Days of Observance Calendar; Board Foyer displays such as Holocaust Education Week, Celebrating Respect for Human Diversity (December), Black History Month, Lunar New Year, Yom Ha Shoah, Dare to Stand Out Youth Diversity Conference, and LGBTTT-SQQI workshops.</p> <p>2.1.2 There were 16 CTAP's performed during the 2015-16 school year, with 2 of them deemed low risk, 8 of them deemed medium risk, and 6 deemed high risk. In all cases, intervention plans have been put into place, and youth have received valuable supports and interventions.</p> <p>2.1.3 Students in the SNAP program averaged 3 credits during the 2015-2016 school year. One-hundred percent of expelled students continue to be engaged in schooling.</p> <p>2.1.4a All schools have Safe and Healthy School Teams. Central support/guidance has been provided where needed to help facilitate school based meetings. School Learning Plans include at least one school climate goal.</p> <p>2.1.4b Meeting of the Safe, Caring, and Accepting School Committee took place on December 1, 2015 with representation from school staff, central staff and community partners. The meeting was held in the Community Room at the Kingston Police Station. The scheduled spring meeting was cancelled due to low attendance.</p> <p>2.1.4c Work with Community Partners is on-going. Meetings have taken place with HPEDSB, ALCDSB, and Police Partners to update the Police Board Protocol. Level 1 Community Threat Assessment Protocol Refresher training was provided to Administrators in February 2016, and Level 2 Community Threat Assessment Training occurred for administrators, police and community partners in March, 2016. Revised Police Board Protocol training for administrators took</p>
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		<p>partners and police, and offer Level 2 Community Threat Assessment Training to administrators, staff, police, and community partners.</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. WITS (JK-Grade 3); LEADS (Grade 4-6); and Fourth R (Grades 7-12).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.1.4h. Schools will have the opportunity to participate in a Robotics based learning strategy as a means to engage students currently in challenging learning circumstances by developing interactive and collaborative problem-solving skills.</p>	<p>place in April/May 2016.</p> <p>2.1.4d Support is on-going</p> <p>2.1.4e Secondary schools have completed their climate surveys for 2015-16 school year. Elementary schools completed their surveys in the Spring of 2016. The Tell Them From Me student survey was completed by 9046 students. 3186 Elementary Students in grade 4-6 completed the Elementary Survey; 6280 students in grade 7-12 completed the Middle School/Secondary Survey.</p> <p>2.1.4f Support was provided to schools to engage in Bullying Prevention and Intervention strategies, with specific emphasis on activities during bullying awareness week and LDSB Pink Shirt Anti-bullying Day in November 2015. All schools participated in Bullying Prevention Week in November. The Red Cross Antibullying program was provided to students at North Addington Education Centre in the Spring, 2016.</p> <p>2.1.4g Draft Board Standard Operating Procedures have been developed and will see further refinement in 2016-2017.</p> <p>2.1.4h Six elementary schools were provided with Robotics resources as part of the CODE initiative to support student engagement and foster collaborative problem-solving.</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>2.1.5 Schools utilize effective Behaviour Management Systems (BMS) strategies to support safe student behaviour.</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>2.2.3 The implementation schedule of Ont. Reg. 429/07 <i>Accessibility for Ontarians with Disabilities Act, 2005</i> is met or exceeded.</p>	<p>2.1.5a Continue to provide support for schools in utilizing behaviour management strategies by providing full and recertification training in BMS to all staff.</p> <p>2.2.1a Monitor progress of bullying awareness, prevention, and intervention, and equity and inclusion initiatives through the following <i>Tell-Them-From Me (TTFM)</i> Measures: victimization by bullying, perceptions of school safety, and positive sense of belonging.</p> <p>2.2.1b Provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership opportunities.</p> <p>2.2.1c Monitor the implementation of the Joint Protocol for Student Achievement (JPSA) for students who are crown wards or who are receiving supports from CAS in partnership with local Family & Children's Services; monitor data outcomes tracking to support early identification and intervention; and implement and monitor Children and Youth in Care (CYIC) pilot programs.</p> <p>2.2.2a New employees will be provided initial training through the orientation process and e-Training platform.</p> <p>2.2.3a. The Accessibility Committee and appropriate LDSB departments will facilitate compliance with the Integrated Accessibility Standards under the Accessibility for</p>	<p>2.1.5a Behaviour Management System (BMS) Recertification Training-263 staff; Behaviour Management System (BMS) Full Training-95 staff</p> <p>2.2.1a 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> <p>2.2.1b The LDSB Equity, Inclusion and Human Rights advisory facilitated or helped facilitate several events: City of Kingston Syrian Newcomers information session, Holocaust education workshops, Black History Month and Arts Education sessions and Positive and Safe Space sessions with staff.</p> <p>2.2.1c Joint Protocol for Student Achievement (JPSA) continues to be collaboratively developed for future implementation by Frontenac Lennox and Addington Family and Children's Services (FACSFLA), Highland Shores Children and Family Services, LDSB, Algonquin Lakeshore District School Board and Hastings Prince Edward District School Board; Local agreements signed by FACSFLA and Ministry of Education to share and monitor educational outcomes for students in care through CAS-EDU Education Data Sharing.</p> <p>2.2.2a All new employees hired in the first half the year have completed the orientation process and e-Training. Process is not embedded in orientation process.</p> <p>2.2.3a. Ongoing review of accessibility awareness training; status of capacity of school libraries and; accessibility features related to board and school websites. An Accessibility Newsletter was distributed electronically to all LDSB staff in October 2015.</p>
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	<p>2.2.4 Statistical analysis and participant surveys show that employees accessing the Employee Assistance Program (EAP) and Employee Attendance Support Services are satisfied with the support and service.</p> <p>2.2.5 Use of Employee Attendance Support Program has increased and employee group attendance statistics meet or exceed provincial averages.</p> <p>2.2.6 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>Ontarians with Disabilities Act 2005 as per section 8.0 in the LDSB Multi-Year Accessibility Plan:</p> <ul style="list-style-type: none"> ➤ Review status of accessibility awareness training to ensure all new staff are trained ➤ Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multi-media resources upon request in anticipation of 2020 compliance date ➤ Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards ➤ An Accessibility Newsletter that provides current and ongoing information on accessibility in LDSB will be developed and shared annually in the fall <p>2.2.4a RFP process for renewal of EAP Services will be conducted. Staff satisfaction survey for EAP Services was distributed in fall of 2014.</p> <p>2.2.5a 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 the implementation and training process for installation of further AED (Cardiac Automated External Defibrillators) in schools.</p>	<p>2.2.4a RFP was issued and a review and evaluation will be done to finalize the next term of contract to the successful bidder. In the interim we have renewed the contract with our current provider until the RFP process is finalized.</p> <p>2.2.5a Attendance support and SmartFind team restructuring is in place and the plan to move to an integrated system between attendance and payroll is in process. The first employee group (elementary teachers) has been automated.</p> <p>2.2.6a LDSB and KFL&A Public Health continue to cooperate and coordinate the healthy initiatives, which are promoted and monitored.</p> <p>2.2.6b Ongoing.</p>
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	<p>2.2.7 A Mental Health Strategy will be developed and implemented.</p>	<p>2.2.6c Cooperation and partnership with KFL&A Public Health will continue to focus on ensuring Health School initiatives are supported.</p> <p>2.2.6d Continue to implement Swim to Survive, DPA, and Grade 5 and 9 Activity Passes.</p> <p>2.2.6e Enhance staff wellness initiatives by supporting and facilitating the staff Wellness Committee.</p> <p>2.2.6f Pilot Mindfulness training through the Board's Wellness Committee as vehicle to support staff in managing personal and professional stress.</p> <p>2.2.6g Implement requirements of Ryan's Law as per legislative requirements including development of a procedure and professional learning opportunities.</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 Engage in student focus groups to collect student voice and parent surveys to determine 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 and student voice in order to continue to develop strong community collaboration that supports students and families.</p>	<p>2.2.6c Ongoing.</p> <p>2.2.6d Fully implemented for 2015-2016.</p> <p>2.2.6e Mindfulness training is being expanded to continue to offer the 8-week intensive program and in addition less intensive options are being provided to staff who can also utilize the strategies independently. The committee continues to meet with reps from various employee groups to respond to recommendations and needs.</p> <p>2.2.6f Mindfulness Pilot has been extended based on recommendations by the wellness committee as a result of feedback.</p> <p>2.2.6g LDSB procedure developed in collaboration with community partners. Professional learning opportunities are available for staff, school councils and students related to asthma through community partnerships and educational services staff.</p> <p>2.2.7a Ongoing. Data collected from Special Education Review.</p> <p>2.2.7b Student focus groups were held in conjunction with the Special Education Review in a cross section of elementary and secondary schools. As part of the Special Education Review voice parent/guardian and community member voice was collected.</p> <p>2.2.7c Completed with addition of representation from Pathways for Children and Youth, Adolescent Care Workers and LDSB Student Trustee.</p>
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		<p>2.2.7d 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>2.2.7e Pilot and evaluate distress tolerance groups as a Tier 2 intervention for intermediate and secondary students.</p> <p>2.2.7f Continue implementation of Roots of Empathy in elementary classrooms with a focus on Kindergarten and Grade 5.</p> <p>2.2.7g Provide ongoing opportunities for staff training related to suicide prevention and intervention (i.e., ASIST Training, Safe Talk, Suicide Risk and Assessment Protocol).</p> <p>2.2.7h Actively use and monitor an LDSB Twitter account (@MentalHlth_LDSB) to communicate LDSB Mental Health Strategy.</p> <p>2.2.7i Provide elementary and secondary staff with resources and professional learning around supporting students who engage in non-suicidal self-injury.</p> <p>2.2.7j Provide professional learning on mental health at school through NTIP, Queen's Faculty of Education, Principal Qualification Program, School Mental Health Learning Series and through Collaborative Inquiry.</p>	<p>2.2.7d All grade 9 Phys. Ed teachers are trained in the Mental Health Curriculum and implementation is ongoing. Friends for Life and Fun Friends is implemented in a range of elementary classrooms. Training in Fun Friends was provided to approximately 50 Grade 1 teachers.</p> <p>2.2.7e Distress tolerance resource material compiled and available for use as required.</p> <p>2.2.7f Forty-six classrooms have implemented Roots of Empathy this year from K-8.</p> <p>2.2.7g A review of the Suicide Risk Assessment Protocol occurred with Adolescent Care Workers, Student Support Counsellors, Student Attendance Counsellors, Clinical staff, and secondary administrators and staff. An Educational Services staff member and a secondary teacher were trained in Safe Talk to begin implementation of this training to school staff for the 2016-2017 school year.</p> <p>2.2.7h The LDSB Mental Health Twitter account is now fully operational and active with 160 followers.</p> <p>2.2.7i. Fall 2015 in service for secondary vice principals and AWCs on resources. In-service to Student Support Counsellors in January 2016. Resources provided to all schools.</p> <p>2.2.7j Professional learning opportunities provided: Principal Qualification Program, Faculty of Education, Collaborative Inquiries, and workshops on anxiety for staff and parents.</p>
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		2.2.7k Pilot and evaluate Mindfulness project in grade 7 and 8 classrooms in collaboration with community partners.	2.2.7k Implemented at Vanier and LaSalle Intermediate – analysis of data in progress.
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LDSB Strategic Plan: Year 7 of 7 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. 3.1.1b Prepare for Regional Internal Audit review of Travel and Business Expenses. 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. 3.1.1d Complete negotiations with bus operators for new contract. 3.1.1e Perform on-site safety and maintenance audits of school bus operators as part of Contract Performance Management system. 3.1.1f Implement approved merger of LDSB Charitable Trust with the Board. 3.1.1g Provide regular interim financial reporting to Trustees/Senior Management to support informed decision making. 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 are underway and scheduled for implementation in 2017. 3.1.1b Regional Internal audit work on travel and business expenses completed. Multi-year audit plan approved by Audit Committee in November 2015. 3.1.1c Core business processes in Financial Services Department continue to be reviewed and updated as needed. Including follow-up on internal audit recommendations. 3.1.1d Bus operator negotiations have gone to third party dispute resolution as per contract provisions and have been settled in summer 2016. 3.1.1e School bus safety and maintenance safety audits are being planned for 2017. 3.1.1f Proceeding with legal and external audit advice on merger of LDSB Charitable Trust with the Board. 3.1.1g Interim financial reporting is being provided to the Board, including quarterly reports. 3.1.1h Annual review of HR procedures in place. Modifications to processes related to modifications in collective bargaining are complete and aligned with new agreements.</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 Fuller implementation of BringIT in the Board; ITS / Program Team will work with schools and staff to implement BringIT to maximize learning.</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>3.1.1i Work continues on streamlining workflow through the integrations of SmartFind and SDS to eventually reduce work flow related to time sheet usage. Elementary teachers are now live with additional groups planned for 2016-17.</p> <p>3.1.1j Workshops are planned in conjunction with application processes. Additional opportunities will be offered in the Spring when staffing processes are underway.</p> <p>3.1.1k Spring 2016.</p> <p>3.1.1l Review complete and implementation of records management procedures are on-going.</p> <p>3.2.1a Ten schools (two secondary and 8 elementary) were approached to engage in support from the Pedagogy and Technology Team (comprising staff from the Program Team, ITS, and LPS groups). Meetings were organized, initially with school staff at each site. The purpose of these meetings was to establish goals for implementing BringIT as well as developing a communication plan, professional learning plan, and a method for including student and parent voice. This initiative will extend into next school year, with the 10 existing schools, with the intent that effective practices will be identified and shared throughout the system.</p> <p>3.2.1b Laptops / desktops were deployed to ¼ of administrators as per the plan.</p>
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		<p>3.2.1c Renew Microsoft Licensing for all Microsoft software, including access to Office 2016 for all staff / students as well as upgrades to Microsoft Windows version 7 on all capable systems. Licensing 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 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>3.2.1c All Microsoft software was renewed. Office 2016 deployed to all administrators and users requiring the newest client. All systems now running Windows 7 (or higher). Windows 10 has been installed on select computers in order to test and validate the installation, and will be extended to most systems throughout the Board next school year.</p> <p>3.2.1d Project is proceeding with plans to deploy for the 2016/17 school year.</p> <p>3.2.1e Project is complete and has been communicated to Senior Staff. A comprehensive set of recommendations were made within the report, and these are being considered for implementation in the 2016/17 school year.</p> <p>3.2.1f Project is complete. Signed agreement is in place for March 2016 (for a 5-year term).</p> <p>3.2.1g An additional 1,000 iPads and 871 Chromebooks were purchased in the spring and summer and many of these have already been deployed to schools. In total 1,871 mobile devices were purchased in the 2015/16 school year.</p> <p>3.2.1h The Teacher Enabled Learning Consultant continued to work with teaching staff from across the board to use the Virtual Learning Environment for both eLearning and Blended Learning.</p> <p>3.2.1i Use of the virtual learning environment has increased. In the 2014/15 school year, 28 teachers and 560 students used the Virtual Learning Environment. In the 2015/16 school year, 260 teachers and 1788 students used the Virtual Learning Environment. A number of improvements have been implemented, including integration of our student management system (Trillium) with the Virtual Learning Environment, single sign on using Active Directory, and improved functionality and visual appeal of the platform. There has been renewed interest in using the environment at almost all secondary schools and at a couple of elementary schools. Use of the virtual learning environment at Alternative Centres using an Adult Hybrid</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>3.2.1j Expand Compass for Success, A Data Management Tool to assist schools with making timely decisions related to student learning.</p> <p>3.2.1k Continue with the implementation of Smartfind features to further streamline processes to create efficiencies for example employees entering their own absences for electronic approval which will reduce administrative time and paper.</p> <p>3.2.1l Work toward the integration of SMARTFIND with SDS to move forward with future paperless processing for H/R/payroll.</p> <p>3.2.1m Support the implementation of 0365 as a communication and learning tool throughout the District.</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</p>	<p>Approach began at some Alternative Centres in the second semester of the 2016/17 school year. Teachers intending to teach at Alternative Centres in 2016/17 engaged in 3 days of professional learning with the Technology Enabled Learning Consultant to increase awareness of using the Virtual Learning Environment in the Adult Hybrid approach. To support implementation, 200 Chromebooks were purchased for use by teachers and students at Alternative Sites. Technology Enabled Learning Series continues to be offered by the Technology and Pedagogy Team, based on educator input.</p> <p>3.2.1j Compass for Success implementation has continued and has now expanded to include some classroom teachers and school teams.</p> <p>3.2.1k and 3.2.1l Work continues on streamlining workflow through the integrations of SmartFind and SDS to eventually reduce work flow related to time sheet usage. The first group to go live are elementary teachers expected by end of June 2016.</p> <p>3.2.1l See notation above.</p> <p>3.2.1m Members of the Technology and Pedagogy Team are in schools and classrooms, working with all staff to assist with the transition and increase awareness of the tools they have access to through O365, such as OneNote and Office Docs. The focus is always on how these tools can be used to address student learning needs identified by the teacher.</p> <p>3.3.1a Water bottle filling stations have been installed at Granite Ridge Education Centre, Perth Road P.S., Welborne Ave P.S., LaSalle S.S. and Cataraqui Woods E.S.</p> <p>3.3.1b Energy management capital projects include upgrading gymnasium lights at NAEC with an LED lamp and lower wattage T8 Fluorescent Lamps.</p>
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	<p>3.3.2 An Environmental Sustainability Procedure is developed and implemented district wide.</p>	<p>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>3.3.1e Recycling programs that promote student leadership and stewardship will be expanded this school year.</p> <p>3.3.1f Earth Hour activities will continue to be promoted and tracked board wide, data collected will guide next year's activity.</p> <p>3.3.1g Sustainable food system pilots will continue to grow with school / community gardens, vermicomposting and aquaponics projects.</p> <p>3.3.1h Grade 9 Kingston Transit Bus Pass Orientation. Orientation will take place in Kingston and area Secondary Schools.</p> <p>3.3.1i 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>3.3.1c There are seven schools participating in the Ontario EcoSchools Program. Each school submitted their Initial EcoReview by the January 29th deadline.</p> <p>3.3.1d The Ontario EcoSchools program has been communicated to schools through the quarterly newsletter and the Yammer Page, part of the 0365 platform.</p> <p>3.3.1e Recycling system upgrades have occurred at Amherstview PS, Bayridge PS, LCVI, Calvin Park and Odessa PS</p> <p>3.3.1f LDSB's Earth Hour will occur on Monday, March 21st, 2016</p> <p>3.3.1g Ongoing. Activities begin again in the Spring 2016.</p> <p>3.3.1h Onsite Grade 9 bus orientation and pass issuing occurred at QECVI, KCVI, LCVI, LaSalle, Bayridge SS, Frontenac SS and Ernestown SS in the fall of 2015</p> <p>3.3.1i ESAC has met Oct. 13/15 and Jan. 6/16.</p> <p>3.3.2a These will be reviewed by ESAC in the 2015-16 school year.</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>3.4.1 Program and Accommodation Reviews, where required, are completed.</p> <p>3.4.2 Construction of new schools, as approved, is completed or initiated.</p>	<p>3.4.1a 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>3.4.1c 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>3.4.1a Public consultation completed for the new elementary school and school named Molly Brant Elementary School.</p> <p>3.4.1b New intermediate/secondary school design concept was approved by Board in December 2015. Finalization of design phase is well underway and costing of the project will be undertaken by a third party shortly thereafter.</p> <p>3.4.1c Sale of four surplus building/properties were completed from October to December 2015, in addition a handful of surplus portables were also sold.</p> <p>3.4.1d Processes have been modified and agreed to with the respective unions.</p> <p>3.4.1e On-going. Administrative Procedure 211, French as a Second Language, was developed to outline a process for review of French programs. French Second Language information was strengthened on the LDSB website to provide thorough information to parents and the community. A FSL Steering Committee has been established to develop a system plan to foster high quality French programs in the LDSB.</p> <p>3.4.2a New Molly Brant Elementary School construction completed on-time and ready for students at the start of the 2016-2017 school year.</p> <p>3.4.2b Decision process for site for new/intermediate secondary school completed.</p> <p>3.4.2c All FDK classroom addition projects completed for 2015-2016.</p>
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<p>3.5 Enhance the learning environment for students by repairing, renovating and updating existing educational facilities to meet current and future needs.</p>	<p>3.5.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students.</p>	<p>3.5.1a Implement the School Condition Improvements projects identified in the 2015-2016 Capital Budget</p> <p>3.5.1b Implement school renewal projects to 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>3.5.1a School Condition projects for 2015-2016 are well underway.</p> <p>3.5.1b School renewal projects and accessibility/ODA need projects are well underway for 2015-2016.</p> <p>3.5.1c Update on 10-year capital plan provided to Trustees in November 2015, and approved plan posted to Board website.</p>
<p>3.6 Prepare for current and future Board leadership needs with respect to system and school administration and operational management.</p>	<p>3.6.1 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>3.6.1a 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>3.6.3a Analyze budget and enrolment to ensure staffing that meet system needs.</p>	<p>3.6.1a Steering Committee updated the BLDS goals to align with BIPSA. Mentoring program funding application submitted for 2016-17. All strategies implemented and under way.</p> <p>3.6.2a Complete</p> <p>3.6.2 b Complete</p> <p>3.6.3a Complete.</p>
<p>3.7 Implement initiatives of the Parent Engagement office to respond to needs identified through the School Council Liaison Committee.</p>	<p>3.7.1 All School Councils are in compliance with MOE and Board requirements for operations, training, reporting, and finance.</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>3.7.1a Completed October 2015. Further support is ongoing as needed. To date, all School Councils are compliant.</p> <p>3.7.1b Completed October 2015</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 Continue to engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>3.7.1c Provide orientation to O365 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>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>3.8.1a Offer alternative school programs for Aboriginal students in consultation with the Ontario Federation of Indian Friendship Centres.</p> <p>3.8.1b Plan and offer Aboriginal themed events in conjunction with local communities.</p> <p>3.8.1c Facilitate a minimum of two meetings of the Aboriginal Advisory Committee.</p> <p>3.8.1d Partnership roundtables re new school planning.</p> <p>3.8.1e Deepening positive relationships that exists between municipal partners by establishment of partnership tables with neighbouring counties and the City of Kingston.</p>	<p>3.7.1c Completed October 2015</p> <p>3.7.1d Through BringIT Initiative, schools are being asked to have a parent night to introduce parents to technology being used and how it is being embedded into the classroom. Technology and Pedagogy Team is planning a Saturday TechDay for parents to attend to learn about how to use technology in education, digital citizenship and digital leadership.</p> <p>3.7.1e Completed January 2016.</p> <p>3.8.1a-c Please see Goal No. 1, Section 1.1.1j.</p> <p>3.8.1d Completed.</p> <p>3.8.1e Inaugural meeting of Kingston Algonquin and Limestone Partnership Table (KALPT) was held on November 10, 2015 at the ALCDSB offices. A second meeting was held at City of Kingston offices on January 26, 2016. Representing LDSB at the KALPT are Trustee French, Trustee Mahoney and Trustee Ross (co-chair). On May 25, 2016, LDSB hosted the third KALPT meeting. Representing LDSB were Trustees Ross, Mahoney and French. This meeting marked the completion of its first year of operation.</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>3.8.2 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>3.8.2 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 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 (CLL) to engage Principals in Co-leading and co-planning of system initiatives.</p>	<p>3.8.2 Staff continues to be very active in supporting numerous charitable initiatives such as the system support for the KFL&A United Way Campaign and the Easter Seals telethon.</p> <p>3.9.1 On-going.</p> <p>3.9.2a Complete.</p> <p>3.9.2b Complete.</p> <p>3.9.2c On-going at monthly labour relations meetings.</p> <p>3.9.2d CLL transitioned into bi-monthly Elementary/Secondary Principal meetings. Elementary/Secondary Vice-Principal meetings are also held bi-monthly and reflect the same topics and themes as the principal meetings. Administrators continue to co-lead and co-plan system initiatives, providing valuable input.</p>
<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>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>3.10.1a Twitter support for schools continued to be provided on a regular basis. All but five schools now have a presence on Twitter. School-related Twitter accounts went from 241 to 262 over three months. The Central Twitter site continues to be highly effective as a communication tool. By the end of August 2016, we had 8,803 followers, an increase of 1,526 followers over an eight-month period.</p> <p>Technology Enabled Learning Series session was provided on Social Media in the Classroom. Schools are being encouraged to use Twitter and other social media outlets to encourage Digital Leadership. The Board also held the first in a series of four Twitter chats using the #LDSBChat hashtag to engage staff and others interested in learning to become more engaged online. These chats were held from April to June 2016.</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>3.10.1b 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>3.10.2 Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p> <p>3.11.1a Ongoing completion of performance appraisals for all employee groups according to designated cycles or as needed.</p> <p>3.11.1b Ongoing training, mentoring, and career progression professional learning provided and monitored by respective departments.</p> <p>3.11.1c Continue to participate and provide leadership to the Eastern Ontario Staff Development Network (EOSDN) on support staff professional initiatives.</p> <p>3.11.1d Complete the St. Lawrence/Limestone Leadership Development Certificate Program Pilot and conduct a program evaluation to determine next steps.</p>	<p>3.10.1b Communications and ITS continue to monitor and support school-based websites.</p> <p>3.10.1c Learning in Limestone, a weekly television segment on CKWS-TV launched Season III in January 2016 featuring two new student co-hosts. There was a delay in student auditions and new episodes being produced due to labour actions. Episodes produced in Spring 2015 were rebroadcast during that time. Nineteen new episodes were produced and aired in rotation from January until August 31, 2016. Topics included new school transition activities, innovative learning strategies and community partnerships like "Beyond Classrooms." The feature began airing in two day-parts during 2016, Thursday afternoons and Monday middays. After a brief hiatus in the fall of 2015 due to labour action, Limestone Link, a bi-monthly on-line blog written by staff and community members resumed in January 2016 with publications in February, March, and May. Each edition features four to five blogs ranging in topics from curriculum to health and wellness, and standing message from the Director.</p> <p>3.10.2. Continue to encourage full participation from all schools to participate.</p> <p>3.11.1a On-going with support for new administrators and supervisors.</p> <p>3.11.1b Mentoring program is well established and continues for new employees.</p> <p>3.11.1c Five participants this year completed the program.</p> <p>3.11.1d Complete.</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 provide Trustees with information on current and relevant issues electronically on a regular basis. An electronic repository for all relevant documents has been recreated for O365 on the Board internal email system. Ontario school boards are required by legislation to develop multi-year plans for three or more years. Trustees met on August 30, 2016 to approve a plan to enter into Phase 1 of a new multi-year strategic plan.</p> <p>3.12.1b Eight of the 11 Trustees attended the OPSBA Provincial Symposium in January 2016. Two outgoing and the two incoming trustees attended the OASTECO symposium in May 2016. One Trustee attended the Mental Health Symposium in May 2016. Ten of the 11 trustees attended the AGM in June 2016.</p> <p>3.12.1c Trustees participated in LYNC Meeting training on October 28, 2016 and were provided training for Office 0365 on January 13, 2016. Consultant Marion Thomson Howell provided Professional Development for Board of Trustees on Governance Training January 16, 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>3.13.1a Senior Staff and Managers will continue to attend professional development that supports the strategic plan in consultation with relevant supervisor.</p>	<p>3.13a Senior Staff and Managers participated in multiple professional learning opportunities including: LSA Symposium; Collaborative Inquiry Facilitator Sessions; Professional Learning sessions with Susan Greer; Safe Schools Training; Equity and Inclusion Session; OASBO, CODE, OPSBA and OPSOA conferences.</p>