

DISTRICT SCHOOL BOARD OF NIAGARA

Board Improvement Plan for Student Achievement (BIPSA)

MID-YEAR UPDATE 2012-2013

BACKGROUND

This report serves to provide an update on the mid-year status of the initiatives currently in place to support student learning in all elementary and secondary schools in the District School Board of Niagara for the school year 2012-2013. As in the past, a team of Ministry Education Officers continues to meet with staff from the DSBN to reflect, analyze and monitor the various strategies and programs that are outlined in the annual board improvement plan for student achievement, BIPSA.

The first visit with the ministry team took place on January 8, 2013. Attendees from the District School Board of Niagara included: Sue Mark, Superintendent; Sue Greer, Superintendent-School Support Services; Kelly Pisek, Assistant Superintendent -Special Education; Fred Louws, Student Achievement Leader -Student Success; Cheryl Mancuso, Student Achievement Leader -Secondary Curriculum and Program; Jen Tye, Student Achievement Leader -Elementary Curriculum and Program.

Attendees from the Ministry of Education included: Joan Fallis , Education Officer, Katie Carr, Student Achievement Officer; Becky Menzies, Education Officer; Colleen Tovey-Shackleton, Literacy Numeracy Secretariat; Marlene Kennedy, Education Student Success Education Officer. The second visit with the ministry education team is scheduled for May 10, 2013.

Feedback from the first ministry visit was very positive and affirming. The team recognized the concerted planning and monitoring efforts of School Support Services staff to assist schools with the implementation of various strategies to support instructional practices in the classrooms. There was definite recognition and acknowledgement of the strategic involvement at every level of the system to ensure the continued progress and academic success of all students in DSBN.

Mid-year status updates from key areas of the DSBN Board Improvement Plan for Student Achievement are highlighted below.

ELEMENTARY MID-YEAR OVERVIEW

Early Learning Kindergarten Program (ELKP)

In the spring of 2010, the Ministry of Education announced a shift from half day kindergarten to full day Early Learning for the fall of that year. Early Learning incorporates a full time teacher and a designated early childhood educator with a class of up to 30 students focusing on play-based learning and developing student inquiry. We currently have 11 schools in their third year of implementation; 6 schools in their second year of implementation and 22 schools in their first year of implementation.

Differentiated support for these schools is being provided by School Support Services.

- **First Year of Early Learning**
 All Early Learning educators in their first year of teaching Early Learning Kindergarten Program (ELKP) attended a team building workshop in September with Brad Kuhn which centered on team dynamics within the classroom. A subsequent session was held in the fall to provide educator teams with an introduction to the main components that are essential to successful Early Learning Programs. These teams will have four full days of in-services from February to June, 2013.
- **Second Year of Early Learning**
 Early Learning Kindergarten Program (ELKP) teams currently in their second year of Early Learning are involved in the pilot of a “Functional Screening” tool and strategies kit. They were engaged in a full day of professional learning on administrating the tool with their students and have two more release days for support around the screening tool and follow up using the data they have gathered. These educators will be involved in two additional days of professional learning in the spring based on their learning needs.
- **Third Year of Early Learning**
 Teams who are currently in their third year of Early Learning Kindergarten Program (ELKP) attended a full day learning opportunity in which educators were provided an update and clarification of ministry messaging around the components of the Early Learning Program. These teams will be taking part in Learning Groups based on topics generated from previous sessions. Educators will sign up for the topic of their choice.
- **Professional Development Day in November**
 The November PD Day had an ELKP math focus with over 190 ELKP staff; in addition, other Kindergarten teachers came together to discuss block play, the big ideas in mathematics, technology and pedagogical documentation.
- **After School Workshops**
 Numerous after school workshops focusing on Early Learning have been, and will continue to be, provided this year. Teachers currently in an Early Learning classroom and those starting in the future are all welcome to attend.
- **Instructional Coaching Support**
 In December, a three day coaching session was held for coaches. Topics included classroom environment, student self-regulation, play-based learning, student inquiry and pedagogical documentation.
- **Administrator Support**
 A series of four Administrator breakfasts have been scheduled monthly from February to May, 2013.
- **Superintendent Support**
 The Early Learning Team from School Support Services is working with superintendents to deepen their understanding of the Early Learning program by accompanying them on classroom visits as well as engaging in discussions at the SO Professional Learning Communities (PLCs).

Elementary Numeracy

Teachers and administrators are working together to ensure that mathematics instruction supports student learning. Schools are focusing on instructional strategies that maximize the potential for success for all students. Mathematics is being investigated through contexts, problem based instruction, while promoting both conceptual understanding and procedural efficiency.

- **School Improvement Plans**

All elementary schools have a numeracy plan as part of their school improvement plan which consists of a numeracy goal, strategies for achieving that goal and monitoring progress towards the goal. School teams participated in a half day of data analysis in September using EQAO and school based data to determine their school focus and numeracy goal. Professional Learning Communities happening at the school level focus on numeracy.

- **Collaborative Inquiry Learning in Numeracy**

In 2011/2012, the DSBN moved toward providing professional learning opportunities through job-embedded Collaborative Inquiry Learning (CIL). Facilitated by members of School Support Services, instructional coaches and school administrators, teams of teachers pursued classroom embedded learning based on inquiries about strategies for meeting the identified, specific needs of their students.

Sixty-nine elementary schools have chosen to focus their Collaborative Inquiry Learning (CIL) on numeracy, investigating a variety of instructional strategies such as:

- Curriculum expectations including process skills and big ideas in mathematics as well as the achievement chart;
- Teaching mathematics in context; providing authentic learning experiences for students;
- Teaching through problem solving including the use of a congress, bansho and gallery walk;
- Implementation of teaching through problem solving, explicit instruction and practice throughout a unit;
- Assessment and evaluation in mathematics.

Elementary Numeracy Workshops and Supports

- **Instructional Coaching Support**

Instructional coaches in each of our elementary schools have been involved in supporting teachers in their mathematics instruction during PLCs, CILs and on an individual basis. Coaches have also been involved in a variety of professional learning sessions focused on support mathematics instruction in the classroom.

- **Cathy Fosnot Institutes**

We have been very fortunate this year to work with renowned mathematics educator, Cathy Fosnot around her “Contexts for Learning Mathematics” units. The **Contexts for Learning Mathematics** series uses carefully crafted math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a math workshop, each unit provides a two-week sequence of investigations, mini-lessons, games, and other contexts for learning.

This fall, Cathy Fosnot facilitated three day institutes on four occasions. In August, 50 teachers attended the Grade 1-8 institute; 45 teachers attended a Grade 1-4 institute in September; 48 teachers attended a Grade 5-8 institute in October; 20 instructional coaches and 12 School Support Services staff attended an institute focusing on coaching using the units.

Many of these units are being implemented throughout the system with success in terms of teachers growing in their instructional practice and students developing a deeper understanding of the mathematics.

- **DreamBox Computer Program**

DreamBox is an adaptive online learning environment that fosters deep understanding of numeracy and supports the development of a variety of mental math strategies and automaticity of basic facts. It was developed by leading mathematics education experts, including Cathy Fosnot. The computer software complements the implementation of the “Contexts for Learning Mathematics” units in our system. Fifty-one of our elementary schools have purchased DreamBox for their grade 1-6 students to pilot this year. A half day of training was provided to one teacher per school and the instructional coaches.

- **From Patterns to Algebra**

In response to a developing need in the area of the patterning and algebra strand, a research unit entitled “From Patterns to Algebra” was purchased for each school. It is a professional learning resource written by Dr. Ruth Beatty and Dr. Catherine D. Bruce that identifies how students construct algebraic reasoning beginning with patterning in the early grades. These detailed lessons have been designed to help students develop a deep understanding of linear relationships across the elementary and secondary grades.

One teacher from each elementary school and instructional coaches participated in a full day of professional learning in October where teachers constructed an in-depth understanding of each lesson in terms of the mathematics and the instructional strategies being used.

- **November Professional Development Day with Numeracy Focus**

The PD Day on November 16th was designated with a focus on numeracy. Teachers in all of our elementary schools engaged in learning about mathematics which centred on some of the items below:

- Numeracy in Early Learning;
- Cathy Fosnot units;
- From Patterning to Algebra unit;
- DreamBox;
- Problem Based Instruction;
- Effective Questioning;
- Student Feedback.

- **A Window to Today’s Mathematics Classroom - PIC Numeracy Presentation**

Below is a description of the presentation that was made for the Parent Involvement Committee (PIC) Conference in November. “What does mathematics instruction involve today? How is it similar to when you were in school? How does it differ and why? Come and be transported to today’s classroom through video and children’s work. Celebrate success. Share our optimism as

we work with and support your children so that they can enter their world with mathematical confidence.” (Nov. 2012)

- **After School Workshops**

Numerous after school workshops focusing on “Proportional Reasoning” and “Operational Sense” have been, and will continue to be provided this year.

SECONDARY MID-YEAR OVERVIEW

Secondary Numeracy

Teachers and administrators are working collaboratively to ensure that mathematical instruction is supporting the needs of all learners. This year the unpacking of EQAO data was completed on an individual school basis (half day session). The secondary math consultant and math resource teacher visited each school early in the year to meet with the school’s numeracy team and administration. Teams analyzed their school and board data to determine areas of strength and areas for improvement. Individual school unpacking provided the opportunity for rich discussion around instructional strategies and practices used in each school. This has provided School Support Services the information needed to assist in providing supports for individual schools.

- **School Improvement Plans**

All secondary schools have a numeracy plan as part of their school improvement plan. Through the analysis of data which took place at the half day EQAO unpacking session, an evidence based numeracy goal has been set by each school. Goals differ between schools based on the needs and profiles of the learners in each site. In addition to the goal, strategies for achieving the goal and monitoring progress have been established.

- **Teacher Learning and Leadership Programs (TLLP)**

Two secondary schools are participating in a Teacher Learning and Leadership Program (TLLP) with their feeder school colleagues on a math focus. These programs have been designed, submitted and led by teachers. The secondary math consultant and resource teacher are attached to both.

- **Teacher Lead Projects (TLP) – Instructional Coaches**

More than half of secondary instructional coaches are either leading a school based math focused coaching project or have members from the numeracy team participating in the coaching project. Coaches have participated in professional learning sessions on supporting effective instruction in the classroom. All coaches have been working with Steven Katz. Five members of School Support Services are attached and working collaboratively with the coaches, providing support and monitoring progress.

Secondary Numeracy Workshops and Supports

- **Administrators**

The October professional development day consisted of a numeracy focus. School Support Services provided a learning session for administrators during their September Area 5 meeting to assist with their upcoming numeracy professional learning session with staff.

The learning session focused on

- What it means to be numerate;
 - How numerate Canadian's are;
 - DSBN statistics for applied and academic math students and their ability to make connections between what they have learned and the world around them;
 - Effective questioning and its importance;
 - The importance of the mathematical processes in building new knowledge and skills based on prior knowledge;
 - How all teachers regarding of discipline can assist in improving numeracy;
 - Numeracy connections in the curriculum.
- **Teachers**
School Support Services has run workshops on Patterning and Algebra in the fall along with a workshop on Generating Discussion and Problem Solving in the Math Classroom. Teachers received resources from their session including *5 Practices for Orchestrating Productive Mathematics Discussions* by Margaret S. Smith and May Kay Stein. In addition, School Support Services has continued to work directly with teachers in approximately seven of our schools throughout the school year.
 - **Students**
The After Hours Numeracy Program is running in schools to assist students with EQAO along with providing extra support for successful course completion. Homework Help has been running since September 23, 2012, Sunday through Thursday evening (5:30 p.m. – 9:30 p.m.). Currently, there are 4175 students, grades 7 – 10 who have registered and been on the site at least once.
 - **Additional School Based Initiatives that Support Numeracy**
The Student Success School Support Initiative (SSSSI), Demonstration of Learning and Critical Thinking projects all focus on effective strategies that will improve student achievement and engagement. These initiatives will support numeracy within each school. Ongoing monitoring and dialogue among all partners has been crucial to gains in numeracy goals.

Secondary Literacy

Teachers and administrators are working collaboratively to ensure that effective literacy strategies are being used to support the needs of all learners. This year the unpacking of Ontario Secondary School Literacy Test (OSSLT) data was completed in two ways during early fall. The English/Literacy Consultant visited each Specialized School to Work Program (SSTW) school individually along with St. Catharines Collegiate (half day session) and met with the school team and administration. The remainder of the school teams unpacked in small groups (half day sessions). Teams analyzed their school and board data to determine areas of strength and areas for improvement. A focus of discussion was placed on the applied and Specialized School to Work Program (SSTW) level student, identified students and English language learners. Discussion around instructional strategies and practices used in each school took place. The information from these sessions assisted School Support Services in identifying supports required for individual schools.

- **School Improvement Plans**

All secondary schools have a literacy plan as part of their school improvement plan. Through the analysis of data which took place at the half day EQAO unpacking session, an evidence based literacy goal has been set by each school. Goals differ between schools based on the needs and profiles of the learners in each. In addition to the goal, strategies for achieving the goal and monitoring progress have been established. Literacy strategies are embedded through all subject areas.

- **Teacher Lead Projects (TLP) – Instructional Coaches**

Within each Teacher Lead Project (TLP), the strategies being used will assist students in their overall literacy development and refinement.

Secondary Literacy Workshops and Supports

- **Administrators**

The October and November Area 5 meetings contained a learning segment for administrators on how to support the identified and English language learners. The information delivered was prepared for administrators to share with their teaching staff.

Learning Session: Understanding and Supporting Student Learning Profiles in the Classroom

The learning session was delivered by Dr. Lisa Linders and our Special Education Consultant.

The session focused on:

- Building and understanding of student learning profiles and the importance of differentiated instruction and accommodations;
- Profiles for the average learner, learning disabled, mild intellectually disabled, developmentally disabled and the gifted student were examined;
- Characteristics of students with each of these profiles was discussed;
- Key teaching strategies for assisting students with these profiles;
- Accommodations that are available on the Ontario Secondary School Literacy Test (OSSLT) were reviewed and the importance of regular and consistent use of these accommodations throughout students regular school program.

Learning Session: Supporting Our English Language Learners

The learning session was delivered by our Consultant of Cultural and Linguistic Diversity.

The session focused on:

- What exactly it means to be an English language learner;
- The profile of English Language Learners (ELL) in the DSBN;
- The most common first languages within DSBN;
- The importance of knowing a student's first language. What that language tells us;
- How to provide support for English Language Learners (ELL);
- How to access English Language Learner (ELL) data in Trillium;
- When English Language Learners (ELL) should be writing the Ontario Secondary School Literacy Test (OSSLT);
- Awareness of Settlement Workers in Schools (SWIS) and their role.

- **Teachers**

School Support Services has run workshops on Supporting the Applied Learner in the fall. In addition, consultants, resource teachers and the itinerant teacher for English Language Learners

(ELL) have been accessible to schools to work with individuals and school teams. Settlement Workers in Schools (SWIS) are available to assist with communication and problem solving with parents and students where needed. Support for teachers using the Empower Program is ongoing through School Support Services release time and assistance from Sick Kids. The Empower Program works with students who are unable to read. It takes students from the phonemic awareness stage to comprehension and critical thinking strategies.

- **Students**

The After Hours Literacy Program is available to all schools to assist students with Ontario Secondary School Literacy Test (OSSLT) preparation and to provide extra support for successful course completion. The Empower Program is available to our Specialized School to Work (SSTW) schools, and where student numbers warrant it being taught in order to close the gap in literacy for this group of students.

- **Additional School Based Initiatives that Support Literacy**

The Student Success School Support Initiative (SSSSI), Demonstration of Learning and Critical Thinking projects all focus on effective strategies that will improve student achievement and engagement. These initiatives will support literacy within each school. Ongoing monitoring and dialogue among all partners have been important in the gains in schools' and board's literacy goals.

Secondary Critical Thinking Initiative

During the 2011-2012 school year, additional opportunities were provided to secondary teachers and administrators to participate in Critical Thinking sessions run by Usha James and Garfield Gini-Newman from the Critical Thinking Consortium out of OISE. Critical Thinking became a focus in each subject council. Development and implementation of critical thinking initiatives and challenges were taking place within our secondary schools. For the 2012-2013 school year the focus on Critical Thinking continued for secondary with 6 full day sessions being designed for teachers and administrators.

- **Area of Focus**

Through analysis of DSBN data it was determined that the focus of the sessions would be on the applied level learner in grades 9 and 10. The subject areas of English, Geography, History and Science were selected to participate.

- **Participants**

In order to keep the numbers reasonable due to space and effective group size each school was asked to send:

- One teacher from English;
 - One teacher from Geography or History;
 - One teacher from Science;
 - The Coach;
 - One administrator.
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- In addition a focus group for Grade 10 Civics and Careers were selected to participate. Administrators selected their teachers and participant experience with Critical Thinking ranged from no prior experience (approximately 25% of the group) to multiple sessions of Critical Thinking training.

- 84 teachers and 20 administrators were participating. In addition, 14 members from School Support Services participated and acted as facilitators and curriculum supports in each group.
- **Objective of the Sessions**
To have teachers and administrators:
 - Develop an understanding of the Critical Thinking Model;
 - Apply the Critical Thinking Model to create rich and engaging learning opportunities for students in applied courses;
 - Develop an understanding of the Cascading Curriculum Model (similar to backward design);
 - Use the Critical Thinking and Cascading Curriculum Models to develop powerful curriculum.

- **Sessions**

The first two sessions took place before the project was placed on hold. Session one focused on an overview of the Critical Thinking Model. Participants worked collaboratively within their school teams reflecting on student engagement and questioning techniques. Critical Thinking vocabulary was introduced and participants worked on developing critical challenges. Participants moved into subject groupings and worked on subject specific critical challenges. The Cascading Curriculum Model was introduced during this session. The focus of session two started with framing the overarching critical challenge for their subject. Participants worked in their teams utilizing the cascading framework to assist with planning out their critical challenge. Applying criteria for judgment was introduced and multiple strategies were shared that could be used in assisting with critical thinking. The importance of developing a community of thinkers was discussed and strategies on how to create this were shared.

The energy from the first two sessions was very positive. Participants were engaged to the very end of each session and feedback was collected through an exit card. The learning that took place was being transferred back into teacher classrooms and sharing with the entire staff occurred in a number of schools.

- **Exit Card/Feedback**

All participants were set up with an account on the Desire 2 Learn (D2L) platform. The purpose of this was to build awareness of D2L and its capacity to assist in the delivery of engaging curriculum. Participants can post and share resources through this site along with asking questions of Garfield Gin-Newman or any other participant. All session resources were placed on the platform including the exit cards.

Examples of Feedback Received

Three words that described today and what was the most significant thing you learned or liked about today:

Engaging, Useful, Creative:

“I learned a lot of ways that teachers can begin tweaking, and inserting critical thinking into their programs. What critical thinking is and what it is not. As well as some very excellent starting points, entry points to begin investigating with staff (instructional coach).”

Informative, Applicable, Simple:

“I really liked the top down approach where you start with the big questions, or end goal in mind. I also liked how he explained that it is not “make work” it is a matter of enhancing what we are already doing, not starting from scratch (teacher).”

Helpful, Exciting, Hands-on:

“I liked the opportunity to plan and work with like minded people. I also liked how what we did was applicable and the fact that we can take back and use with classes. I also really liked the quick and simple activities (teacher).”

- **Additional School Based Initiatives that Compliment Critical Thinking Initiative**

The Student Success School Support Initiative (SSSSI) and Demonstration of Learning Projects also focus on the applied level learner. School initiatives are reinforced through the Critical Thinking initiative. Ongoing monitoring and dialogue among all partners have been key to gains in Credit Accumulation goals. Data is collected and shared among all partners in our students’ learning goals depending on the specificity of this information (Superintendents-System Achievement Leaders-Principals/Vice-Principals-Teachers-Students-Parents).

- **Additional School and System Based Efforts to Recapture At-Risk Students**

Through collating and sharing information of at-risk students that have either left school before graduating, or have simply ceased attendance at school, monthly monitoring and reaching out to this population has rendered success in their reengagement of pursuing their Ontario Secondary School Diploma (OSSD). Through Reengagement Initiatives throughout our schools, along with the Supervised Alternative Learning (SAL), our board has been successful in finding these students, as well as providing them an education that suits their needs at this point in time. For some, simply reaching out to them and timetabling them back to their high school took place, however for the majority, reaching out to them and empowering each student to pursue their education through the various Alternative Programs provided by our board to meet their needs: Engage; Connect; College Link: Militia Co-op; NI-AGRA On-line Co-op; Young Mom’s; RISE YMCA; RISE Outreach; Niagara Link; Connecting to College; Project Turnaround; Bridge; EdVance Outreach; eLearning; paid Co-op.

The above mentioned student-centered differentiated means of delivering an education for these reengaged students has rendered success, along with the Literacy, Numeracy, and Critical Thinking strategies.

SPECIAL EDUCATION

All aspects of the Curriculum, Student Success initiatives incorporate support for students with Special Education needs in the DSBN. There is not a separate pathway but a continuum of services and supports embedded into initiatives and system wide “roll outs” such as Growing Success PD, Report Card Writing sessions, Grade 8 to 9 Transition activities. IT for Learning and ELP Team are two examples where Special Education staff are embedded on these teams. This has been an effective way to support teachers and students in classrooms where a differentiated approach to learning is needed to meet a variety of needs. These two teams support an early intervention model that look at the continuum of

“good for all” to “specific and necessary for some.” School teams appreciate the multi-disciplinary approach to support their instructional practices.

Special Education - Specific Initiatives

- **Individual Education Plans**

Modified/Alternative Curriculum Individual Education Plans (IEPs) are the key to successful programming and student achievement for some students. The Special Education team has taken on a system-wide IEP Internal Audit. The goal is to complete an in-depth review of each schools Individual Education Plans (IEPs) looking for accuracy in accordance with Ministry requirements and the quality of measurable goals as well as assessment of these goals. The end product of the review is a Principal Summary outlining strengths and next steps specific to their school. Each Principal will receive a customized plan to improve the Individual Education Plans (IEPs) at their building. The plan will include areas of need, a plan of support from Special Education team and the offer of secondment to work with teachers at their school. Common needs across the system will be addressed and embedded at our Special Education Resource Teacher /Learning Resource Teacher (SERT/LRT) meetings.

- **Reframing the focus and concept of Low Enrolment classes in DSBN**

Classes were renamed to focus on modified and alternative programming being offered rather than exceptionality of the students in the program. Student profiles, program descriptions and anticipated outcomes were all established and an effort towards meaningful inclusions and skill development that supports students’ success in integrated opportunities has become the focus.

- **Small Scale –Highly Intense Intervention Strategies/Programs**

Cogmed working memory training is an evidenced based program designed to help students improve their attention by training their working memory. The intense program is computer based, 5 days a week for 5 weeks for 40 minutes a day. It is a small scale, high level intervention used as a result of individual student full scale language assessments that have completed by Speech Language Pathologists. We have implemented this at two schools with a caseload of 4 - 7 students to date.

- **Remediation Plus**

This program continues to be an intervention used with small groups as well as where appropriate embedded into the Literacy block for Grade 1-2 classes that lack literacy readiness skills.

- **Friends for Life**

Each school has the opportunity to have one Primary class participate in the Friends for Life Program – evidence based program focusing on resilience building and decrease of anxiety to support students in being well and prepared for academic and social challenges.

DSBN BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

CORPORATE SERVICES 2012-2013

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
<p>PURCHASING AND CENTRAL SERVICES</p> <p>Provide an easy process for schools to obtain goods and necessary services, therefore minimizing time and effort associated with school administration, and maximizing time to support teaching and learning.</p>	Implementation of a Purchasing Portal including purchasing e-catalogues	Begin: September 2012	Joe Weinberg	Staples on-line purchasing complete
	Enhancement of school cafeteria services through the implementation of a Food Services Advisory Committee	Implementation: October 2012	Joe Weinberg	Committee formed. 1 st meeting in February
	Establish a professional development plan for each Purchasing and Central Services department staff member	December 2012	Joe Weinberg	Complete
<p>LEGAL SERVICES</p> <p>Provide legal advice, support and preventative measures to schools, senior administration and Trustees, minimizing efforts and avoiding the distractions associated with legal issues which divert time and funding away from student achievement.</p>	Address Board property ownership and title deficiencies for the purpose of the potential sale of Board properties and for capital project implementation	2012 – 2014	Brenda Stokes Verworn	On-going
	Provide support for administrators in safe schools initiatives, e.g. Threat Assessment Protocol and Bill 13.	2012-13	Brenda Stokes Verworn	Protocol has been drafted Training for community partners on March 5, 2013

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
<p>FACILITY SERVICES – OPERATIONS</p> <p>Provide a quality teaching, learning and work environment that is safe, healthy, and accessible, and conducive for teaching and learning.</p>	<p>Develop standards for cleaning and operations with focus on quality control and a work loading system</p> <p>Promote Community Outreach and Partnerships through a Community Outreach Conference to showcase partnerships and sharing resources</p> <p>Implement Phase 2 of video surveillance and new electronic access at schools</p>	<p>Resource Plan: May 2013 Standards– Dec 2013</p> <p>April 2013</p> <p>September 2012 to June 2013</p>	<p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p>	<p>Green products used now</p> <p>Planning underway</p> <p>Phase II underway</p> <ul style="list-style-type: none"> • Elem Jan 2013 • Sec June 2013
<p>FINANCIAL SERVICES AND PAYROLL SERVICES</p> <p>Provide efficient and effective services, and timely / sound decision support to create a solid financial base, while minimizing administrative effort so that maximum resources and attention can focus on student achievement.</p>	<p>Implement an on-line donation program for schools</p> <p>Implement on-line payments for schools</p> <p>Initiate PCards for schools / administrative departments</p> <p>Execute Phase 2 of the automated time-sheets for employee groups</p> <p>Develop a Multi-Year Financial Plan</p>	<p>April 2013</p> <p>Plan – June 2013 Impln – June 2014</p> <p>June 2013</p> <p>September 2013</p> <p>June 2013</p>	<p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p>	<p>In progress February 2013 rollout</p> <p>Evaluation of systems in progress</p> <p>In progress February 2013 implementation</p> <p>Secondary Occasional Tchrs going live</p> <p>Concept under development</p>

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
<p>FACILITY SERVICES – PROJECTS AND MAINTENANCE</p> <p>Provide capital work and decision support for safe, energy efficient, accessible and environmentally friendly buildings and learning facilities which support program and curriculum enhancements and improve learning opportunities for students.</p>	<p>Complete Major Capital New Construction & Renovations</p> <ul style="list-style-type: none"> - Gordon School, Welland - Construction of new Welland elementary school - General Vanier, Fort Erie - Woodend Environmental Centre <p>Implement Full Day Kindergarten Program Capital Projects for Year 4 and Plan for Year 5</p> <p>Facilitate the consolidation of Service Centres</p> <p>Finalization of Good Places to Learn capital projects</p> <p>Implementation of capital requirements as a result of 2011-12 ARC decisions</p> <p>Design a business case for the establishment of an Energy Management / Sustainability Coordinator</p>	<p>January 2013</p> <p>September 2013</p> <p>Sept. 2013/Dec. 2013</p> <p>December 2013</p> <p>Year 4 – Sept 2013</p> <p>Year 5 – Sept 2014</p> <p>December 2012</p> <p>August 2013</p> <p>September 2013</p> <p>June 2013</p>	<p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p> <p>Joe Weinberg</p>	<p>Capital priorities approved for General Vanier and Forestview</p> <p>Well underway</p> <p>Underway – June completion</p> <p>Tender in January 2013</p> <p>Environmental Study in progress</p> <p>Yr 4 – Jan-Feb 2013 Tender Construction spring/summer</p> <p>Yr 5 – Architect approved Tender in late spring 2013</p> <p>Completed in November 2012</p> <p>2012 projects complete; carry over projects progressing</p> <p>St. Catharines Collegiate & Thorold SS Architect appointed – Tender February-March 2013</p> <p>To be determined</p>

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
<p>INFORMATION TECHNOLOGY SERVICES (ITS)</p> <p>Provide the infrastructure, services and support to promote 21st century teaching, learning and business processes.</p>	<p>Address the current deficiencies associated with the Board's network and physical data centre facility</p> <p>Continued development of the ITS Professional Development Team throughout our educational setting</p> <p>Develop a strategy for a future learning platform, Learning Management System (LMS)</p>	<p>August 2013</p> <p>June 2013</p> <p>June 2013</p>	<p>Joe Weinberg</p> <p>Joe Weinberg / Sue Greer</p> <p>Sue Greer</p>	<p>Engineering firm selected</p> <p>To be determined</p> <p>To be determined</p>
<p>COMMUNICATION AND PUBLIC RELATIONS</p> <p>Provide professional communication services and expertise to assist in shaping a positive educational culture within the school organization and the school community, through building strong public confidence and relationships, embracing innovation, and promoting stories that reflect student achievements and successes.</p>	<p>Further prescribe the Visual Identity Guide for senior staff, administrators, managers and support staff</p> <p>Improve customer service through the SWI</p> <p>Conduct training for senior staff, administrators, senior managers and support staff on professional communication practices</p>	<p>January 2013</p> <p>June 2013</p> <p>June 2013</p>	<p>Kim Yielding</p> <p>Kim Yielding</p> <p>Kim Yielding</p>	<p>Phase 2 Implementation June 2013</p> <p>On-going</p> <p>On-going</p>

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
<p>BUSINESS SERVICES</p> <p>Provide a managed system for the custody of academic and business records.</p>	<p>Establish Records Management function, including policies, procedures, retention schedules and records / digital records strategy</p> <p>Develop a fraud management policy/procedure.</p>	<p>June 2013</p> <p>Fall 2013</p>	<p>Joe Weinberg</p> <p>Joe Weinberg</p>	<p>Records Management Officer to be in place early 2013</p> <p>To be determined</p>
<p>PLANNING</p> <p>Prepare enrolment plans and facility needs to provide exemplary schools for teaching and learning</p>	<p>Initiate and carry out approved schedule of ARC reviews to enhance student programming and reduce underutilized school spaces</p> <p>Seek opportunities for further efficiencies in Student Transportation.</p>	<p>As per schedule approved by Trustees</p>	<p>Cam Hathaway</p>	<p>East and South Lincoln Elementary Schools and South St. Catharines Elementary Schools: Recommendations to be presented in mid-February 2013</p> <p>Fort Erie Corridor: Report in late March 2013</p> <p>High E&E rating achieved – January 2013</p>
<p>HUMAN RESOURCES</p> <p>Provide plans, services and support to ensure DSBN staff are capable, healthy, motivated and productive.</p>	<p>Implement Phase II of Attendance Management (joint with Business Services / Payroll)</p> <p>Wellness Development</p>	<p>December 2012</p> <p>On-going</p>	<p>Jim Morgan</p> <p>Jim Morgan</p>	<p>Attendance Management Phase II (ETFO/CUPE) implemented September 2012.</p> <p>Wellness Committee Meetings June 21, 2012 November 18, 2012 February 12, 2013</p>

ORGANIZATION GROUP AND LINK TO STUDENT ACHIEVEMENT	INITIATIVE	SCHEDULE	RESPONSIBILITY	STATUS JANUARY 2013
				<ul style="list-style-type: none"> • Committee established with representation from all stakeholders • Terms of Reference established and implemented • Data – drug usage, EAP usage and LTD data collected and reviewed <p>Wellness Information Pamphlet drafted</p>

Respectfully submitted,
 Sue Mark, Superintendent of Schools
 February 26, 2013