



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

# AREAS OF EMPHASIS

## 2007 - 2011

---

### 2009 - 2010 Status

**Established:** March 26, 2008

**Revised:** August 28, 2008  
February 26, 2009  
August 27, 2009  
January 28, 2010  
August 26, 2010

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

### Areas of Emphasis 2007-2011

#### Introduction

The Board is responsible for the establishment of the strategic plan and participates in the planning process. It exercises oversight of implementation of the strategic plan through ensuring that decisions of the Board are consistent with the strategic direction. The Areas of Emphasis for 2007-2011, therefore, have been developed co-operatively with trustees, staff and community members. They represent the culmination of a three-stage process which involved a wide cross-section of community members and discussion over one year. The phases of discussion involved:

- A decision to continue support for the existing Vision, Mission and Values for the next strategic period, October 2006;
- An Evidence Collection Committee designed and conducted a web-based survey of community in the spring of 2007; and
- A Strategic Direction Setting Committee examined all of the evidence and made recommendations to trustees, August 2007.

As a result of this process, the Strategic Directions that were endorsed by the Board in August 2007 include:

- Student Achievement and
- Personal Development built on a foundation of
- Quality and Accountability.

The Areas of Emphasis have been developed based on these three strands and trustee input from the fall 2007.

The Education Act requires the Director of Education to supervise all aspects of programs, and to develop and maintain an effective organization. It is therefore by design that this document does not include the day-to-day operational activities that keep the engines of the organization running smoothly. Instead, this document focuses on the initiatives that will add value to the organization. A value-added focus will enable the Kawartha Pine Ridge District School Board to move to the next level of performance and achievement.

The primary purpose of a widespread consultation is to foster a shared sense of commitment and purpose as one organization informed by the community. These initiatives will build capacity within the school district and strengthen ties with the community. The hallmarks of this plan are collaboration and consultation. Results will be achieved through the co-operation of all system partners.

There is a strong commitment to transparency, accountability and continuous improvement in our road to excellence. As per Board policy, reporting on progress will occur twice a year with many further opportunities for reporting at committee level.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility  | Actions   | Timelines   | Status  |
|---|---|---|---|---|
| <p><b>1.1 Elementary Program Development</b></p> <p>(a) Meet the Ministry of Education (MOE) / Literacy and Numeracy Secretariat target of 75% of Grade 6 students at level 3 and 4.</p> <p>The School Effectiveness Framework is the support for building capacity in improving student achievement.</p> | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Appoint the School Effectiveness Framework (SEF) lead and build the SEF district team and the OFIP 3 (Ontario Focused Intervention Partnership) schools SEF teams.</p> | <p>2007-2008</p>  | <ul style="list-style-type: none"> <li>SEF lead principal appointed in November 2007</li> <li>SEF District Review Team established; members include: Superintendents of Teaching and Learning, Student Achievement, SEF lead principal, Principal Assistant to the Superintendent – Program, Principal Assistant to the Superintendent – Special Education and school principal</li> </ul>  |
|   |   | <p>2008-2009</p>  | <ul style="list-style-type: none"> <li>SEF is integrated in Teaching-Learning Plan</li> <li>weekly team meetings are held to assess progress</li> <li>SEF extended K-12, introduced at June Principals' meeting</li> <li>SEF lead and system principals participated in Supervisory Leadership team meetings</li> </ul> |   |
|   |   | <p>2009-2010</p>  | <ul style="list-style-type: none"> <li>SEF lead supported learning sessions at monthly Superintendency and Principals' meetings</li> <li>SEF lead acted as resource to Supervisory Officer Leadership learning sessions and Program Review</li> </ul>   |   |
|   |   | <p>Design and implement the SEF to provide the release time and supports for administrators and teachers to build capacity in improving student achievement.</p>          | <p>2007-2008</p>  | <ul style="list-style-type: none"> <li>release time allocated to all schools based on staff Full Time Equivalent (FTE)</li> <li>release time used solely for active and engaged participation in school Professional Learning Communities (PLCs)</li> <li>weekly half-day school visits by SEF lead focussed on building principal efficacy through classroom walkthroughs</li> <li>plan supports 8 OFIP schools</li> <li>monthly principal, instructional coach, consultant, student achievement officer and School Effectiveness Framework lead Professional Learning Community meetings</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility  | Actions  | Timelines   | Status   |
|---|---|--|---|--|
| <p><b>1.1 Elementary Program Development</b></p> <p>(a) Meet the Ministry of Education (MOE) / Literacy and Numeracy Secretariat target of 75% of Grade 6 students at level 3 and 4.</p> <p>The School Effectiveness Framework is the support for building capacity in improving student achievement.<br/>– continued</p> | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Design and implement the SEF to provide the release time and supports for administrators and teachers to build capacity in improving student achievement.<br/>– continued</p> | <p>2008-2009</p>  | <ul style="list-style-type: none"> <li>regular visits are made to 18 OFIP schools in 2008-09</li> <li>monthly principal, instructional coach, consultant, student achievement officer and School Effectiveness Framework lead Professional Learning Community meetings is ongoing</li> <li>completed the above</li> </ul>  |
|   |   | <p>2009-2010</p>   | <ul style="list-style-type: none"> <li>SEF lead supports Schools in the Middle (SIM) Strategy with regular visits and School Improvement Teams/Teacher networking sessions</li> <li>completed 3 focused learning sessions with Grades 2-3 teachers and principals in 2009-10 based on the inquiry of moving student work from Level 2 to 3</li> <li>completed 3 focused learning sessions with Grades 5-6 teachers and principals in 2009-10 based on the inquiry of moving student work from Level 2 to 3</li> <li>Bump-Up Strategy from the MOE was successfully implemented in the Schools in the Middle schools</li> <li>release time allocated to all schools based on staff Full Time Equivalent (FTE) for active and engaged participation in school Professional Learning Communities (PLCs)</li> </ul> |  |
|   |   | <p>Increase supports to the eight OFIP 3 schools this year (and the five OFIP 3 schools next year).</p>  | <p>2007-2008</p>  | <ul style="list-style-type: none"> <li>51.5 FTE instructional coaches in all elementary schools</li> <li>half or full-time literacy coach support provided to all OFIP 3 schools based on teacher FTE</li> <li>3 itinerant coaches assigned to support OFIP 3 schools</li> <li>monthly principal, instructional coach, consultant, student achievement officer and School Effectiveness Framework lead Professional Learning Community meetings</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility  | Actions   | Timelines        | Status   |
|---|---|---|------------------|--|
| <p><b>1.1 Elementary Program Development</b></p> <p>(a) Meet the Ministry of Education (MOE) / Literacy and Numeracy Secretariat target of 75% of Grade 6 students at level 3 and 4.</p> <p>The School Effectiveness Framework is the support for building capacity in improving student achievement.<br/>– continued</p> | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Increase supports to the eight OFIP 3 schools this year (and the five OFIP 3 schools next year). – continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• 40 FTE instructional coaches assigned</li> <li>• priority given to OFIP schools</li> <li>• 4 instructional coach facilitators hired to support 36 instructional coaches</li> <li>• monthly principal, instructional coach, consultant, student achievement officer and School Effectiveness Framework lead Professional Learning Community meetings ongoing</li> <li>• continue actions as above</li> <li>• focus on literacy and numeracy</li> <li>• 29 coaches, 3 coach facilitators supported in the budget process for 2009-10</li> </ul> |
|   |   |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• 29 coaches, 3 coach facilitators assigned to superintendencies to support capacity-building in literacy and numeracy</li> <li>• Schools in the Middle Strategy – 17 schools are participating</li> <li>• Kindergarten Inquiry Project (MOE) underway in all three superintendencies</li> </ul>  |
|   |   |   |                  | <ul style="list-style-type: none"> <li>• monthly focused learning sessions were held with Instructional Coaches for the purpose of supporting school success</li> <li>• the Student Work Study Initiative was conducted in 5 Schools in the Middle and focused on determining what practices move student work from Level 2 to Level 3</li> <li>• Kindergarten Inquiry Project co-ordinated by the MOE was completed</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility  | Actions   | Timelines | Status   |           |   |
|---|---|---|-----------|--|-----------|---|
| <p><b>1.1 Elementary Program Development</b></p> <p>(a) Meet the Ministry of Education (MOE) / Literacy and Numeracy Secretariat target of 75% of Grade 6 students at level 3 and 4.</p> <p>The School Effectiveness Framework is the support for building capacity in improving student achievement.<br/>– continued</p> | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Initiate the School Self-Assessment process in all elementary schools.</p> | 2007-2008 | <ul style="list-style-type: none"> <li>one self-assessment cycle completed in the pilot year of the SEF and completed by June 2008</li> </ul>  |           |   |
|   |   |   | 2008-2009 | <ul style="list-style-type: none"> <li>completed – Learning Fair Celebration in June 2008</li> <li>completed – Learning Fair Celebration in June 2009</li> </ul>   |           |   |
|   |   |   | 2009-2010 | <ul style="list-style-type: none"> <li>3 Self-Assessment cycles (one literacy SMART Goal; one numeracy SMART Goal and one of either, based on school data)</li> <li>SEF focus on Assessment and Teaching/Learning Practices</li> </ul> |           |   |
|   |   |   |           | <p>Complete District Assessment in the OFIP 3 schools.</p>   | 2007-2008 | <ul style="list-style-type: none"> <li>8 district reviews completed by June 2008 in all OFIP 3 year 1 schools</li> </ul>  |
|   |   |   |           |  | 2008-2009 | <ul style="list-style-type: none"> <li>24 district reviews completed by June 2009</li> </ul>  |
|   |   |   |           |  | 2009-2010 | <ul style="list-style-type: none"> <li>6 district reviews capturing the learning from participation in the Schools in the Middle Initiative were completed</li> </ul> |
|   |   |   |           |  |           |   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions   | Timelines        | Status  |
|--|---|---|------------------|---|
| <p><b>1.1 Elementary Program Development</b></p> <p>(b) The system is focused on literacy (language and mathematics) JK-8.</p> | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Link School Improvement Plan, SMART (Specific, Measurable, Attainable, Realistic and Timely) Goals, School Effectiveness Framework, and Professional Learning Communities to focus on literacy and numeracy.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• SMART Goals created by all schools and aligned with SEF indicators, and are determining evidence to demonstrate student learning in all classrooms</li> </ul>  |
|  |   |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• PLCs, Student Achievement Officers (SAOs), and Coach Facilitators have been provided support to ensure that each school develops a math SMART Goal for January and June 2009</li> <li>• 3 literacy SMART Goals and 1 Numeracy SMART Goal</li> <li>• professional development for principals at October 2008 Meeting</li> <li>• January 2009 Regional Math Sessions</li> <li>• collect reading system assessment information (e.g. Kindergarten Primary Learning Assessments [K-PLA]; PM Benchmarks; Comprehensive Attitude, Strategies and Interests [CASI]; Developmental Reading Assessment [DRA]) as per the School Improvement Planning template</li> <li>• created binder and provided ½ day in-service on Grade 7-8 Ontario Secondary School Literacy Test (OSSLT) Resource Binder</li> <li>• School Improvement Planning Resource Support document provided to all principals on June 10</li> </ul> |
|  |   |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• 26 Grades 7-8 teachers participated in 6 Trait Writing PLC for Grades 7-9 for 3 days in 2009-10 that focused on assessment for learning</li> <li>• every elementary school with Grades 7-8 received Eric Walters Literature Circles Book Bin and Implementation Handout for Grades 7-8 to support Boys' Literacy and Literature Circles</li> <li>• 3 SMART Goal cycles are expected in school improvement planning based on school needs: 1 literacy, 1 numeracy and 1 choice</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions   | Timelines        | Status   |
|--|---|---|------------------|--|
| <p><b>1.1 Elementary Program Development</b></p> <p>(b) The system is focused on literacy (language and mathematics) JK-8.<br/>– continued</p>   | <p>Teaching and Learning, Superintendents of Student Achievement, Principal for School Effectiveness Framework, and Principal Assistant to the Superintendent – Program</p> | <p>Link School Improvement Plan, SMART (Specific, Measurable, Attainable, Realistic and Timely) Goals, School Effectiveness Framework, and Professional Learning Communities to focus on literacy and numeracy.<br/>– continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• all K-8 schools demonstrated improvement in literacy and numeracy goals as measured by their SMART goals</li> <li>• 2 intermediate teachers from all SIM schools participated in OSSLT Backmapping workshop; 6 SIM schools in addition extended OSSLT Backmapping work and committed to implementing new practices to support OSSLT skill development in their Grade 7-8 classrooms</li> </ul>                      |
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success.</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement</p>  | <p>Support the continued development of Specialist High Skills Major (SHSM) programs.</p>   | <p>2007-2011</p> | <ul style="list-style-type: none"> <li>• 13 programs ran successfully in 9 KPR schools in 2007-08</li> <li>• 30 programs in 12 schools approved by Ministry for 2008-09</li> <li>• 44 programs in 16 schools were offered in 2009-10</li> <li>• 51 programs in 16 schools have been approved for 2010-11</li> </ul>  |
|  |   |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• 44 programs approved for 2009-10 – 1,208 students – in every secondary school in KPR representing 11 sectors</li> <li>• 38 SHSM graduates for 2008-09 and an additional 85 graduates having Partially Completed SHSM Record Sheets</li> <li>• 6 dual credit programs successfully completed in 2008-09 involving 100 students</li> <li>• 36 dual credits to be offered in 2009-10 involving 640 students</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions   | Timelines        | Status  |
|--|--|---|------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success,<br/>Superintendents of Student Achievement</p> | <p>Support the continued development of Specialist High Skills Major (SHSM) programs.<br/>– continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• As of January 2010, 15 successful dual credit programs have been completed involving 230 students. Another 21 programs are scheduled for Semester 2 with approximately 350 students. Building on this success, 60 dual credit proposals have been submitted to the Ministry for 2010-11 involving over 950 students, many linked with Specialist High Skills Major and Ontario Youth Apprenticeship Programs</li> <li>• 44 programs being offered in 16 secondary schools in 11 sectors with 1,070 students</li> <li>• all schools except one have multiple SHSM programs with 1 school offering 5 SHSMs</li> <li>• expected number of graduates earning the SHSM Red Seal Designation for 2009-10 is 180, with 125 graduating SHSM students receiving Partially Completed Record Sheets</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 7 new SHSM applications for 2010-11 have been approved making 51 SHSM programs being offered in 2010-11 and a projection of 1,532 students</li> <li>• an Energy SHSM will be offered for the first time as of September 2010</li> <li>• school SHSM Teams continue to work to increase school-wide, and community-wide awareness of SHSM programs</li> <li>• all schools continue to offer high quality SHSM programs</li> <li>• the overall credit success rate for SHSM students across the Board for Semester 1 was 94%</li> <li>• As of June 30, 2010, 40 successful dual credit classes will have been completed involving 583 students. Building on this success, 65 dual credit classes have been approved for 2010-11 involving 952 students, many linked with Specialist High Skills Major and Ontario Youth Apprenticeship programs.</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions   | Timelines        | Status  |
|--|--|---|------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success,<br/>Superintendents of Student Achievement</p> | <p>Enhance support for instructional strategies in mathematics and for targeted student groups.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• math consultant worked with school staff (Grade 10 applied math teachers) on Instructional Practice and Differentiated Instruction (DI)</li> </ul>   |
|  |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• release of teachers for workshops around new math resource</li> <li>• math coach central staff hired</li> <li>• Dr. Marian Small facilitated workshops to support teachers in understanding Big Ideas, Open and Parallel Tasks</li> </ul>  |
|  |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Dr. Marian Small facilitated workshop to support principals in understanding Big Ideas</li> <li>• math consultant and coach worked with school staff (intermediate) on Good Questioning: Great Ways to Differentiate Math Instruction and PRIME Training</li> <li>• release of teachers for workshops around THINKFUN math kits and Instructional Practice</li> <li>• transition workshops to review EQAO data, curriculum continuum, classroom visitation and shared best practice</li> <li>• Differentiated Instruction Project Site established (M.J.Hobbs Senior Public School and Clarington Central Secondary School) to develop DI strategies in Grades 7-10 continuum</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions  | Timelines                                   | Status  |
|--|--|--|---|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement</p> | <p>Enhance specialized programs such as CLIPS (Critical Learning Instructional Paths), TIPS4RM (Targeted Implementation and Planning Supports for Revised Mathematics), PRIME (Professional Resources and Instruction for Mathematics Educators), GAINS (Growing Accessible Interactive Networked Supports) and PRISM (Programming, Remediation and Intervention for Students in Mathematics).</p> | <p>2007-2008<br/>(based on MOE funding)</p> | <ul style="list-style-type: none"> <li>• math consultant continued work with staff on these specialized projects</li> <li>• KPR was the Barrie Region representative for the Ministry of Education’s Differentiated Instruction in Grade 7 and 8 Mathematics project (M.J. Hobbs Senior Public School); this involved creating a video demonstration to show across the province</li> </ul>   |
|  |  |  | <p>2008-2009</p>                            | <ul style="list-style-type: none"> <li>• new GAINS projects have begun</li> <li>• GAINS lesson study and demonstration classroom projects completed for 2008-09</li> <li>• TIPS4RM was used to help teachers integrate the use of manipulatives and technology in the learning environment</li> <li>• new Linear CLIPS were introduced to help engage struggling students build conceptual understanding</li> <li>• GIZMOS passwords were distributed to all math teachers and webinars by ExploreLearning provided introduction to conceptual simulations</li> </ul> |
|  |  |  | <p>2009-2010</p>                            | <ul style="list-style-type: none"> <li>• math consultant and coach worked with school staff (Grade 9 and 10 Applied Mathematics teachers) on TIPS4RM, GIZMOS, CLIPS, Interactive White Boards</li> <li>• Using Good Questions to Differentiate Instruction / PRIME resources, 50 Grade 7-9 teachers learned how to assess for learning and use tasks that are open and parallel.</li> <li>• TIPS4RM workbooks have been developed to support teachers. Over ½ schools are using TIPS4RM as the main support for their applied programs.</li> </ul>                    |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions  | Timelines        | Status  |
|--|--|--|------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success,<br/>Superintendents of Student Achievement</p> | <p>Support and develop Pathways and alternative programs in schools.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• 17 Pathways programs were elevated to SHSM status in the 2007-08 school year by the Ministry</li> <li>• successfully obtained funding from Northumberland, Peterborough Community Futures Development Corporations for Ontario Youth Apprenticeship Program (OYAP) students to obtain tools of their trades</li> </ul>   |
|  |  |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• survey of students regarding specialized programs to be released in January 2009</li> <li>• staff continue to develop new SHSM programs in schools</li> <li>• survey completed – no substantial change to transportation – KPR special programs insert to be developed for Course Calendars</li> </ul>   |
|  |  |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• KPR special programs chart has been completed and will be in all secondary school course calendars and on school and Board websites by January 2010. Regional Pathway Planning workshops are planned for April 2010 for Grade 8 teachers.</li> <li>• added 2 new Accelerated OYAP program options for students in Plumbing and Developmental Service Worker</li> </ul>   |
|  |  |  |                  | <ul style="list-style-type: none"> <li>• Regional Pathway Planning workshops were held for cross-panel teams of Grade 8 teachers, secondary school Guidance teachers and Student Success teachers. Building on the success of these workshops, planning 6 additional Pathway Planning workshops next year involving Grades 7 and 8 teachers along with secondary school Guidance and Student Success teachers.</li> <li>• all Accelerated OYAP programs being provided through College delivery will be Dual Credit as well starting 2010-11</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions   | Timelines        | Status  |
|--|--|---|------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement</p> | <p>Support appropriate industry-recognized certifications for students in Program Pathways and Specialist High Skills Majors.</p> | <p>2007-2011</p> | <ul style="list-style-type: none"> <li>all students in SHSM programs receive certifications in the 2007-08 and 2008-09 school year as they complete program requirements in 30 SHSM programs</li> </ul>   |
|  |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>certifications granted for over 650 students in SHSM programs</li> </ul>   |
|  |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>during Grades 11 and 12 all SHSM students will earn a minimum of 6-8 industry recognized certifications including Standard First Aid, CPR, and WHMIS</li> <li>Certifications and training are delivered by industry-related professionals as well as on-line awareness training courses. Approximately 1,265 students received certifications and training in 2009-10.</li> </ul>        |
|  |  | <p>Support instructional strategies for attaining Literacy Graduation Requirement.</p>  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>Grade 9 Practice OSSLT completed in all secondary schools by May 2009</li> <li>Ontario Secondary School Literacy Course (OSSLC) English teachers participated in 4 full days of moderated marking PD that develops consistency in understanding and applying criteria on a rubric (2 days per semester; 2 in Peterborough and 2 in Cobourg)</li> </ul>                                   |
|  |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>Literacy Council full-day meeting shared effective literacy practices and follow-up from Grade 9 Practice OSSLT as well as plans for implementing 2009-10 Practice OSSLT</li> <li>Ontario Secondary School Literacy Course (OSSLC) teachers participated in one full day of moderated marking PD that develops consistency in understanding and applying criteria on a rubric</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions  | Timelines                         | Status  |
|--|--|--|-----------------------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(a) Kawartha Pine Ridge District School Board (KPR) meets MOE target of 85% student five-year graduation rate in 2010-2011.</p> <p>Additional programs are developed to achieve student success. – continued</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement</p>   | <p>Support instructional strategies for attaining Literacy Graduation Requirement. – continued</p>   | <p>2009-2010</p>                  | <ul style="list-style-type: none"> <li>• 11 Grade 9 English teachers participated in 6 Trait Writing PLC for Grades 7-9 for 3 full days in 2009-10 that focused on assessment for learning</li> <li>• Board team attended Literacy GAINS Session in Barrie (Boys’ Literacy Focus) and then shared their learning with 18 Literacy Positions of Responsibility (PORs); Literacy PORs considered how to implement more Boys’ Literacy strategies in their schools</li> <li>• Grade 9 Practice OSSLT completed in all secondary schools by end of May 2010</li> <li>• 16 secondary schools participated in Writes of Passage, a Board-wide celebration that recognizes a diversity of student writing from all destinations.</li> <li>• 14 secondary (and 1 elementary) teachers participated in Technology in the Classroom PLC for four full days, integrating technology to engage struggling students and build literacy skills</li> <li>• English PORs created writing templates to support skill development in many writing genres</li> </ul> |
| <p>(b) KPR secondary schools utilize a consistent framework to measure and improve secondary school success.</p>   | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement, and Principal Assistant to Student Success</p> | <p>Implement a new School Improvement Planning process with a specific focus on the principles of the provincial Student Success initiative.</p> | <p>Fall 2007</p> <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• SMART Goal based Improvement Plans were implemented in secondary this year</li> <li>• the October 2007 Student Success conference and April 4, 2008 follow-up conference supported schools in the SMART Goal understanding and creation</li> <li>• all schools have School Success Teams in place</li> <li>• all schools created their first Improvement Plan</li> <li>• classroom walkthroughs initiated in all elementary schools to monitor student achievement</li> <li>• school visits completed at secondary</li> <li>• data reports generated for all secondary schools</li> <li>• reports completed by all secondary schools for School Improvement Plan</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility   | Actions  | Timelines   | Status  |
|---|--|--|---|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(b) KPR secondary schools utilize a consistent framework to measure and improve secondary school success.<br/>– continued</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement, and Principal Assistant to Student Success</p> | <p>Implement a new School Improvement Planning process with a specific focus on the principles of the provincial Student Success initiative.<br/>– continued</p> | <p>2009-2010</p>  | <ul style="list-style-type: none"> <li>secondary schools are currently in year two of the secondary school improvement plan process using the student success (and now Board Improvement Plan) aligned model</li> <li>schools are integrating the indicators of the School Effectiveness Framework K-12 for one or both of assessment and curriculum areas of focus into their student achievement goals in this process and identifying evidence for school visits semester 2</li> </ul> |
|   |  |  |   | <ul style="list-style-type: none"> <li>school visits continue led by area SO with support from Principal of Student Success and SHSM coordinator</li> <li>SEF indicators and the new Ministry assessment tool are being incorporated through principal training for use with School Improvement Plans in 2010-11</li> </ul>   |
|   |  | <p>Establish assessment factors to identify the range of student and program needs of each secondary school.</p>   | <p>2007-2008</p>  | <ul style="list-style-type: none"> <li>a study of Indicators of Instructional Practice was completed in April 2008</li> </ul>   |
|   |  |  | <p>2008-2009</p>  | <ul style="list-style-type: none"> <li>central data analysis is completed and shared with schools every term to assist in further planning and strategy implementation</li> </ul>   |
|   |  |  | <p>2009-2010</p>  | <ul style="list-style-type: none"> <li>data analysis continues and is becoming more embedded in technology so that schools can access data themselves. New business rules are being created to ensure that data reports for assessment of school effectiveness can be run similarly regardless of time or the operator creating these reports</li> </ul>  |
|   |  |  | <ul style="list-style-type: none"> <li>the SEF indicators and evidence are being used as a new tool for schools to do gap analysis that informs school, regional and board planning and supports</li> </ul> |   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility   | Actions   | Timelines        | Status  |
|---|--|---|------------------|---|
| <p><b>1.2 Secondary Program Development; Student Success</b></p> <p>(b) KPR secondary schools utilize a consistent framework to measure and improve secondary school success.<br/>– continued</p> | <p>Teaching and Learning – Student Success, Superintendents of Student Achievement, and Principal Assistant to Student Success</p> | <p>Provide differentiated support to schools based on identified needs.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>the study of Indicators of Instructional Practice was used to target 3 schools for new staff resources in the 2008-09 school year</li> </ul>   |
|   |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>Board supported this program in the budget process</li> <li>3 schools receiving support; analysis of results has begun</li> <li>school support continues, approved in budget process</li> <li>some gains seen in every supported school (OSSLT, closing the achievement gap, overall performance)</li> </ul>   |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>began Grade 9 Applied English Pilot Project with Nelson Literacy 9 integrating Differentiated Instruction, Balanced Literacy and technology in 2 secondary English classrooms (at 2 schools)</li> <li>5 schools (7 teachers) participated in Grade 9 Applied English Pilot Project that integrated Differentiated Instruction, Shared Reading, and technology</li> <li>English PORs created needs-based resources (Aboriginal Book Bin, Writing Templates, LRC Book Bin Resources, and online wiki)</li> </ul> |
| <p><b>1.3 Differentiated Instruction</b></p> <p>All teachers differentiate their instructional practices for all students from JK to Grade 12.</p>  | <p>Teaching and Learning and Student Success</p>   | <p>Provide supports to schools to implement Differentiated Instruction.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>provided a Differentiated Instruction kit to all schools with Grades 7 and 8, both English and French Immersion</li> <li>provided all elementary schools with <u>Start Where They Are</u> by Karen Hume and trained schools in its use</li> <li>trained special education resource teachers and literacy coaches on use of above Differentiated Instruction package and resources</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility                                   | Actions   | Timelines        | Status   |
|--|--|---|------------------|--|
| <p><b>1.3 Differentiated Instruction</b></p> <p>All teachers differentiate their instructional practices for all students from JK to Grade 12.<br/>– continued</p> | <p>Teaching and Learning and Student Success</p> | <p>Provide supports to schools to implement Differentiated Instruction. – continued</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>developed a Professional Learning Community for special education resource teachers and teachers of Locally Developed Compulsory Courses (LDCCs) with 11 secondary schools to deepen understanding around Differentiated Instruction</li> </ul>   |
|  |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>DI Toolkit was expanded to Grades 9 and 10</li> <li>special training for secondary principals, all vice-principals, student success teachers and consultants provided</li> <li>secondary consultant position focused on instructional support created as part of Student Success</li> <li>celebrated diverse student writing from each secondary school through Writes of Passage, a Board-wide writing celebration where secondary teachers respond extensively in writing to student work</li> <li>coaches were offered Differentiated Mathematics (Marian Small) Workshop demonstrating how questioning offers opportunities to differentiate mathematics</li> </ul> |
|  |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>consultants provide ongoing support for DI including PD for principals, creating professional learning communities through Grades 7-12</li> <li>3 ELL itinerant teachers provide support and develop capacity in our schools to meet the needs of our English Language Learners (ELL)</li> <li>embed Differentiated Instruction in KPR Additional Qualifications (AQ) courses</li> <li>use and include DI in the content of Regional Arts and Literacy PLCs</li> <li>worked with CHEX NewsWatch on a five-part series on meeting the needs of, and engaging, all students in all grades</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility                                   | Actions  | Timelines | Status   |
|--|--|--|-----------|--|
| <p><b>1.3 Differentiated Instruction</b></p> <p>All teachers differentiate their instructional practices for all students from JK to Grade 12.<br/>– continued</p> | <p>Teaching and Learning and Student Success</p> | <p>Provide supports to schools to implement Differentiated Instruction. – continued</p>                                  | 2009-2010 | <ul style="list-style-type: none"> <li>secondary school principals and school teams received training, planning and resources to further support the implementation of DI in their schools</li> <li>DI was embedded in consultants' work with Professional Learning Communities and in several AQ courses</li> <li>demonstration classrooms offered support for teachers to experience how to DI in a math classroom using open and parallel tasks</li> <li>Ministry DI Lesson Plans integrated into OSSLT, OSSLC and 6 Trait workshops</li> </ul> |
|  |  | <p>Embed Differentiated Instruction within the School Improvement Planning and the School Self-Assessment processes.</p> | 2007-2009 | <ul style="list-style-type: none"> <li>Differentiated Instruction is one aspect included in secondary improvement plans</li> <li>trained over 70 elementary schools through literacy coach meetings, First Class conferences, and release days</li> </ul>  |
|  |  |  | 2008-2009 | <ul style="list-style-type: none"> <li>many 2008-2009 plans include DI as a strategy to improve student achievement</li> </ul>   |
|  |  |  | 2009-2010 | <ul style="list-style-type: none"> <li>Differentiated Instruction is among the indicators being utilized from the school effectiveness framework (Indicator C4) in school improvement planning</li> <li>many schools set SMART goals that focused on Differentiated Instruction and assessment as, of and for learning</li> </ul>  |
|  |  | <p>Build increased capacity with consultants to support Differentiated Instruction in all subject areas.</p>             | 2007-2011 | <ul style="list-style-type: none"> <li>consultants completed workshops on Differentiated Instruction with various secondary teachers</li> <li>developed consultants' understanding of Differentiated Instruction through monthly consultant meetings (regular agenda item for consultant professional development)</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                      | Actions  | Timelines        | Status  |
|---|---|--|------------------|---|
| <p><b>1.3 Differentiated Instruction</b></p> <p>All teachers differentiate their instructional practices for all students from JK to Grade 12.<br/>– continued</p>                                | <p>Teaching and Learning and Student Success</p>    | <p>Build increased capacity with consultants to support Differentiated Instruction in all subject areas. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>consultants participate in training sessions with a successful secondary graduate – a special needs learner who has applied DI strategies with great success</li> <li>consultants attend special presentation about the special needs of Attention Deficit Hyperactivity Disorder (ADHD) students</li> </ul>   |
|   |   |  |                  | <ul style="list-style-type: none"> <li>Consultants continue to build deeper understanding of Differentiated Instruction through implementing strategies within PLCs. Consultants participated in specific PD to integrate DI with other Ministry initiatives such as Growing Success.</li> </ul>  |
| <p><b>1.4 Regional Alternative and Continuing Education Programs (CIS)</b></p> <p>KPR provides sustainable, accessible, effective, regional alternative centres for youth and adult learners.</p> | <p>Teaching and Learning, and Director’s Office</p> | <p>Develop a vision to support regional alternative programs.</p>  | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>committee met and consultation process initiated</li> <li>senior administration gave input to this process and brought new understanding to Board for transportation support</li> </ul>  |
|   |   |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>schools investigating individual models for alternative education</li> <li>Principal of CIS has developed 13 Dual Credit Programs</li> </ul>   |
|   |   |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>5 new dual credit program proposals have been submitted for CIS for 2010-11</li> <li>strategic plan development for continuing education programs in progress</li> <li>increase in dual credit retention rates</li> <li>increase in dual credit offerings for next year to 19</li> <li>continuing education programs aligned with KPR human resources policy and procedures</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                      | Actions  | Timelines        | Status   |
|---|---|--|------------------|--|
| <p><b>1.4 Regional Alternative and Continuing Education Programs (CIS)</b></p> <p>KPR provides sustainable, accessible, effective, regional alternative centres for youth and adult learners. – continued</p> | <p>Teaching and Learning, and Director's Office</p> | <p>Align supports in program and areas of social/emotional needs to meet the vision.</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• Centre for Individual Studies (CIS) staffing was re-aligned to provide enhanced Special Education and staffing support for 2008-09</li> <li>• School Board Counsellor support was enhanced in 2007-08; CIS had the highest referral rate of all schools</li> <li>• planned enhancements to support included in the budget deliberations</li> <li>• provision for a dual credit co-ordinator made for the 2009-10 school year</li> <li>• combined Program Council meetings between Guidance/Co-op/Special Education/Student Success teachers to plan for graduate exit planning strategies for workbound graduates</li> </ul>  |
|   |   |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• dual credit co-ordinator in place and working successfully with staff and students – plans are to expand this role into all 3 CIS campuses for 2010-11</li> <li>• another Guidance / Co-op / Special Education / Student Success combined Program Council is planned for April 2010 to continue the work on pathway planning for workbound graduates</li> <li>• Student Success Teacher (SST) position revised to provide campus specific support and greater SST to SST conferencing in the student referral process</li> <li>• child and youth workers at each campus conduct needs assessment and provide programming to address needs; increase in partnerships and supporting services with community agencies</li> <li>• increase in CIS and con-ed cross-referral to meet the needs of learners</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                      | Actions   | Timelines | Status  |
|---|---|---|-----------|---|
| <p><b>1.4 Regional Alternative and Continuing Education Programs (CIS)</b></p> <p>KPR provides sustainable, accessible, effective, regional alternative centres for youth and adult learners. – continued</p> | <p>Teaching and Learning, and Director's Office</p> | <p>Align supports in program and areas of social/emotional needs to meet the vision. – continued</p>  | 2009-2010 | <ul style="list-style-type: none"> <li>Literacy and Basic Skills (LBS) and Prior Learning and Recognition (PLAR) process merged to provide greater support as required for returning adult students with literacy gaps; on-site LBS programming provided at 2 campuses</li> <li>another Guidance/Co-op/Special Education/Student Success combined Program Council meeting is planned for March 2011 to continue to work on pathway planning for workbound students</li> </ul> |
|   |   | <p>Establish and support clear, needs-based processes for transition of students into regional alternative programs.</p>                        | 2007-2008 | <ul style="list-style-type: none"> <li>this item is deferred to 2008-09</li> <li>an examination of transportation possibilities will be undertaken in 2008-09 to support process</li> </ul>   |
|   |   |   | 2008-2009 | <ul style="list-style-type: none"> <li>program survey released to assist with regional program planning</li> <li>processes are well established and adhered to</li> </ul>   |
|   |   | <p>Define and develop an infrastructure for regional alternative and continuing education programs (transportation, facilities, equipment).</p> | 2008-2009 | <ul style="list-style-type: none"> <li>process established to follow survey collection in the spring 2009</li> <li>partial allocation of additional student success teacher allotment for alternative education planned for 2010-11 school year and beyond</li> <li>developed new brochures informing students of programs, including paid co-op options, available at CIS, for distribution for fall 2009</li> </ul>   |
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool.</p>   | <p>Teaching and Learning – Student Success</p>      | <p>Develop and implement a co-ordinated plan for the use of advanced classroom technology to support instruction.</p>                           | 2007-2008 | <ul style="list-style-type: none"> <li>initial committee meetings were held in May 2008</li> <li>a broad introduction was presented at Program Review Committee in May 2008</li> <li>trustee volunteers for the Consultation on Instructional Technology were named in May 2008</li> <li>consultation on vision planned for 2008-09</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions   | Timelines        | Status   |
|---|--|---|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Develop and implement a co-ordinated plan for the use of advanced classroom technology to support instruction. – continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• process has begun – initial meetings held, research conducted and surveys released; draft vision due January 2009</li> <li>• surveys for stakeholder group developed and distributed by Instructional Technology Advisory Group</li> <li>• Instructional Technology Committee established a vision and a model classroom of the future, and established criteria for a draft plan</li> <li>• Instructional Technology Committee to be extended into 2009-10 and subcommittees to complete planning work in July 2009</li> </ul>   |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• implementation and training process has begun for use of the Career Cruising Electronic Annual Education Plan and online course selection program for all KPR students Grades 8-12</li> <li>• Instructional Technology Plan – First Draft completed and prepared for presentation to Senior Administration in January 2010</li> <li>• Instructional Technology Committee (ITC) and Instructional Technology Advisory Committee (ITAC) meetings proceeded throughout the year</li> <li>• Vision and Plan completed including PD, Curriculum and Infrastructure Recommendations and Cost Model</li> </ul> |
|   |  |   |                  | <ul style="list-style-type: none"> <li>• approval of ITC Plan received from Senior Administration, Resource Committee, Board and Budget Committee</li> <li>• initial planning meetings to be held in June 2010 to facilitate implementation of Instructional Technology Plan</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions   | Timelines        | Status  |
|---|--|---|------------------|---|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Develop and implement a co-ordinated plan for the use of advanced classroom technology to support instruction. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Career Cruising Electronic Course Selection Planner was successfully used in 12 secondary schools for Grades 8-12. For 2010-11 the Career Cruising Electronic Course Selection Planner will be used with all students in Grades 8-12. Plans will be started to implement an Electronic Annual Education Plan for students in Grades 7-12 using Career Cruising and Ontario Skills Passport.</li> <li>• a Virtual World pilot project will begin in September 2010 in Career Studies classes using a Virtual World platform to promote the skilled trades in partnership with Loyalist College</li> </ul> |
|   |  | <p>Provide training in the use of new and emerging technologies.</p>  | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• a group of KPR teachers received training in the First Class ED software to support blended learning in the classroom</li> <li>• a group of KPR teachers received training in the use of SMART board technology</li> <li>• Board staff received training in a variety of instructional technologies (video conferencing, the Ontario Educational Resource Bank [OERB], MOVI, Adobe Connect, Breeze, etc.)</li> <li>• further training will be identified in an implementation plan following establishment of a vision</li> </ul>  |
|   |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• two teams attend conferences out of country to learn of effective practices in October</li> <li>• product choice and review is planned as part of the three year technology plan</li> <li>• video streaming pilot ran from Oct. 2008 – Dec. 2008; preliminary results show positive attitudes towards the use of this technology</li> <li>• training provided in the classroom, as requested by teachers in the use of Web 2.0 applications in the classroom in the form of podcasting, blogging and wikis</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions  | Timelines        | Status   |
|---|--|--|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Provide training in the use of new and emerging technologies. – continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• a group of 40 innovative teachers have developed the Summit Group led by Teaching and Learning to trial emerging technologies in classrooms and share their experiences</li> <li>• standard image rolled out to all schools on a two-year cycle as established by Teaching and Learning, and Information and Communications Technology (ICT)</li> <li>• 15 secondary English teachers (from 11 schools) participated in 3 full days of a Professional Learning Community “Technology in the English Classroom” from February to June 2009. Teachers integrated blogs, wikis, podcasts, Photostory, Audacity, movie maker or Smartboard lessons into their classrooms to increase student engagement. Two additional days were available to extend teacher’s learning on technology and co-plan lessons and visit classrooms.</li> <li>• 10 English teachers increased their laptop skills while writing extensive positive reviews of student work for Writes of Passage, a one-day celebration of diverse student writing</li> <li>• English and Literacy Program Councils introduced to Premier Tools software (60-90 minute session)</li> <li>• GAINS participants worked with CLIPS developer and GIZMOS Consultant to develop interactive whiteboard use in mathematics</li> </ul> |
|   |  |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Literacy and English Councils introduced to Comic Life and BitStrips software (45 minute session)</li> <li>• technology focus presented to teachers at New Teacher Induction Program (NTIP) training in December 2009</li> <li>• one teaching and learning consultant and one Thomas A. Stewart Secondary School staff provided SMART certification training for SMART boards</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions  | Timelines        | Status   |
|---|--|--|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Provide training in the use of new and emerging technologies. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Teaching and Learning consultant certified as SMART Notebook trainer</li> <li>• a group of KPR teachers received Level 1 training in the use of SMART board technology certified by Teaching and Learning Consultant</li> <li>• numerous teachers trained in the use of videoconferencing technology at NTIP conference and other venues including Program Leadership Council meetings</li> <li>• trained 7 additional e-learning teachers in the use of the provincial Learning Management System (LMS)</li> <li>• held 3 e-learning staff meetings for existing and newly hired teachers of e-learning courses</li> <li>• developed a technology conference for all principals to be delivered August 2010</li> <li>• FirstClass Ed training delivered to Business Program Council</li> <li>• Intuit QuickBooks training delivered to Business Program Council</li> <li>• Financial Literacy on-line educational tools training delivered to Business, Social Science and Humanities, and Canadian and World Studies Program Councils</li> <li>• SMART board, SMART Notebook 10, SMART Lesson Activity Toolkit training delivered to Business, Social Science and Humanities, Canadian and World Studies and Teacher-Librarian Program Councils</li> <li>• video-conferencing in-service delivered to Business, Social Science and Humanities, Canadian and World Studies and Teacher-Librarian Program Councils</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions   | Timelines        | Status  |
|---|--|---|------------------|---|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Provide training in the use of new and emerging technologies. – continued</p>  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• on-line Comic Builder, on-line Map Builder, on-line Quiz/Test Generators, and on-line Video Streaming in-service delivered to Business, Social Science and Humanities, Canadian and World Studies and Teacher-Librarian Program Councils</li> <li>• the Instructional Technology Advisory Committee (ITAC) will create a plan upon final budget approval to support the implementation of Phase I of the ITC plan</li> <li>• 14 secondary (and 1 elementary) teachers participated in Technology in the Classroom PLC for four full days, learning about and implementing wikis, podcasts, SMART board lessons, photostory, and other emerging technologies</li> </ul> |
|   |  | <p>Develop a bank of instructional resources linked to the use of technology.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• Teaching and Learning consultants contributed to the resource bank throughout the year</li> </ul>  |
|   |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• Adam Scott Collegiate Vocational Institute teachers Cyndi Sargeant and Roger Nevin have completed a technology guidebook and website as a teacher resource, summer 2008</li> <li>• further resources will be acquired as part of the implementation plan following establishment of vision</li> <li>• resources purchased for the professional library to support DI in e-learning “classrooms”</li> <li>• workbook distributed to schools – requests continue</li> </ul>  |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• this is part of Phase II of the Instructional Technology Committee Plan</li> <li>• secondary schools provided with FirstClass Ed, QuickBooks, and ArcGIS training guides, instructional resources, and classroom activities</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions  | Timelines        | Status   |
|---|--|--|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Encourage school-based projects that focus on teaching with technology.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• Student Success funds helped to purchase SMART boards</li> <li>• Student Success was involved in the Math project at M.J. Hobbs Senior Public School that had a technology focus</li> <li>• several funded school projects utilized a variety of technology tools</li> <li>• projects will be part of the implementation plan following the establishment of vision</li> </ul>  |
|   |  |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• program councils (secondary) share technology solutions</li> <li>• partnership with Parks Canada to evaluate the effectiveness of videoconferencing to engage, motivate students and promote student achievement involving 5 pilot classrooms; implementation phase complete, formal evaluation is being carried out by Parks Canada researchers with report available in spring 2009</li> <li>• classroom training in the use of the Creative Commons in order to raise awareness of Digital Citizenship</li> <li>• 21<sup>st</sup> Century Learning initiatives introduced to teachers in innovative classrooms</li> <li>• introductory use of MOVI and Adobe Connect in Classrooms</li> <li>• increased use of videoconferencing to bring outside speakers into classrooms and promote collaborative projects between schools within and outside of KPR on local to global scales</li> </ul> |
|   |  |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• delivered information of 21<sup>st</sup> Century Learners to NTIP teachers</li> <li>• certified consultant as SMART Board Master Trainer</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions  | Timelines        | Status   |
|---|--|--|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Encourage school-based projects that focus on teaching with technology. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• several video-conferences facilitated in a number of secondary and elementary schools, linking KPR students and teachers to those around the world, based on classroom collaborations, content delivery, and virtual field trips</li> <li>• An innovation fund has been established. Teacher training centres are a part of Phase III and will assist in the development of innovative practices.</li> </ul>  |
|   |  | <p>Provide e-learning opportunities for students and staff.</p>                            | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• KPR launched its own e-learning school, with 4 teachers delivering 6 classes and 8 credits</li> <li>• 78 students participated in the program</li> <li>• the retention rate was 85%</li> <li>• planned for e-learning expansion for 2008-09</li> </ul>  |
|   |  |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• KPR offers 12 e-learning courses with a current enrollment of 269; retention rate to date has been 70%</li> <li>• staff training sessions are being conducted to develop a pool of interested and trained e-learning teachers to address expansion needs</li> <li>• 2008-2009 growth to approximately 300 students and 12 sections</li> <li>• 2009-2010 projected continual growth 24 sections allocated to e-learning, projecting 600 credits</li> <li>• teacher training established to create a pool of teachers familiar with the Learning Management System to act as a support for students at each school and be ready to fill Human Resources needs as the program grows</li> <li>• initial investigation has been made into delivering teacher professional development via online learning methods within KPR</li> <li>• continued involvement in the Ontario eLearning Consortium to support teacher training</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility                                 | Actions   | Timelines        | Status   |
|---|--|---|------------------|--|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p> | <p>Teaching and Learning – Student Success</p> | <p>Provide e-learning opportunities for students and staff.<br/>– continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• share students with other school boards to ensure students have access to courses that reflect their personal learning goals not available to them</li> <li>• providing access to online KPR courses by students from other school boards in accordance with eLearning Ontario focus on providing Success for All</li> <li>• initial use of Web 2.0 and videoconferencing technology in order to enrich the online experience</li> </ul>  |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• support for registrations, training, mark distribution for teachers, students, and guidance</li> <li>• KPR expanded course offerings to 18 e-learning courses with an enrollment of 375</li> <li>• offering a continuous entry co-op course</li> <li>• piloted continuous entry Civics and Careers</li> <li>• discussions being held for Reach Ahead Program for Grade 8 Students in Congregated Gifted Classes</li> <li>• continued involvement in the Ontario e-Learning Consortium</li> <li>• opened KPR courses to other school boards in the consortium; share students with other school boards to ensure students have access to courses that reflect their personal learning goals</li> <li>• provided training to new e-learning teachers and others interested in becoming part of an e-learning teacher pool</li> <li>• using Adobe Connect and MOVI, to support e-classroom delivery and teacher PD</li> <li>• developing Xpress Lab training for e-learning language courses</li> <li>• have participated in provincial e-learning training and ongoing direction setting</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions  | Timelines   | Status  |
|--|---|--|---|---|
| <p><b>1.5 Technology for Learning</b></p> <p>School staff engage technology as an instructional tool. – continued</p>  | <p>Teaching and Learning – Student Success</p>            | <p>Provide e-learning opportunities for students and staff.<br/>– continued</p>  | <p>2009-2010</p>  | <ul style="list-style-type: none"> <li>continue to offer KPR students online courses with Trillium Lakelands District School Board and Avon Maitland Distance Education Centre (AMDEC)</li> <li>2010-11 projected continual growth 24 sections allocated to e-learning, projecting 600 credits</li> </ul> |
|  |   |  |   | <ul style="list-style-type: none"> <li>18 sections of e-learning are projected for 2010-11</li> </ul>   |
| <p><b>1.6 The Arts</b></p> <p>The arts are valued as an integral component of a student’s learning experience.</p> <p>Arts teaching and assessment strategies are integrated into other areas of curriculum.</p> | <p>Teaching and Learning, and Human Resource Services</p> | <p>Increase the number of specialist elementary teachers in the arts (music, visual arts, dance and dramatic arts) where possible.</p> | 2007-2011   | <ul style="list-style-type: none"> <li>reviewed recruitment strategies to respond to identified skills and qualifications in support of programming focus</li> </ul>  |
|  |   |  | 2008-2009   | <ul style="list-style-type: none"> <li>Human Resource Services and Operations working collaboratively with local bargaining units to ensure specialist music teachers (instrumental music) in place</li> <li>Comprehensive Elementary Arts plan developed and approved for 2009-10</li> </ul>             |
|  |   |  | 2009-2010   | <ul style="list-style-type: none"> <li>39 teachers in Arts AQ courses or Math/Reading with arts strategies received the subsidy by December 2009</li> </ul>   |
|  |   |  |   | <ul style="list-style-type: none"> <li>an additional 16 teachers received the arts AQ subsidy between December and June</li> </ul>  |
|  |   | 2007-2008  | <ul style="list-style-type: none"> <li>continue to offer Additional Qualifications (AQ) courses in drama</li> <li>include arts focused sessions within staff development sessions related to Differentiated Instruction</li> </ul>          |   |
|  |   | 2008-2009  | <ul style="list-style-type: none"> <li>Drama additional qualification offered to KPR teachers (Aug.-Dec. 2008)</li> <li>arts focus embedded in the School Effectiveness Framework in elementary and at secondary, where possible</li> </ul> |   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions  | Timelines  | Status   |
|--|---|--|--|--|
| <p><b>1.6 The Arts</b></p> <p>The arts are valued as an integral component of a student’s learning experience.</p> <p>Arts teaching and assessment strategies are integrated into other areas of curriculum. – continued</p> | <p>Teaching and Learning, and Human Resource Services</p> | <p>Provide professional development that demonstrates how literacy and numeracy efficacy can be enhanced through arts instruction.<br/>– continued</p> | <p>2008-2009</p>   | <ul style="list-style-type: none"> <li>• Board team attended Elementary Arts Curriculum Training (Dec. 2008)</li> </ul>  |
|  |   |  | <p>2009-2010</p>   | <ul style="list-style-type: none"> <li>• Year One implementation of the KPR Arts Plan includes the addition of an Arts Consultant, an Itinerant Music Resource Teacher and an Itinerant Drama Resource Teacher. Itinerant teachers work directly with individuals and groups of teachers to facilitate improved student achievement in literacy and numeracy through evidence-based arts strategies</li> <li>• regional PLC sessions for primary and junior/intermediate teachers explored arts and literacy strategies</li> </ul> |
|  |   |  |  | <ul style="list-style-type: none"> <li>• post job offerings for Visual Art and Dance resource teachers (June applications)</li> <li>• Drama and Music Resource teachers have worked with approximately 250 teachers each, in 44 schools, often for repeated visits</li> </ul>  |
|  |   | <p>Provide teachers with arts-based assessment and evaluation strategies.</p>  | <p>2007-2011</p>   | <ul style="list-style-type: none"> <li>• emphasize arts based assessment strategies as a component of the Differentiated Instruction in staff development for teachers and instructional coaches</li> </ul>  |
|  |   | <p>2008-2009</p>   | <ul style="list-style-type: none"> <li>• Board team attended Arts in Literacy Conference in May 2009</li> <li>• focused work to begin in 2009-10 with program supports approved in the budget</li> </ul>   |  |
|  |   | <p>2009-2010</p>   | <ul style="list-style-type: none"> <li>• Arts Consultant working with Secondary Assessment PLC</li> <li>• assessment focus in elementary arts and literacy PLC sessions in three regions of the Board</li> <li>• 130 teachers engaged in PLCs relating arts strategies to Literacy and Numeracy skill development</li> </ul> |  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions   | Timelines        | Status   |
|--|------------------------------|---|------------------|--|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented.</p> | <p>Teaching and Learning</p> | <p>Integrate aboriginal perspectives, knowledge and skills into instructional practice and in school communities.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• provided professional development presentations to program councils and several school staff meetings to bring historical relevance and understanding to these groups</li> <li>• developed staff information booklet for fall 2008 roll-out</li> <li>• reviewed and shared resource material/lists with Board teachers</li> <li>• worked to create “Aboriginal presence” in schools through the distribution of Nurture Your Spirit wall hanging</li> </ul>   |
|  |                              |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• professional development sessions extended into the fall of 2008</li> <li>• professional development for Native as a Second Language teachers and Native Studies provided through the Barrie office</li> <li>• fall roll-out of the Nurturing our First Nation, Métis and Inuit Spirit in our Schools Staff Information Booklet successfully received by KPR staff; the booklet has gained the attention of many other school boards within the Barrie Region</li> <li>• electronic version of above made available on website, February 2009</li> <li>• novel sets with aboriginal content were purchased and book boxes were assembled for junior and intermediate grades; these boxes also available through the KPR Learning Resource Centre</li> <li>• distributed the above in the Aboriginal History and Culture folder, February 2009</li> <li>• Library Investment dollars purchased First Nation, Métis and Inuit novels</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions   | Timelines        | Status  |
|--|------------------------------|---|------------------|---|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p> | <p>Integrate aboriginal perspectives, knowledge and skills into instructional practice and in school communities. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• continued professional development for Native Second Language (NSL) teachers and Native Studies (NS) teachers is provided by the regional office</li> <li>• curriculum resources purchased for NSL and NS teachers</li> <li>• curriculum developed to accompany the local resource booklet, Nurturing the FNMI Spirit in Our Schools, to roll out in 2010</li> <li>• curriculum developed for the Aboriginal Book Boxes to roll out in 2010</li> <li>• Curriculum team established to write local First Nations and Métis curriculum in collaboration with other regional boards using ministry grant. Created a one week unit for Grade 10 History, Applied, on the Williams Treaty, from a local First Nation perspective – one unit on Aboriginal Symbolism in Art for each of the primary, junior/intermediate and secondary areas.</li> <li>• new curriculum will be piloted in schools in the 2010-11 school year</li> <li>• co-facilitated 2 workshops in NTIP professional development to provide Aboriginal perspective and methodologies to new teachers in the Board</li> <li>• started a local NSL and NS PLC for support and collaboration in resource development</li> <li>• provided ongoing resources to the system through History and Culture link on First Class Conference</li> </ul><br><ul style="list-style-type: none"> <li>• First Nation artist and Metis leaders were brought into 12 different classrooms in the Board as a hands-on PD for teachers, many of whom will pilot the Board's newly created "Aboriginal Arts" curriculum in the 2010-11 school year. All classes then participated in the Peterborough, Urban Aboriginal community based Ode'min Giizis Festival and Aboriginal Day Community Procession.</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions   | Timelines        | Status   |
|--|------------------------------|---|------------------|--|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p> | <p>Integrate aboriginal perspectives, knowledge and skills into instructional practice and in school communities. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• delivered a workshop on Aboriginal Perspectives in the use of Talking Circles at an ETFO retreat for teachers over a weekend</li> <li>• provided PD on First Nations Land Stewardship to the Board's Outdoor Education Centre (OEC) naturalists and are working collaboratively to incorporate Aboriginal perspectives into each center through staff PD and by bringing in Aboriginal resource people to each OEC on a rotating and ongoing basis to facilitate the planning of teachers to participate in these opportunities</li> <li>• purchased assistive technology and tools for Native Second Language teachers to incorporate technology into these classes and increase the ability to engage and diversify instruction</li> <li>• consultant participation in the "The Good Path" conference; Aboriginal Education resources provided to teachers through Canadian and World Studies Program Council and FirstClass</li> </ul> |
|  |                              | <p>Develop and diversify relationships through community outreach.</p>  | <p>2007-2009</p> | <ul style="list-style-type: none"> <li>• developed and implemented strategic communications on Aboriginal education, including brochures, letters, CHEX TV infommercial</li> </ul>   |
|  |                              |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• brochures are completed;                             <ul style="list-style-type: none"> <li>– Serving Aboriginal Students Better</li> <li>– Aboriginal Language Programs</li> </ul> </li> <li>• Meet and Greet visits to the following organizations have been completed;                             <ul style="list-style-type: none"> <li>– Three First Nations and Education Managers</li> <li>– Northumberland Metis Association</li> <li>– Peterborough Friendship Centre</li> <li>– Peterborough Native Literacy Program</li> <li>– Niijkiwendidaa Anishnaabe-Kwewag Services Circle</li> </ul> </li> <li>• website under development</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions  | Timelines        | Status   |
|--|------------------------------|--|------------------|--|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p> | <p>Develop and diversify relationships through community outreach. – continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• \$600 was allotted to each school to engage in Aboriginal Arts and Culture by bringing in speakers from community or dance groups, etc. – this program continued until June 2009</li> <li>• 53 elementary and secondary schools have accessed above funds</li> <li>• professional development was shared extensively with other school boards in the region</li> <li>• attended regular monthly meetings with Aboriginal Education Office and Aboriginal Education Co-ordinators</li> <li>• KPR was the lead Board in the organization of a Barrie Region First Nations, Métis and Inuit (FNMI) Education Symposium on April 29 and 30, 2009; this event hosted 300 delegates from the 11 school boards of the Barrie Region</li> <li>• symposium was successfully completed</li> <li>• post meeting held to analyze the survey responses</li> <li>• completed all 3 initiatives supported by MOE funding opportunities;             <ul style="list-style-type: none"> <li>– Aboriginal Student Mentorship and Leadership Development Projects for 3 First Nations students Grades 6-8</li> <li>– Increasing Knowledge and Awareness Among All Students and Educators</li> <li>– School Board Symposia</li> </ul> </li> <li>• applied for further project funding for Aboriginal Education in June 2009 for 2009-2010. Proposals include:             <ul style="list-style-type: none"> <li>– Aboriginal Student Mentorship and Leadership Development Projects</li> <li>– Increasing Knowledge and Awareness Among All Students and Educators</li> </ul> </li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions  | Timelines        | Status  |
|--|------------------------------|--|------------------|---|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p> | <p>Develop and diversify relationships through community outreach. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• continued development of an Aboriginal Education website formatted to the corporate needs of the Board</li> <li>• partnered with First Nations to provide a Leadership Camp for transitioning Aboriginal students at the schools where the Local First Nation Community students attend</li> <li>• provided two mentoring opportunities for Aboriginal students to showcase their talents and inspirations with fellow students and community members through a concert and a Pow Wow put on by students, for students at two different schools</li> <li>• developed local human resource pool to provide first-hand information on Aboriginal content and perspective across the system in seeking partnerships with community organizations and businesses</li> <li>• 3 “gatherings” were held in the 3 regions of the Board to promote Self-Identification and the FNMI Framework, as well as showcasing local Aboriginal talents and culture</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• partnered with several Peterborough Aboriginal organizations to bring schools to the Ode’min Giizis Festival and Community Procession on Aboriginal Day; brought First Nation artists into schools to work with students to create personal flags based of the Ojibway Clan systems, to carry in the procession</li> <li>• the Northumberland Metis Council was also brought into classrooms to share stories of history and culture with the children and also participated in the Ode’min Giizis Community Procession</li> <li>• participated in a Woman’s Writing Circle on Alderville First Nation as a way to become more familiar and accepted by community families</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility               | Actions  | Timelines        | Status  |
|--|------------------------------|--|------------------|---|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p> | <p>Develop and diversify relationships through community outreach. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>worked with East Northumberland Secondary School by bringing in a First Nation artist to work with students to create art for the Trent Armed Forces Base, Aboriginal Arts Festival</li> <li>invited local Aboriginal community members to participate in workshops and conferences on FNMI Education to share the excitement of advancements made in this area</li> </ul>   |
|  |                              | <p>Implement the Self-Identification Policy.</p>                                   | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>developed and implemented communications on voluntary self-identification, including distribution of brochure to all parents</li> <li>initial roll-out produced was a soft initiation – the rollout for fall 2008 will be accompanied with greater public awareness</li> </ul>   |
|  |                              |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>the self-identification survey is now a permanent part of the registration process and also accompanies the information verification form sent out annually with students</li> <li>developed the ability to use Trillium data and to locate self-identification students and schools</li> <li>Data Leader/Information Officer can now collect data to measure student success</li> <li>funds have been received for information forums to further inform the school communities and families of the need for self-identification and to build cultural awareness</li> <li>promotion in all 3 superintendencies planned for the fall</li> </ul> |
|  |                              |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>self-identification forms, brochures, web page links created</li> <li>awareness about First Nations, Métis and Inuit (FNMI) created through multi-media techniques</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility   | Actions   | Timelines        | Status  |
|--|--|---|------------------|---|
| <p><b>1.7 Aboriginal Education</b></p> <p>The Ontario First Nation, Inuit and Métis Framework Policy is fully implemented. – continued</p> | <p>Teaching and Learning</p>   | <p>Implement the Self-Identification Policy. – continued</p>                      | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• 3 public forums or “gatherings” were held in the 3 areas of the Board where a presentation on Self-Identification was made to each community. Local First Nation singers and dancers were also a part of the “gatherings” to appeal to the Aboriginal community.</li> <li>• implemented campaign to raise awareness of self-identification policy through television and electronic media</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• schools were notified to include the Self-Identification status on all EQAO tests written in the Board so that results can be tracked to assist with program planning for student achievement</li> <li>• worked with the statistics analysis specialist to refine data collection and use for the coming year</li> <li>• increased the level of involvement of the Board in the local Aboriginal Community, both urban and on reserve to increase the level of confidence in the Board’s commitment to Aboriginal Education</li> <li>• the Board is developing Local Treaty Curriculum at the request of the local First Nations to increase awareness of all students about the local First Nations issues on governance and international agreements</li> <li>• increased awareness and presence in the schools and in the community of Aboriginal people, issues and culture</li> </ul> |
| <p><b>1.8 Assessment and Evaluation</b></p> <p>Assessment and evaluation processes guide instructional practices.</p>                      | <p>Teaching and Learning / Student Success,<br/>Superintendents of Student Achievement</p> | <p>Review and revise current assessment and evaluation policy and procedures.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• this item will be deferred to the 2008-09 school calendar due to timing of Ministry policy release</li> <li>• participated in provincial discussion regarding the new Ministry Assessment policy</li> <li>• provided focused feedback to the Ministry</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility   | Actions   | Timelines        | Status   |
|---|--|---|------------------|--|
| <p><b>1.8 Assessment and Evaluation</b></p> <p>Assessment and evaluation processes guide instructional practices. – continued</p> | <p>Teaching and Learning / Student Success, Superintendents of Student Achievement</p> | <p>Review and revise current assessment and evaluation policy and procedures.<br/>– continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• current policy revision is in the consultation phase beginning January 2009</li> <li>• consultation assessment policy document received from the Ministry</li> <li>• stakeholder focus group sessions will be completed during the month of January</li> <li>• KPR will present Board position paper to the Ministry in early February 2009</li> <li>• KPR assessment and evaluation policy continues to be deferred pending completion of the Ministry Assessment Policy</li> <li>• KPR selected to participate in parent feedback session in May 2009; over 30 parents representing students from JK-12 in attendance</li> <li>• hosted a parent consultation session for Ministry of Education staff on provincial assessment and reporting policies</li> <li>• continue to await new Ministry policy</li> </ul> |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition was released April 2010</li> <li>• May 2010 – a cross functional Programming Team attended a full day learning session facilitated by Ministry staff</li> <li>• expectation of full implementation in September 2010</li> <li>• There is an expectation from the Ministry that boards set four policies that will support consistent, transparent and fair implementation of Growing Success in all schools in the Board. Policies include: cheating and plagiarism, late and missed assignments, lower limit of the range of percentage marks below 50 percent on report cards Grades 9-12 and the blank spaces on the Elementary Progress Report.</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility   | Actions   | Timelines        | Status   |
|---|--|---|------------------|--|
| <p><b>1.8 Assessment and Evaluation</b></p> <p>Assessment and evaluation processes guide instructional practices. – continued</p> | <p>Teaching and Learning / Student Success, Superintendents of Student Achievement</p> | <p>Review and revise current assessment and evaluation policy and procedures.<br/>– continued</p>       | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• stakeholder groups (Elementary/Secondary Principals and Teachers and ETFO, OSSTF) met to develop key considerations for the policy development</li> <li>• Program team will prepare a revised Assessment, Evaluation and Communication Policy before September 2010 for approval</li> <li>• Student Success will assist Teaching and Learning in the development of assessment and evaluation policies</li> <li>• Student Success will be engaged in work with secondary schools around the embedding of assessment into school improvement plans in 2010-11</li> </ul> |
|   |  | <p>Provide support to teachers on diverse and appropriate assessment practices of and for learning.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• this will extend the work done on the future revised policy in 2008-09</li> <li>• supported discussions embedded in implementation process of newly revised curriculum documents</li> <li>• embedded in School Effectiveness Framework Professional Learning Community meetings</li> </ul>  |
|   |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• assessment focus continues to be embedded in School Effectiveness Framework in elementary panel and integrated in secondary where appropriate</li> <li>• math assessment tasks were created and implemented in all elementary schools, providing a model for effective assessment for learning practices</li> <li>• to be further developed once the Ministry Assessment Policy is developed</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility   | Actions   | Timelines        | Status   |
|---|--|---|------------------|--|
| <p><b>1.8 Assessment and Evaluation</b></p> <p>Assessment and evaluation processes guide instructional practices. – continued</p> | <p>Teaching and Learning / Student Success,<br/>Superintendents of Student Achievement</p> | <p>Provide support to teachers on diverse and appropriate assessment practices of and for learning. – continued</p> | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• OSSLC Assessment Tasks revised in the summer of 2008 and implemented by OSSLC teachers 2008-09. OSSLC teachers participated in Moderated Marking (2 days per semester – one in the middle and one at the end) that builds knowledge and understanding of Assessment of Learning and rubrics.</li> <li>• 10 English teachers increased their assessment for learning skills by focusing exclusively on student strengths in writing through Writes of Passage, a Board-wide writing celebration in April 2009</li> <li>• 5 secondary schools volunteered to use OCA (Ontario Comprehension Assessment) in Grade 9 Applied English (9 classes in total). Teachers were trained in administering the OCA, moderated marking and next steps planning. A class profile was completed, and the teacher chose an area of weakness to target and considerable improvement was noted after targeted instruction.</li> <li>• Curriculum Learning and Teaching practices and Assessment and Evaluation to be the two foci for student achievement goals for secondary in 2009-10 aligned with the expected policy</li> </ul> |
|   |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Professional Learning Community for secondary teachers focussed on assessment</li> <li>• in-service delivered to the Canadian and World Studies and Social Sciences and Humanities Program Councils on the development of rich, performance-based, culminating tasks and rubrics</li> <li>• assessment task writing projects undertaken by both the Canadian and World Studies and Social Sciences and Humanities Program Councils; assessment tasks distributed to all secondary schools</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes  | Responsibility  | Actions  | Timelines | Status   |
|---|---|--|-----------|--|
| <p><b>1.8 Assessment and Evaluation</b></p> <p>Assessment and evaluation processes guide instructional practices. – continued</p> | <p>Teaching and Learning / Student Success, Superintendents of Student Achievement</p>          | <p>Provide support to teachers on diverse and appropriate assessment practices of and for learning. – continued</p> <p>Clarify the distinction between assessment of learning, assessment as learning and assessment for learning.</p>                 | 2009-2010 | <ul style="list-style-type: none"> <li>a Differentiated Instruction consultant from Student Success will assist the Teaching and Learning team in supporting teachers in Grades 7-12</li> </ul>  |
|   |   |  | 2007-2008 | <ul style="list-style-type: none"> <li>focused discussions at Secondary Program Council meetings</li> <li>initial discussions embedded in School Effectiveness Framework sessions</li> </ul>   |
|   |   |  | 2008-2009 | <ul style="list-style-type: none"> <li>continued focus on assessment for, of and as learning embedded in School Effectiveness Framework (indicators) in elementary and where appropriate in secondary</li> <li>further support will be put in place after the completion of the Ministry Assessment Policy</li> <li>assessment chosen as one of two as system foci for implementation of the revised SEF in 2009-10</li> </ul>                       |
|   |   |  | 2009-2010 | <ul style="list-style-type: none"> <li>comprehensive coaching program with Dr. Anne Davies</li> <li>3 system-wide change groups are participating in 5 web-based, interactive teleconferences: superintendents of student achievement, system principals and student achievement officers; 15 school principals; coach facilitators and coaches</li> </ul>   |
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.</p>  | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Further focus with schools and teachers on understanding and implementing Differentiated Instruction, Universal Design and Education for All: Report of Expert Panel on Literacy and Numeracy for Students with Special Education Needs (2005).</p> | 2007-2008 | <ul style="list-style-type: none"> <li>conducted Individual Education Plan (IEP) feedback sessions at 6 elementary schools and 4 secondary schools to assist staff with deepening their understanding of using the IEP to reach every student</li> <li>completed special education resource teacher training on Differentiated Instruction, Education For All and effective IEP writing through regular professional development sessions</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions  | Timelines        | Status   |
|--|---|--|------------------|--|
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.</p> | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Further focus with schools and teachers on understanding and implementing Differentiated Instruction, Universal Design and Education for All: Report of Expert Panel on Literacy and Numeracy for Students with Special Education Needs (2005). – continued</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• conducted training at individual schools with staff and students as they received new assistive technology for students with special needs</li> <li>• participated in Ministry consultation sessions to revise Education For All K-6 for secondary schools</li> </ul>   |
|  |   |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• provided training in Differentiated Instruction for all elementary and secondary vice-principals and principals</li> <li>• held DI conference with Karen Hume, using system teachers/support staff to provide conference workshops for teachers, special education resource teachers, student success teachers at elementary and secondary levels</li> <li>• conducted Brigance training for learning and life skills teachers to enhance their assessment skills</li> <li>• provided IEP programming support for a total of 27 schools over past 2 years</li> <li>• conducted training on a wide range of classroom-based assistive technology at individual elementary and secondary schools for classroom teachers, special education resource teachers and support staff</li> </ul> |
|  |   |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• support of all schools to continue to broaden our perspectives regarding inclusion, equity and diversity</li> <li>• developing partnership with English Language Learner supports to address the growing number of students with combined ELL and Special Education needs</li> <li>• participated in Ministry consultation sessions to revise Individual Education Plan (IEP) – A Resource Guide, 2004</li> <li>• 1 day of training for special education resource teachers – Brigance Assessment, new SERT orientation, Assistive Technology, IEP processes</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions  | Timelines        | Status   |
|--|---|--|------------------|--|
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.<br/>– continued</p> | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Further focus with schools and teachers on understanding and implementing Differentiated Instruction, Universal Design and Education for All: Report of Expert Panel on Literacy and Numeracy for Students with Special Education Needs (2005).<br/>– continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• 2 additional days of IEP training and new SERT orientation</li> <li>• 27 schools received IEP workshops and/or individual teacher consultation</li> <li>• refinement of a variety of special education documents to support schools to be more independent in addressing special education needs, i.e. development of the Revised Special Education Resource Manual, assessment checklists, IEP Toolkit, process templates, etc.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• provided PD for all Elementary Special Education Resource Teachers in the use of Ministry, Specialized Equipment Allotment (SEA) and other software to support teachers to help students to be more independent in classrooms</li> <li>• integrated Special Education EQAO support into regional Assessment/EQAO days for all Grade 3 and 6 teachers</li> <li>• preliminary planning (for 2010-11) to develop a stronger model of integrated services through Instructional Leadership Facilitators, Speech and Language, Psychological Services and Social Work Services</li> <li>• collaboration to support NTIP teachers to provide more effective Special Education programs</li> <li>• 4 days of in-service to Secondary Special Education Heads</li> </ul> |
|  |   | <p>Provide supports to schools for enhanced Applied Behaviour Analysis (ABA) strategies for students with Autism Spectrum Disorder.</p>  | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• provided 2 days of intensive training for special education resource teachers, classroom teachers and support staff working with students with Autism in conjunction with the Geneva Centre and Kinark School Support program</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions   | Timelines        | Status  |
|--|---|---|------------------|---|
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.<br/>– continued</p> | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Provide supports to schools for enhanced Applied Behaviour Analysis (ABA) strategies for students with Autism Spectrum Disorder. – continued</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• conducted IEP training sessions for administrators and special education resource teachers on Applied Behaviour Analysis and IEP connections</li> <li>• revised Additional Qualifications courses and Autism Institutes to reflect Applied Behaviour Analysis strategies</li> <li>• trained speech, psychology, attendance and counselling staff and itinerant teachers on Applied Behaviour Analysis strategies</li> </ul>  |
|  |   |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• provided ABA institutes after school for teachers and support staff</li> <li>• trained student behaviour support officers through an international conference</li> <li>• hired and trained 9 behaviour support assistants to assist teachers and support staff in application of ABA principles and strategies</li> <li>• provided ongoing professional development sessions in all areas of the Board for all teaching staff and individually to school teams where required</li> <li>• conducted IEP workshops for all principals regionally</li> <li>• conducted IEP and DI workshops for all special education resource teachers in every school</li> <li>• provided 3 days of ABA training for learning and life skills teachers, special education resource teachers, education assistants/child and youth workers in consultation with Kinark School Support Program</li> </ul> |
|  |   |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• utilizing ministry funds under the ABA Project Agreement (Master TP), provided ABA conference for all schools with school teams consisting of special education resource teachers, classroom teachers and student success teachers in consultation with Kinark School Support Program</li> <li>• hired an ABA Co-ordinator</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions   | Timelines        | Status  |
|--|---|---|------------------|---|
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.<br/>– continued</p> | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Provide supports to schools for enhanced Applied Behaviour Analysis (ABA) strategies for students with Autism Spectrum Disorder. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• implemented monthly meetings of regional Autism Spectrum Disorder (ASD) teams comprised of KPR staff and Kinark School Support Program (SSP) Consultants to ensure appropriate level of support and best practice in individual cases and schools</li> <li>• created and implemented Connections for Students protocol</li> <li>• created a Connections for Students Resource Binder for all principals/schools</li> <li>• provided ASD Institute after school to teachers and support staff</li> <li>• began transition planning with SSP Consultants in anticipation of their change in mandate</li> </ul>   |
|  |   | <p>Community Collaborations and compliance with PPM 149</p>   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• reviewed existing KPRDSB policies and regulations regarding service collaborations between the school board and external agencies</li> <li>• committee was struck in compliance with PPM 149 to establish a protocol for establishing partnerships with agencies that provide regulated health services within schools</li> <li>• Administrative Regulations ES-3.8.3 and ES-3.8.4 outlining guidelines for collaborative agreements with external agencies to provide student services (regulated and non-regulated) and third party personal support workers were written and published</li> <li>• resource guide for principles “Working Collaboratively with Our Community Partners” was created and presented to administrators</li> <li>• guidelines for establishing community partnerships was presented to SEAC and at 3 public meetings for community service providers</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 1. Student Achievement

| Outcomes   | Responsibility  | Actions   | Timelines        | Status   |
|--|---|---|------------------|--|
| <p><b>1.9 Special Education</b></p> <p>All teachers reach every student.<br/>– continued</p> | <p>Teaching and Learning, and Principal Assistant to the Superintendent – Special Education</p> | <p>Community Collaborations and compliance with PPM 149<br/>– continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• information regarding community collaborations is posted on Board website</li> <li>• Board level Supplemental Student Services Committee is established to review community agency requests to work collaboratively in KPR schools</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility   | Actions  | Timelines | Status  |           |   |
|--|--|--|-----------|---|-----------|---|
| <p><b>2.1 Safe Schools</b></p> <p>(a) Public confidence in our schools as safe, caring and restorative environments is enhanced.</p> <p>The number of incidents that lead to suspension in schools are reduced by 10%.</p> | <p>Superintendent – Safe, Caring and Restorative Schools, and Superintendents of Student Achievement</p> | <p>Implement suspension / expulsion policies and programs.</p> | 2007-2008 | <ul style="list-style-type: none"> <li>completed in February 2008</li> </ul>  |           |   |
|  |  |  | 2009      | <ul style="list-style-type: none"> <li>reviewed and began revisions to policy and regulations as per Ministry directives June 2009</li> <li>draft revisions prepared</li> <li>completed mandatory training</li> </ul> |           |   |
|  |  |  | 2009-2010 | <ul style="list-style-type: none"> <li>Ministry requirements for Bill 157 in place</li> <li>expelled student protocol developed for school administrators</li> </ul>  |           |   |
|  |  |  |           | <p>Review service delivery and partnerships.</p>  | 2008-2009 | <ul style="list-style-type: none"> <li>completed in April 2009</li> </ul>   |
|  |  |  |           | <p>Deliver non-academic programming to expelled students through Board personnel.</p>   | 2008-2009 | <ul style="list-style-type: none"> <li>personnel in place and monitored</li> </ul>  |
|  |  |  |           |   | 2009-2010 | <ul style="list-style-type: none"> <li>developed protocols for schools and staff for referral procedures</li> <li>non-academic program being monitored by Board personnel and delivered by Board personnel and partner agencies as appropriate</li> </ul>   |
|  |  |  |           | <p>Enhance progressive discipline culture.</p>  | 2008-2009 | <ul style="list-style-type: none"> <li>underway in all schools</li> <li>admin. in-service planned for January 2009</li> </ul>   |
|  |  |  |           |   | 2009-2010 | <ul style="list-style-type: none"> <li>draft revisions to policy</li> <li>in-service/training to school teams</li> <li>revisions to policy are complete</li> </ul>  |
|  |  |  |           | <p>Enhance Bullying Prevention and Anti-Discrimination programs in all schools.</p>   | 2007-2008 | <ul style="list-style-type: none"> <li>underway – in-service, teacher release for the development of anti-bullying strategies, resources provided from Ontario Teachers' Federation and Centre for Addiction and Mental Health (CAMH)</li> <li>school safety teams formed</li> <li>hate-crime in-service (admin.) and assemblies (Peterborough secondary), spring 2008</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility   | Actions   | Timelines   | Status   |
|--|--|---|---|--|
| <p><b>2.1 Safe Schools</b></p> <p>(a) Public confidence in our schools as safe, caring and restorative environments is enhanced.</p> <p>The number of incidents that lead to suspension in schools are reduced by 10%.<br/>– continued</p> | <p>Superintendent – Safe, Caring and Restorative Schools, and Superintendents of Student Achievement</p> | <p>Enhance Bullying Prevention and Anti-Discrimination programs in all schools.<br/>– continued</p> | <p>2008-2009</p>  | <ul style="list-style-type: none"> <li>• superintendents of student achievement support anti-bullying initiatives</li> <li>• revised and updated Workplace Harassment Policy (HR-4.2)</li> <li>• developed capacity and confidence within system to address gender-based violence, homophobia, harassment and discrimination via professional development to school administrators, school equity contacts, staff</li> <li>• implemented Report Bullying weblink from kprschools.ca in November 2008</li> <li>• Safe, Caring and Restorative School teams or sub-committees formed in schools to review school safety issues</li> <li>• initial development of a Board-wide survey to assess climate in schools</li> </ul> |
|  |  |   | <p>2008-2011</p>  | <ul style="list-style-type: none"> <li>• Circle Training – Grade 7/8/9 Curriculum Development</li> </ul>   |
|  |  |   | <p>2009-2010</p>  | <ul style="list-style-type: none"> <li>• promoted Report Bullying weblink once again through all school websites, forwarded all reports directly to appropriate principals for follow-up</li> <li>• publicized schools' participation in Week Without Violence October 11-17, Bullying Awareness Week November 15-21, and the Day of Pink April 14</li> </ul>  |
|  |  |   | <ul style="list-style-type: none"> <li>• Safe Schools secondary student survey (web-based) is ready for October 2010 implementation</li> <li>• Safe Schools elementary student survey (web-based) is under development for 2011 implementation</li> </ul> |  |
|  |  |   | <p>2007-2008</p>  | <ul style="list-style-type: none"> <li>• all schools except one are now trained in restorative practice as of June 2008</li> </ul>   |
|  |  |   | <p>2008-2009</p>  | <ul style="list-style-type: none"> <li>• completed</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                 | Actions  | Timelines        | Status   |
|--|--------------------------------|--|------------------|--|
| <p><b>2.1 Safe Schools</b></p> <p>(b) Safe working and learning environments are enhanced.</p> | <p>Human Resource Services</p> | <p>Promote student, staff and public awareness of health and safety practices.</p> | <p>2008-2011</p> | <ul style="list-style-type: none"> <li>the implementation of the Safety First awareness campaign, September 2007</li> <li>developed and distributed new parent information brochures on safe, caring and restorative schools; bullying; suspensions and expulsions</li> </ul>  |
|  |                                |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>updated Terms of Reference for Health and Safety Committees</li> </ul>  |
|  |                                |  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>develop procedures to comply with Bill 168 – Violence and Harassment in the Workplace</li> <li>training on Bill 157 Safe Schools PPM 144 and 145 conducted in December 2009</li> <li>together with PVNCCDSB, local police services, community partner agencies and the OPP provincial Threat Assessment Unit, drafted a Community Threat Assessment Protocol for collaboratively identifying, and implementing intervention plans for, students at high risk of serious violence</li> <li>trained all secondary principals, senior administration, several staff representatives and community agency/police representatives in Level 1 Threat Assessment</li> <li>trained principals and vice-principals in new lockdown terminology recommended by the Ontario government and Ontario Association of Chiefs of Police (“Hold and Secure”, “Shelter in Place”, “Lockdown”)</li> <li>worked with local police services, community partners and schools (Adam Scott CVI, Port Hope HS) to build and launch two impaired driving simulator vehicles, which will begin touring schools and public events in fall 2010</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes  | Responsibility                 | Actions  | Timelines        | Status   |
|---|--------------------------------|--|------------------|--|
| <p><b>2.1 Safe Schools</b></p> <p>(b) Safe working and learning environments are enhanced.<br/>– continued</p>                | <p>Human Resource Services</p> | <p>Promote student, staff and public awareness of health and safety practices. – continued</p>                         | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>worked with Student Transportation Services of Central Ontario (STSCO) to produce a brochure for parents of primary students on responsibilities for supervision of students at bus stops</li> </ul>  |
| <p><b>2.2 Leadership Development</b></p> <p>Sustainable succession planning is evident at all levels of the organization.</p> | <p>Teaching and Learning</p>   | <p>Refine selection process to include broader aspects of candidate suitability, including emotional intelligence.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>the selection process for spring 2008 was revised to include an Emotional Intelligence 360 survey tool, job visits for secondary principal candidates and a new Candidate Assessment Report that is aligned with the new Ministry Leadership Framework</li> <li>completed</li> </ul>  |
|   |                                | <p>Update Principal and Vice-principal Evaluations to align with new regulations.</p>                                  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>principal and vice-principal evaluations updated in 2008-09 to reflect the leadership framework and the revised selection and promotion process expected from the Ministry in fall 2008</li> <li>Director participated on behalf of Council of Directors of Education (CODE) in consultation on the Ministry document that will be released to the province in the spring of 2009</li> <li>new principal/vice-principal appraisal process documentation received from the Ministry in January 2009</li> <li>in-service for senior administration, principals and vice-principals to begin in spring 2009</li> <li>Principal/Vice-principal Mentorship Program beginning in fall 2008 is reflective of new Ministry expectations and guidelines</li> <li>principal/vice-principal appraisal process introduced at June 2009 Principals' Meeting</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes  | Responsibility                                   | Actions  | Timelines        | Status  |
|---|--|--|------------------|---|
| <p><b>2.2 Leadership Development</b></p> <p>Sustainable succession planning is evident at all levels of the organization. – continued</p> | <p>Teaching and Learning</p>                     | <p>Update Principal and Vice-principal Evaluations to align with new regulations.<br/>– continued</p>        | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• implementing a Succession Plan under the Ontario Leadership Institute, with a view to the Leadership Development Strategy for the Board</li> <li>• developing an integrated unit for all Leadership programs</li> </ul>  |
|   |  | <p>Update Supervisory Officer Evaluations to align with new regulations.</p>                                 | <p>2010-2011</p> | <ul style="list-style-type: none"> <li>• the evaluations for 2008-09 are planned to conform with the new Ontario Leadership Institute document when it is released – current processes will be retained until then</li> </ul>   |
| <p><b>2.3 Character Development</b></p> <p>Character development permeates school and work environments.</p>                              | <p>Director and Equity and Diversity Advisor</p> | <p>Identify and communicate common strengths among existing programs that support character development.</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• provided Program Review Committee, Special Education Advisory Committee, Advisory Committee on Native Issues, Equity and Diversity Committee members with overview regarding relationship between Character Development and principles related to equity, valuing diversity and inclusion, September 2007</li> <li>• distributed posters depicting Character Development continuum to all schools, fall 2007</li> <li>• distributed Character Development flyers to all JK/SK students, winter 2008</li> <li>• liaised with Inclusive Schools project, Student Success, Safe Schools (Restorative Practice) and NQI to identify common strengths, ongoing</li> <li>• conducted Character Development/Equity focus group strengths, weaknesses, future opportunities, May 2008</li> <li>• Ministry release of support document pending</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                                   | Actions  | Timelines  | Status   |
|--|--|--|--|--|
| <p><b>2.3 Character Development</b></p> <p>Character development permeates school and work environments. – continued</p> | <p>Director and Equity and Diversity Advisor</p> | <p>Identify and communicate common strengths among existing programs that support character development.<br/>– continued</p>   | <p>2008-2009</p>   | <ul style="list-style-type: none"> <li>• documents released and professional development provided to principals re the two new Character documents</li> <li>• Ministry-created support documents distributed to all school administrators</li> <li>• fostered infusion of character development programming into environmental and restorative practices programming via participation in regional character development forum</li> <li>• provided seed funding to support school-based character development projects within elementary and secondary schools</li> </ul>  |
|  |  | <p>2009-2010</p>   | <ul style="list-style-type: none"> <li>• developed school culture survey for secondary students, implementation set for spring 2010</li> </ul> |  |
|  |  | <p>Provide opportunities for enhanced school/workplace engagement with the principles of global citizenship, environmental stewardship and social justice as outlined in the Character Development Guidelines.</p> | <p>2007-2008</p>   | <ul style="list-style-type: none"> <li>• supported schools taking on environmental issues and initiatives through Manager of Environment and Energy</li> <li>• completed and provided awareness on new Energy and Environmental Policy/Regulations setting new Board directions toward environmental stewardship</li> <li>• planned conference for school champions in elementary and secondary schools to launch Energy and Environment school programs (June 2008)</li> <li>• conducting more specific bench marking for Board/school utilities usage to improve efficiencies</li> <li>• developed training modules for school custodians to improve building operational efficiencies</li> <li>• established Green Clean team of representative members to review and trial cleaning products which are more environmentally friendly</li> <li>• promoted and engaged staff, student and parent participation in global Earth Hour initiative, using technology to minimize the carbon footprint</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                                   | Actions  | Timelines        | Status  |
|--|--|--|------------------|---|
| <p><b>2.3 Character Development</b></p> <p>Character development permeates school and work environments. – continued</p> | <p>Director and Equity and Diversity Advisor</p> | <p>Provide opportunities for enhanced school/workplace engagement with the principles of global citizenship, environmental stewardship and social justice as outlined in the Character Development Guidelines. – continued</p> | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• piloted student agendas with content related to character development and equity and diversity, 2007-08</li> <li>• distributed quarterly newsletter, the RAPPORT and Equity and Diversity Calendar throughout system, 2007-08</li> <li>• provided human rights educational workshops to new teachers, education assistants/child and youth workers, various Professional Learning Communities, 2007-08</li> </ul>  |
|  |  |  | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• equity contacts established for every school with the Equity and Diversity Committee</li> <li>• secondary schools participated in the survey on homophobia from the University of Winnipeg</li> <li>• dolls representing diverse ethnic communities and disabilities distributed to all JK/SK classes along with support materials, fall 2008</li> <li>• Equity, Diversity and Inclusion policy revised, fall 2008</li> <li>• identified equity contacts at all school sites, fall 2008</li> <li>• completed Annual Accessibility Plan, fall 2008</li> <li>• developed capacity of teacher-librarians to identify, select and support the use of equity-related educational materials through professional development, spring 2009</li> <li>• ongoing monitoring and implementation of legislated accessibility standards (i.e. <u>Accessibility for Ontarians with Disabilities Act [AODA], 2005</u>)</li> <li>• encouraged student, staff, community participation in Earth Hour in March 2009, almost quadrupling the number of participants registered with KPR to a total of 4,029</li> <li>• planned for the inclusion of an accessibility officer in the board budget deliberations for 2009-10</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                                   | Actions   | Timelines        | Status   |
|--|--|---|------------------|--|
| <p><b>2.3 Character Development</b></p> <p>Character development permeates school and work environments. – continued</p> | <p>Director and Equity and Diversity Advisor</p> | <p>Provide opportunities for enhanced school/workplace engagement with the principles of global citizenship, environmental stewardship and social justice as outlined in the Character Development Guidelines. – continued</p>  | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• developed new brochures on Equity and Diversity, Character Education, and Accessibility, for review by Equity and Diversity Committee</li> <li>• conducted AODA Customer Service Training for all staff in fall 2009</li> <li>• conducted Equity, Diversity and Inclusion Training for school teams, fall 2009</li> <li>• launched e-version of Equity and Diversity Calendar including links to educational materials</li> </ul> |
|  | <p>Principals</p>                                | <p>Embed student leadership development opportunities in school cultures.</p>   | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• two Peterborough secondary schools formed the LINK Crew program, a mentoring program to assist Grade 9 students and build leadership skills in a wide cadre of Grade 10, 11 and 12 students to complement the program already in two Northumberland schools</li> <li>• Director conducted focus groups with students to highlight student voice/leadership in 12 of 16 secondary schools with report to Board in June</li> </ul>  |
|  | <p>2008-2009</p>                                 | <ul style="list-style-type: none"> <li>• students from Clarington participated in the Minister’s forum on Student Voice</li> <li>• Equity and Diversity Committee collaborated with Student Leadership Group to identify theme for 2009-10 Equity and Diversity Calendar and Leadership Conferences, fall 2008</li> </ul> |                  |  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                       | Actions  | Timelines | Status  |
|--|--------------------------------------|--|-----------|---|
| <p><b>2.3 Character Development</b></p> <p>Character development permeates school and work environments. – continued</p> | Principals                           | Embed student leadership development opportunities in school cultures. – continued   | 2008-2009 | <ul style="list-style-type: none"> <li>• presentations re: bullying, harassment, human rights and hate crimes ongoing in elementary and secondary schools, fall 2008</li> <li>• co-ordinated annual Equity and Diversity Gala, featuring student artwork, May 2009</li> <li>• Student Leadership conferences successfully held under the theme “if you only knew me, you would know that....”</li> </ul>  |
| <p><b>2.4 Non-academic Needs of All Students are Supported</b></p>   | Senior Administration and Principals | Enhance and develop sustainable partnerships with community agencies to provide support for the social-emotional, and mental health needs of students. | 2007-2011 | <ul style="list-style-type: none"> <li>• ongoing – partnerships with the John Howard Society in Peterborough and Bowmanville, and Rebound Child and Youth Services in Northumberland have been formed for the support of students on long-term suspension and expulsion</li> <li>• begun to meet with agencies and partner boards in support of a Ministry initiative to break down silos</li> </ul>  |
|  |                                      |  | 2008-2009 | <ul style="list-style-type: none"> <li>• efforts continue to support cross-ministerial communication</li> </ul>   |
|  |                                      |  | 2009-2010 | <ul style="list-style-type: none"> <li>• Worked in partnership with multiple agencies to develop, implement and provide a full-time education and social support program for students age 13 to 21 who are parents. The program is housed at Cobourg District Collegiate Institute East and provides on-site child minding and individually developed education programs. Partners include the Haliburton Kawartha Pine Ridge District Health Unit (HKPR), the YMCA Early Years, Alpha House, and the United Way. Funding for three years was obtained via a successful Trillium Grant application.</li> <li>• co-sponsored presentations for parents on teen risk behaviour/opioid use, with fellow Peterborough Drug Strategy Task Force members, during fall 2009</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                              | Actions   | Timelines        | Status   |
|--|---|---|------------------|--|
| <p><b>2.4 Non-academic Needs of All Students are Supported</b></p> | <p>Senior Administration and Principals</p> | <p>Enhance and develop sustainable partnerships with community agencies to provide support for the social-emotional, and mental health needs of students. – continued</p> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• in partnership with the Northumberland Drug Action Committee, co-planned a workshop for professionals on building resiliency in complex children and youth (workshop delayed to spring 2010)</li> <li>• reviewed partnership commitment with John Howard Society, Peterborough, relative to suspended/expelled student program</li> </ul> |
|  |   | <p>Advocate with community partners for improved services and equitable access.</p>   | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• meeting with Durham Regional Councillor and Social Services regarding the provision of services to the Municipality of Clarington, April and June 2008</li> </ul>   |
|  |   |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>• supported John Howard Society Peterborough with federal grant application</li> <li>• consulted with community agencies re: 3-5yr KPR Equity Implementation Plan</li> </ul>  |
|  |   |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• joined as a partner with the John Howard Society in Clarington to submit an application for a Trillium Foundation Grant to establish a Teen Mothers program in Clarington</li> </ul>  |
|  |   | <p>Ensure that all students have access to information about available community support services.</p>  | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>• a document on Community Support Agencies was developed and distributed to all KPR schools in spring 2008</li> <li>• participated with surrounding boards and agencies in Student Leadership Support initiative for Ministry funding</li> </ul>  |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                               | Actions   | Timelines        | Status  |
|--|--|---|------------------|---|
| <p><b>2.5 Healthy Lifestyles</b></p> <p>Students have healthier and more active school days.</p> | <p>Teaching and Learning, and Operations</p> | <p>Establish and implement a nutrition policy.</p>                                | <p>2007-2008</p> | <ul style="list-style-type: none"> <li>collected research and prepared preliminary draft being prepared for fall 2008 consultation process</li> <li>participated in discussion with health unit liaisons to facilitate relationships to encourage nutrition improvements and conducted presentations at schools to promote health unit resources available to teachers</li> </ul>   |
|  |  |   | <p>2008-2009</p> | <ul style="list-style-type: none"> <li>new Nutrition policy presented to Program Review Committee for consideration – November 2008 and January 2009</li> <li>draft policy sent to system for input and feedback</li> <li>consultation process online, closed May 15, 2009</li> <li>feedback from: over 380 individual and stakeholder groups, delegations to Program Review Committee and Board, and Trustee-School Council Dialogue</li> <li>revised draft Nutrition Policy approved at June 9 Program Review Committee for Board consideration, June 18</li> <li>currently postponed by Board motion; awaiting Ministry direction</li> <li>discussions taking place with cafeteria suppliers to access potential impact of cafeteria food offerings</li> </ul> |
|  |  |   | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>new Instructional Leadership Consultant for Health and Physical Education, JK-12 hired</li> <li>awaiting release of new Nutrition policy</li> </ul>  |
|  |  | <p>Ensure enhanced healthy nutritional choices and quality physical activity.</p> | <p>2007-2011</p> | <ul style="list-style-type: none"> <li>applied Ministry funding to provision of daily physical activity materials to each elementary school</li> <li>provided each secondary school with \$1,000 funding to engage students to participate in healthier living choices</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 2. Personal Development

| Outcomes   | Responsibility                               | Actions  | Timelines  | Status  |
|--|--|--|--|---|
| <p><b>2.5 Healthy Lifestyles</b></p> <p>Students have healthier and more active school days. – continued</p> | <p>Teaching and Learning, and Operations</p> | <p>Ensure enhanced healthy nutritional choices and quality physical activity. – continued</p>              | <p>2008-2009</p>   | <ul style="list-style-type: none"> <li>• Ontario Physical and Health Education Association (OPHEA) training and support services subscription offers activity cards to each elementary teacher to support daily physical activity</li> <li>• each secondary school used \$1,000 funding to engage students to participate in healthier living choices</li> </ul>  |
|  |  | <p>2009-2010</p>   | <ul style="list-style-type: none"> <li>• Ontario Physical and Health Education Association (OPHEA) resources made available to schools</li> <li>• all schools provided with the resources necessary to achieve Healthy School status with the Ministry</li> </ul>  |   |
|  |  | <p>Encourage a transition from the use of static playground equipment to active playground activities.</p> | <p>2007-2011</p>   | <ul style="list-style-type: none"> <li>• provided every elementary school with a CD resource of alternatives to static playground equipment including websites to visit for alternative resources</li> <li>• conducted Ontario Physical and Health Education Association workshops to K-8 teachers to support them in developing daily physical activities and provided Daily Physical Activity kits containing \$300 of equipment to facilitate quality daily physical activity</li> </ul> |
|  |  | <p>2008-2009</p>   | <ul style="list-style-type: none"> <li>• Daily Physical Activity kits valuing \$400 provide each elementary school with equipment that facilitates quality daily physical activity</li> <li>• OPHEA training and support services subscription offers a DVD resource to each elementary teacher to support daily physical activity with visual demonstrations of quality activities</li> </ul> |   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 3. Quality and Accountability

| Outcomes  | Responsibility  | Actions  | Timelines  | Status  |
|---|---|--|--|---|
| <b>3.1 Culture of Excellence</b><br><br>(a) Education Centre achieves Level 2 certification from the National Quality Institute (NQI).<br><br><br><br><br><br><br><br><br><br>(b) There is increased participation of schools in NQI program. | Superintendent, Human Resource Services   | Achieve Level 2 NQI accreditation for all Education Centre departments.                                      | June 2010  | <ul style="list-style-type: none"> <li>conducted internal review for Level 2 readiness, May 2008</li> <li>established needs for 2008-09</li> </ul>  |
|   |   |  | 2008-2009  | <ul style="list-style-type: none"> <li>Senior Managers developed plan for Level 2 August 2010</li> </ul>  |
|   |   |  | 2009-2010  | <ul style="list-style-type: none"> <li>training planned for spring 2010</li> <li>Culture of Excellence Communications and Customer Service Work Groups will implement standards in both areas</li> </ul>  |
|   |   |  |  | <ul style="list-style-type: none"> <li>preparation is underway for Level 2 certification</li> </ul>   |
|   | Assess and evaluate the viability of pursuing Level 3 for all Education Centre departments. | 2010-2011  | <ul style="list-style-type: none"> <li>will follow August 2010 assessment</li> </ul> |   |
|   | Human Resource Services and Superintendents of Student Achievement                          | Promote and support participation of schools in NQI accreditation as part of the School Improvement process. | 2007-2011  | <ul style="list-style-type: none"> <li>worked with Teaching and Learning principals in the Education Centre to examine integration with effective schools framework</li> <li>continuing to support 6 participating schools</li> <li>superintendents of student achievement continue to support the implementation of participating schools</li> </ul> |
|   |   |  | 2009-2010  | <ul style="list-style-type: none"> <li>assist Teaching and Learning with process reviews in several central areas</li> </ul>  |
| <b>3.2 Community Partnerships</b><br><br>KPR values and supports community partnerships.  | Senior Administration   | Establish and build protocols with community agencies.   | 2007-2011  | <ul style="list-style-type: none"> <li>work begun collaboratively with a cross Board, cross agency initiative is continuing</li> </ul>  |
|   |   |  | 2009-2010  | <ul style="list-style-type: none"> <li>Community Outreach Officer hired to further enhance and develop community partnerships and increase community use of Board facilities</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 3. Quality and Accountability

| Outcomes  | Responsibility        | Actions  | Timelines | Status  |
|---|-----------------------|--|-----------|---|
| <b>3.2 Community Partnerships</b><br><br>KPR values and supports community partnerships.<br>– continued | Senior Administration | Establish and build protocols with community agencies.<br>– continued  | 2009-2010 | <ul style="list-style-type: none"> <li>Board Policy No. B-8.3, Facility Partnerships, has been established and posted on the KPR website, with emphasis on strengthening relations with community partners with respect to use of Board facilities</li> <li>initial community meeting to take place in August 2010</li> </ul>   |
|   |                       | Provide school councils with resources to meet their stated needs and to help them better understand their roles and responsibilities. | 2007-2008 | <ul style="list-style-type: none"> <li>provided school councils with CD of alternatives to playground equipment</li> <li>distributed School Council Reference brochure to all councils in fall 2007</li> <li>created new FirstClass e-mail conference for school council chairperson communications in winter 2008</li> </ul>   |
|   |                       |  | 2008-2009 | <ul style="list-style-type: none"> <li>provided funding to school councils to encourage participation and growth in membership</li> </ul>   |
|   |                       | Through the Parent Involvement Committee (PIC), foster accountability and engage more parents in their children's education.           | 2007-2008 | <ul style="list-style-type: none"> <li>continued volunteer recruitment and recognition initiatives year-round</li> <li>with the Special Education Advisory Committee produced a brochure for parents on SEAC's role and efforts to ensure excellence and accountability</li> <li>distributed Parent Involvement booklet to all families in fall 2007</li> <li>received funding for and implemented Parent Internet Safety Awareness Project in spring 2008</li> </ul> |
|   |                       |  | 2008-2009 | <ul style="list-style-type: none"> <li>PIC provided funding for regional project for the 2008-09 year</li> <li>successful Parent Conference in October 2008</li> </ul>  |
|   |                       |  | 2009-2010 | <ul style="list-style-type: none"> <li>PIC developed Parent Survey to gather data to reduce barriers to involvement</li> <li>Parent Involvement booklet distributed to new Kindergarten families</li> <li>successful Parents' Conference in October 2009</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 3. Quality and Accountability

| Outcomes  | Responsibility                                  | Actions   | Timelines  | Status  |
|---|---|---|--|---|
| <p><b>3.2 Community Partnerships</b></p> <p>KPR values and supports community partnerships.<br/>– continued</p> | Superintendent, Operations                      | Support the Ministry direction to provide improved access to social services through the Student Support Leadership initiative. | 2008-2011  | <ul style="list-style-type: none"> <li>consultation is underway</li> <li>stakeholder survey completed in June 2009</li> <li>Dr. Brien Desbiens is the lead consultant, with Five Counties Children’s Services acting as the lead agency</li> <li>a report is expected in the spring 2010</li> </ul>   |
| <p><b>3.3 Transportation</b></p> <p>Transportation services support the programming needs of students.</p>      | Superintendent, Business and Corporate Services | Embed transportation considerations in the development of programs.   | 2007-2008  | <ul style="list-style-type: none"> <li>as new programs are discussed, transportation will be considered with respect to cost and program access</li> </ul>  |
|   |   |   | 2008-2009  | <ul style="list-style-type: none"> <li>when new specialized programs are offered, consideration is now given to making them available to students outside local school boundaries; need for transportation is assessed based on program interest</li> <li>program interest survey completed and, where needed, adjustments to transportation to improve program access has been made</li> </ul> |
|   |   | 2007-2008   | Review the walking distance component of the Transportation Policy in conjunction with Student Transportation Services of Central Ontario (STSCO). | <ul style="list-style-type: none"> <li>in conjunction with Enhanced Funding received from the Ministry of Education, walk distance policy was reviewed along with other program transportation considerations in spring 2008</li> </ul>   |
|   |   | 2008-2009   |  | <ul style="list-style-type: none"> <li>walking distance components of the Transportation Policy continue to be monitored on an ongoing basis</li> </ul>   |
|   |   | 2009-2010   |  | <ul style="list-style-type: none"> <li>transportation eligibility for students in Grades 1 to 3 was reviewed by the Board and it was determined that no change to policy would be made</li> </ul>   |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 3. Quality and Accountability

| Outcomes  | Responsibility  | Actions   | Timelines | Status   |
|---|---|---|-----------|--|
| <b>3.3 Transportation</b><br><br>Transportation services support the programming needs of students. – continued   | Superintendent,<br>Business and<br>Corporate Services | Establish and implement a framework for equitable access to regional programs.      | 2007-2008 | <ul style="list-style-type: none"> <li>created plan to analyze the accessibility to specialized programs for 2008-09</li> </ul>  |
|   |   |   | 2008-2009 | <ul style="list-style-type: none"> <li>student survey created to learn of student interest to attend programs in other than their home school for dissemination early in 2009</li> <li>transportation service was added for certain programs</li> <li>developed process for determining interest in special programs and assess possible transportation that will be shared with trustees prior to budget deliberations</li> </ul>           |
| <b>3.4 Evidence-based Decision-Making</b><br><br>Data is effectively collected and managed.<br><br>Data is consistently used to inform decision-making. | Director  | Establish an information management role to support organizational decision-making. | 2007-2008 | <ul style="list-style-type: none"> <li>this evolution of the MISA role was created and included in budget deliberations</li> </ul>   |
|   |   |   | 2008-2009 | <ul style="list-style-type: none"> <li>hired Information Officer/Data Leader, October 2008</li> <li>initiated work on Privacy and Information Management initiative</li> <li>access provided to all superintendents of Board, school and student level data reports</li> </ul>   |
|   |   | Continue development of data management systems.                                    | 2007-2008 | <ul style="list-style-type: none"> <li>increased use of data and improvement in data accuracy through ON SIS training and support throughout the year</li> </ul>   |
|   |   |   | 2008-2009 | <ul style="list-style-type: none"> <li>attended the provincial roll out of the Privacy and Information Management (PIM) document and established a Board team to plan implementation</li> <li>initial survey of information management practices with respect to PIM completed</li> <li>inventory of data sources and role-specific access requirements underway</li> <li>completed and implemented Data Warehouse, December 2008</li> </ul> |

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

AREAS OF EMPHASIS 2007-2011

Area of Emphasis: 3. Quality and Accountability

| Outcomes   | Responsibility  | Actions   | Timelines | Status  |
|--|-----------------|---|-----------|---|
| <p><b>3.4 Evidence-based Decision-Making</b></p> <p>Data is effectively collected and managed.</p> <p>Data is consistently used to inform decision-making. – continued</p> | <p>Director</p> | <p>Continue development of data management systems.<br/>– continued</p> |           | <ul style="list-style-type: none"> <li>• continued expansion of Data Collection System</li> <li>• initiated training for principals on use of data management systems</li> <li>• first round of training for administrative staff completed</li> <li>• initiated use of Data Warehouse reports for student transitions</li> </ul> |