

SYSTEM GOAL - SUCCESS FOR EACH STUDENT

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student.

SUCCESS FOR EACH STUDENT ACTION PLAN 1 **RESPONSIBILITY:** We have a sense of duty to fulfill commitments. We take ownership for our own thoughts and actions. We are reliable and accountable in our words and actions.

Set high expectations for teaching and learning through the implementation of evidence-informed instructional practices.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
<p>1. Continue implementation of the 2010 Board Student Achievement Improvement Plan, Kindergarten to Grade 12, which includes S.M.A.R.T. (specific, measurable, attainable, realistic and timely) goals in the areas of:</p> <p>a. Literacy - reading for meaning and non-fiction writing.</p> <p>b. Numeracy - mathematical processes.</p> <p>c. Pathways - improvement in achievement and pass rates for Grade 7 & 8 History/Geography, Grade 9 Applied Geography and Grade 10 Civics.</p> <p>d. Community, Culture and Caring - increased access and use of assistive technology for students with</p>	<p>T. FitzGibbon C. DeMille K. Manderville C. Portt J. Robb M. Norton A. Harvey</p>	<p>Sept. 2010 – December 2010</p>	<p>OFIP funding</p> <p>EPO Student Success funding</p> <p>Special Education funding for Premier</p> <p>MISA funding</p> <p>Central funding</p>	<ul style="list-style-type: none"> All teachers demonstrate the use of research based instructional strategies as identified in the 2010 Board Student Achievement Improvement Plan and School Student Achievement Improvement Plan. Fall 2010 superintendent visits focus on research based instructional strategies indicated in the 2010 Board Student Achievement Improvement Plan and the review cycle. Fall 2010 School Visit Template developed to gather information related to implementation of research based instructional strategies – results to be analyzed Dec. 2010 School teams inform superintendents of school progress during school visits. Fall 2010 School Visit Template developed to gather information related to implementation of research based instructional strategies – results to be analyzed Dec. 2010. School Self Assessment Summaries K-12 completed by November 2010. Elementary/Secondary Schools completed Component One: Assessment for and as Learning and one other Component of choice November 2010 All schools using the School Self Assessment Summary 	<p>Reading literacy By December 2010, students will independently apply higher order thinking to construct deeper meaning from text or other information sources with an improvement of between 7% and 10% as measured by EQAO. OSSLT Reading: Implicit 5% increase. Primary EQAO: Reading for Meaning – 47% to 56% Overall – 46% to 51% Junior EQAO: Reading for Meaning – 66% to 68% Overall – 62% to 65% OSSLT FTE Applied English: OSSLT FTE Applied English: improved success rate in the skill area of reading: implicit – 67% to 72% Overall– 61% to 67%</p> <p>Writing literacy By December, 2010, students will independently generate, gather, and organize ideas and information to write quality non-fiction (in all subject areas) for an intended purpose and audience with an improvement of between 4% and</p>

<p>Special Education needs to increase academic success.</p>			<p>K-12 to populate the School Student Achievement Improvement Plan by December 2010. In progress – 2011 SIPSA Plans with selected SEF indicators to be submitted to Superintendents by December 10, 2010</p> <ul style="list-style-type: none"> • Board Student Achievement Improvement Plan year-end review cycle completed by November 2010. Will be completed by November 30, 2010 • Board Student Achievement Improvement Plan for 2011 developed – First Draft September 15, 2010, Final Draft October 31, 2010 – implementation to begin January 2011. Completed 2011 HPEDSB – BIPSA and submitted to the Ministry of Education October 31, 2010 – Public Board Presentation November 15, 2010 • School Effectiveness Framework District Reviews are scheduled for elementary/secondary by December 2010. District review schools identified and schools notified November 2010 – District review dates to be scheduled December 2010. Five elementary and one secondary school selected for district reviews. • Identified schools regularly schedule learning team meetings throughout the year based on identified school needs (School Effectiveness Framework, School Student Achievement Improvement Plan, through analysis of student achievement data including data related to Special Education students, Aboriginal students, boys and English-language learners) In progress. • Student work is regularly examined at learning team meetings. In progress. • Professional learning team sessions at administrators meetings focused on the Board Student Achievement Improvement Plan SMART goals - completed May 2011. Completed May 2011 – continued focus at administrators’ meetings. • School and system learning team meeting minutes 	<p>8% as measured by EQAO. OSSLT Writing Skill Topic Development: 5% increase Primary EQAO: Developing and Organizing Content – 59% to 59% Overall – 53% to 56% Junior EQAO: Developing and Organizing Content – 55% to 58% Overall – 52% to 56% OSSLT FTE Applied English: Topic Development – 65% to 70%</p> <p>Numeracy By December 2010, students will independently solve problems in number sense and numeration (EI.), number sense and algebra using a variety of strategies with an improvement of between 4% and 8% as measured by EQAO Academic Thinking, Winter, 7% increase Academic Thinking, Spring, 1% increase Applied Thinking, Winter, no change Applied Thinking, Spring, 6% decrease Primary EQAO – 53% to 59% Junior EQAO – 50% to 47% Grade 9 EQAO: Applied Mathematics – 49% to 48% Grade 9 EQAO: Academic Mathematics – 76% to 81%</p> <p>Pathways By December 2010, students in Grade 7 and 8 and secondary applied and locally developed pathways will demonstrate increased academic success with an improvement of between 5 % and</p>
--	--	--	--	---



				<p>focused on Board Student Achievement Improvement Plan and School Student Achievement Improvement Plan SMART goals e.g. subject councils, PA Days, department head meetings, administrator meetings, etc. Meeting minutes demonstrate focus on BIPSA and SIPSA SMART Goals - ongoing</p>	<p>8% in Grade 9 applied Geography and Grade 10 Civics courses. 2% increase in Grade 9 Applied Geography pass rate and 2 % increase in Grade 10 Civics pass rate. Grade 7 and 8 history and geography, students achieving levels 3 and 4 (2008-09 avg. to 2009-10 avg.) – 63% to 65% Grade 9 applied geography, students achieving 70% or higher – 33% to 42% Grade 10 civics, students achieving 70% or higher – 48% to 47% Grade 9 applied geography, pass rate – 83% to 85% Grade 10 civics, pass rate – 84% to 86%</p> <p>Community, Culture, and Caring By June 2010, students with Special Education needs, from Grades 6 – 10, who require assistive technology accommodations as identified on their IEP, will utilize appropriate software to increase academic success with a 10% improvement in the success rate of OSSLT first time eligible students with special needs from 44% to 50% and a 10 % increase in Junior 2010 EQAO reading results. Junior EQAO: students with special education needs achieving level 3 and 4 in reading – 21% to 20% Junior EQAO: students with special education needs achieving level 3 and 4 in writing – 14% to 10% OSSLT: first time eligible students with special education needs – 44% to 55% OSSLT results from 44% to 55% for FTE students with special needs.</p>
--	--	--	--	---	---

					<p>Project plan developed (done) and implemented for Premier Assistive Technology. (ongoing)</p>
<p>2. Develop the Board Improvement Plan for Student Achievement for the period January to December 2011.</p>	<p>T. FitzGibbon C. DeMille K. Manderville C. Portt J. Robb M. Norton A. Harvey</p>	<p>Sept. 2010 – June 2011</p>	<p>OFIP funding EPO Student Success funding Special Education funding for Premier MISA funding Central funding</p>	<ul style="list-style-type: none"> System Improvement Team members selected from elementary/secondary schools, and Education Centre departments to analyze quantitative and qualitative data (e.g. student achievement data available through SKOPUS, etc.) to develop the 2011 Board Student Achievement Improvement Plan - First Draft September 15, 2010, Final Draft October 31, 2010 – implementation to begin January 2011. Completed October 2010 System Improvement Team Members to analyze student achievement data including data related to Special Education students, Aboriginal students, boys and English-language learners when developing the 2011 Board Student Achievement Improvement Plan. Completed October 2010 School Improvement Teams to analyze quantitative and qualitative data (e.g. student achievement data available through SKOPUS, etc.) to develop the 2011 School Student Achievement Improvement Plan - December 2010 – implementation to begin January 2011. In progress - 2011 SIPSA Plans with selected SEF indicators to be submitted to Superintendents by December 10, 2010 Schedule SKOPUS training sessions for administrators by December 2010. Training sessions will be scheduled for early December to support completion of SIPSAs. Ongoing support is provided as needed. Indicators of Progress information to be updated October 2010 in the AiM System Plan when the 2011 HPEDSB Board Student Achievement Improvement Plan is complete. Can complete this now – process to follow??? MISA project for collaborative teacher inquiry developed (done) to understand how the use of accommodations 	<p>January 2011 Board/School Student Achievement Improvement Plans</p> <ul style="list-style-type: none"> System Improvement Team meetings scheduled. Completed October 2010 BIP SMART goals established for Literacy, Numeracy, Pathways and Community, Culture and Caring for January 2011. Completed October 2010 BIP Implementation plans, timelines and monitoring strategies established for January 2011. Completed October 2010 SIP SMART goals established for Literacy, Numeracy, Pathways and Community, Culture and Caring for January 2011. Completed October 2010 SIP Implementation plans, timelines and monitoring strategies established for January 2011. Completed October 2010 <i>Student Achievement Evidence of Success information to be updated November 2010 in the AiM System Plan when the 2011 HPEDSB Board Student Achievement Improvement Plan is completed. Can complete this now – process to follow??</i>



				<p>such as Premier Assistive Technology enhance student engagement, thinking and learning. By April 2011.</p>	
<p>3. Develop a district assessment, evaluation and reporting procedure that aligns with <i>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 – 12, 2010.</i></p>	<p>T. FitzGibbon C. DeMille K. Manderville C. Portt A. Harvey J. Birt D. Goyetche</p>	<p>Sept. 2010 – June 2011</p>	<p>Growing Success funding</p>	<ul style="list-style-type: none"> • <i>Growing Success</i> project plan established and implementation underway by September 2010. Completed September 2010 • <i>Growing Success</i> project plan delineates sequential actions and timelines (e.g. progress report, then first term report, etc.) by September 2010. Completed September 2010 • Assessment, Evaluation, Reporting Workgroups address all elements of the project plan by June 2011. Workgroups ongoing. • Draft HPEDSB Assessment, Evaluation and Reporting Procedure developed and communicated to the system by September 2010 and revised by June 2011. Draft complete and ongoing review. • <i>Growing Success</i> Communications for parents developed by September 2010. Completed October/November 2010 • <i>Growing Success</i> Training materials developed and training sessions scheduled - June 30 2010, September 2 2010, October 25 2010, November 26 2010. Ongoing; resource materials posted on website. • Review of Employment Destinations Program (EDP) pathway. Committee established October 2010 – review in progress • Development of Alternative Report Card for elementary and secondary. Completed October 2010 	<p>HPEDSB Assessment, Evaluation and Reporting procedure</p> <ul style="list-style-type: none"> • Assessment, Evaluation and Reporting Procedure sequentially implemented September 2010 to June 2011. In progress • Gather information re: How did this impact teaching practice? How did parents feel communication improved? E.g. focus group discussions, school feedback forms, etc. • In progress; feedback from workgroups November 2010. • EDP Review Project Plan developed in October 2010 • EDP Review Committee is established Oct. 2010; met October 18, 2010 to plan guiding review questions and next steps; guiding review questions are sent to the review committee members to answer by Nov. 30 • Work Group (CST and SES members) reviews the answers to the guiding questions on Dec. 1, 2010 and captures the responses in a framework. • December 8, 2010, EDP Review Committee meets to discuss the Work Group framework. • Jan. 12, 2011 EDP Review Committee meets to make recommendations for the future of EDP • Alternative Report Card training occurred in October 2010. Done. • Secondary Growing Success Work Group developed Early Progress Report and is



					finalizing Credit Alert Reports. Course Outlines being developed.
<p>4. Develop an implementation plan based on the 2010 recommendations of the Information Technology Advisory Committee.</p> <p>(link to the project plan which has reference to character attributes)</p>	ITAC, ITS Department and CST	Sept. 2010 – Dec. 2010	ITS dept	<ul style="list-style-type: none"> • Committee dates and continued mandate established. COMPLETED • Committee has prioritized recommendations and given input as to their implementation (intent, scope, location, etc.) COMPLETED • Pilot projects are established and associated implementation plans are created. • Involvement of ITAC, System Educational Technology Supports (SETS) and Curriculum Services Team (CST – including Research Coordinator) with the pilot project evaluation criteria to determine if projects are supporting the goals of the BIPSA and AIM. 	<ul style="list-style-type: none"> • ITAC project plan is presented to Administrative Council and Program/Human Resources for approval – Nov 2010. • Midyear evaluation of projects is conducted with support of SETS and CST – Feb 2011. • Recommendations are made to Administrative Council and Program/Human Resources on the 2010/2011 pilot projects and which ones should be adopted, further investigated or discontinued – May 2011. • Changes to procedures and district plans (SIPSA, BIPSA, AiM, ITS evergreening, etc.) reflect the above recommendations – Aug 2011.

SUCCESS FOR EACH STUDENT ACTION PLAN 2 **COOPERATION:** We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.

Develop and implement high quality early learning programs in cooperation with all partners.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Implement Ministry of Education Full-day Kindergarten.	T. FitzGibbon D. Rutherford D. Tregenza L. Crawford-Beare K. Fox R. McGall K. Donnell	Sept. 2010 – June 2011	Early Years funding	<p>Year 1</p> <ul style="list-style-type: none"> Facilities, classroom needs and resources are identified and established by September 2010. Completed Designated Early Childhood Educators are hired by September 2010. Completed Establish working conditions for Designated Early Childhood Educators (DECE) by fall 2010. Completed Classroom teachers and DECEs are trained on the new program expectations and reporting processes completed by April 2011. Network meetings in-progress Establish a communication plan for system, parents and community e.g. webpage, brochure, kindergarten registration processes, etc. Web-page, brochure and kindergarten registration In-progress; communications at community early learning workgroup meetings on-going Determine viability of extended day programs for future years e.g., parent surveys, fee calculations, etc. On-going with Ministry direction and in collaboration with LDSB and ALCDSB <p>Year 2</p> <p>Year 3</p>	<ul style="list-style-type: none"> Students are attending 11 classes at the seven school sites by September 2010. <ol style="list-style-type: none"> College Street Public School, two classes. Deseronto Public School, two classes. Earl Prentice Public School, two classes. Madoc Township Public School, one class. North Trenton Public School, one class plus additional class. Queen Elizabeth Public School, Trenton, one class. Queen Victoria School, plus additional class. Parent survey results are analyzed to determine viability of extended day programs. To be completed Winter 2011 Communication plan established and information distributed by December 2010 for Year 2 implementation. In-progress with schools and community partners Teachers and DECEs are delivering early learning programs by September 2010. Completed



--	--	--	--	--	--

**SUCCESS FOR EACH STUDENT
ACTION PLAN 3**

INTEGRITY: We do what is right for ourselves and others. We demonstrate values and ethics that are good for all. We speak directly, clearly and respectfully.

Use resources effectively to support quality learning experiences while maintaining financial integrity.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Develop an accommodation plan that incorporates system needs and culture.	D. Rutherford D. Tregenza S. Smith B. Roy T. FitzGibbon	Sept/2010 Fall/2010 Spring/2011 Fall/2010 Fall/2010 Fall/2010 Fall/2010	Board contract services Staff time Staff time Staff time Staff time Staff time	<ul style="list-style-type: none"> Update and revise long-term enrolment projections (year). COMPLETED Review Procedure 555 “Maximizing Use of School Space” to determine appropriate/required use of space in schools. FIRST DRAFT READY FOR AC Review facilities and space utilization for appropriate and required uses e.g. Full-day Kindergarten, computer labs, science and technology, and facility partnerships. Collected floor plans. Develop an attendance boundary review procedure to maximize school capacity and establish a process to communicate to the public. RESEARCHING OTHER BOARDS. Identify areas for boundary review, if necessary. Analyze school operational revenues and expenditures CURRENTLY REVIEWING OPERATING EXPENDITURES. Establish a priority list and process for program review. CAPITAL PRIORITY BUSINESS CASES DRAFTED, NEED TO BE COMPLETED BY JANUARY 28. 	<ul style="list-style-type: none"> Enrolment projection is completed. Facility partnership procedure is implemented. Procedure 555 updated. Boundary review procedure is completed. School operation analysis is completed, including staffing formulas. Program review(s) carried out and recommendations made. Future accommodation reviews are identified.
2. (a) Develop a project plan for the implementation of an enterprise resource planning system.	M. Norton R. McGall D. Rutherford B. Roy N. Bueckert	Summer/2010 June 2011	Board contract services Staff time	<ul style="list-style-type: none"> Contract is signed with Altus Dynamics. COMPLETED Project team is selected and project plan developed. COMPLETED Data conversion and program customization milestones are established. COMPLETED 	<ul style="list-style-type: none"> Project team is established and tasks are assigned as outlined in the project plan. COMPLETED Milestones are met as per project plan. System components are tested, evaluated and



<p>(b) Implement the enterprise resource planning system, Phase 1, for August 31, 2011.</p>		<p>Sept. 2010- June 2011</p>		<ul style="list-style-type: none"> • All system components are tested and evaluated. • System and school staff trained on required components. • Timelines, indicators and evidence are determined once project plan is completed. 	<p>refined.</p> <ul style="list-style-type: none"> • Staff training is completed. • Users are no longer accessing the existing system.
---	--	----------------------------------	--	---	--



SYSTEM GOAL – EMPLOYEE EXCELLENCE

Hastings and Prince Edward District School Board is a system of character where every employee is valued, benefits from opportunities to learn and grow, and is engaged in, and contributes to, the success of each student.

EMPLOYEE EXCELLENCE **RESPECT:** We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.
ACTION PLAN 1

Refine and enhance the leadership strategy to promote professional growth in every role through effective mentoring, professional learning, performance appraisal and succession planning through alignment with Growing with Character.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. (a) Update the current Talent Development Plan to continue building capacity for support and academic staff. (b) Continue to develop and recruit school and district leaders.	R. McGall M. Savery-Whiteway C. DeMille K. Fox S. Taylor S. Taylor	Ongoing	Board	<ul style="list-style-type: none"> Develop and update Board Leadership Development Strategy/ Talent Development Plan. Submitted to Ministry on Oct. 29 (professional learning, mentoring, perf app). Raise awareness of inherent leadership in every role for every employee. Leadership Series (two fall, two spring), system memo, Support Staff Performance Appraisal Set priorities for a multi-year succession plan for principals, vice-principals, coordinators and department heads. System Memo #8 re leadership sessions – October 2010. 	<ul style="list-style-type: none"> Plan developed, submitted to Ministry, posted to website and communicated to employees. ADD DATES Develop survey to measure progress to date, spring 2011. Review of data collected from employees indicates raised awareness, spring 2011. Multi-year plans are completed and communicated.
2. Finalize and implement the Support Staff Performance Appraisal process.	K. Fox	Finalizing May 2010 through to December 2010, with communication, training and orientation January to June 2011.	Board	<ul style="list-style-type: none"> Electronic Support Staff Performance Appraisal documents completed. MOSTLY COMPLETED Training plan and communication plan developed. Pilot established – Spring 2011 Full implementation – September 2011 	<ul style="list-style-type: none"> Electronic Support Staff Performance Appraisal documents approved for use. COMPLETED. Pilot completed. Full roll out Training and Communication completed.
3. Develop the Senior	R. McGall	Developed	Board	<ul style="list-style-type: none"> Develop project timeline and guiding principles. 	<ul style="list-style-type: none"> Draft performance appraisal tool.



Management Performance Appraisal tool and pilot project.	M. Savery-Whiteway	Dec/Jan, followed by pilot Jan. to June			
4. Establish a steering committee to investigate support staff mentoring and develop an action plan.	K. Fox	Jan to June 2011.	Board	<ul style="list-style-type: none"> • Committee established. • Explore support staff mentoring program. 	<ul style="list-style-type: none"> • Committee meetings scheduled. • Action plan developed.
5. Update the Recruitment Plan for academic and support staff to ensure alignment with recommendations from the 2010 Operational Review.	R. McGall M. Savery-Whiteway K. Fox S. Taylor	Develop and complete survey Sept to Dec. Analyze and develop action plan Jan to Dec.	Board	<ul style="list-style-type: none"> • Consolidate hiring processes into board procedures, February 2011. • Develop an inventory of employee characteristics, e.g. cultural, linguistic, etc. 	<ul style="list-style-type: none"> • Procedures approved and posted. • Inventory complete.



EMPLOYEE EXCELLENCE ACTION PLAN 2 **CARING:** We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.
HUMOUR: We celebrate the fun in life. We lighten the emotions of others by interacting in a joyful manner.

Promote responsibility for wellness as a means of enhancing a caring, safe and healthy workplace culture.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Establish a steering committee comprised of internal and external partners to explore initiatives to promote a healthy workplace culture.	D. Rutherford M. Savery-Whiteway A. Dagenais	Fall 2010	Wellness Committee budget	<ul style="list-style-type: none"> The committee is established. Partners should include employee groups, a Board member, health unit and others as identified. STEERING COMMITTEE FORMED. FIRST MEETING HELD NOVEMBER 4. SECOND MEETING SCHEDULED FOR JANUARY 17 	<ul style="list-style-type: none"> Steering committee members have been appointed and meeting dates established. November 4 – initial meeting. January 17, 2011.
2. Explore the feasibility of partnering with a provider to collect baseline data on employee wellness to guide future plans.	Steering Committee	End of school year 2010-2011	Wellness Committee budget	<ul style="list-style-type: none"> Decision is made on feasibility of project. CONCEPT DISCUSSED AND GENERAL SUPPORT AT FIRST MEETING If decision is to proceed, a partner is selected and criteria are established for the survey. 	<ul style="list-style-type: none"> Survey is completed and results are analyzed by the partner. Committee makes recommendations based on survey results and reports upon prior to budget decisions.
3. Organize and celebrate district-wide healthy workplace events.	A. Dagenais I. Boyd S. McFee	2010-2011 School Year.	Wellness Committee budget	<ul style="list-style-type: none"> Submit a list of events to Administrative Council by mid-September for approval: <ul style="list-style-type: none"> o Terry Fox Walk, September 24, 2010 COMPLETED o Canada’s Healthy Workplace Month, October 2010 COMPLETED o Student/Staff Engagement Program, October 18, 2010 ANNOUNCED CHANGES IN SEPTEMBER AND REGISTRATION PROCESS COMMUNICATED IN OCTOBER o Health & Wellness Fair, October 25, 2010 CHANGED TO NOVEMBER 26 PA DAY o Family Day Skate, February 14, 2011 o Big Bike for Heart & Stroke, April/May 2011 Events are promoted. 	<ul style="list-style-type: none"> Current year events are reviewed and feedback considered. Recommendations are submitted for the following year’s events.



4. Promote safe, respectful, inclusive learning and working environments for all employees.	R. McGall M. Savery-Whiteway G. McCurdy T. Johnston	Ongoing	Ministry of Education	<ul style="list-style-type: none"> Solicit feedback from participants. Ensure employee communication and awareness through training on Procedure 420: Occupational Health and Safety, Procedure 421: Safe Workplace - Violence in the Workplace, and Procedure 422: Safe Workplace - Workplace Harassment. 	<ul style="list-style-type: none"> Awareness campaign – information and resources available to all employees by June 2011. ADD LIST OF WHAT HAS OCCURRED AND WHAT IS IN THE WORKS
---	--	---------	-----------------------	--	--

SYSTEM GOAL – COMMUNITY CONNECTIONS

Hastings and Prince Edward District School Board is a system of character that supports the success of each student through effective community relationships, and safe, respectful, inclusive learning and working environments.

COMMUNITY CONNECTIONS ACTION PLAN 1

COOPERATION: We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.
RESPECT: We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.

Through mutual respect and cooperation, enhance confidence as the district being the public education system of choice for employees, students, parents/guardians, organizations, community and international partners.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Increase opportunities for positive messaging and promote awareness of student, school and district successes and celebrations on a weekly basis through employees and local media.	K. Donnell	September to June September, then updated monthly November, February, April and June February October to June	Communications budget	<ul style="list-style-type: none"> • Good news stories, presentations and events are featured in the media through the central office and schools. Employees connect the character attributes to student, school and district success stories and articulate them to the community. 36 news posting online up to December 2010. Three CKWS-TV news stories (full-day K @Deseronto PS; helmets for school children; Friday Night Lights football) • Develop a month-by-month list of school and board promotional activities for employees to refer to when planning school newsletters and events. In progress • Four issues of <i>eCommunity</i> are distributed in November, February, April and June and contain articles to promote and reinforce employee modeling of Growing with Character. November issue in progress • Guidelines and protocols for including trustees and dignitaries in events are created in order clarify the protocol and ensure respectful relationships. • Redefine the composition of the Marketing 	<ul style="list-style-type: none"> • School and Education Centre newsletters, websites, presentations and events reflect pride as a system of character. School newsletters and central office/ department meetings include articles/stories related to monthly promotional activity. • Schools and the board are featured weekly in newspaper, radio or television reports. Character attributes are reflected in success stories in school newsletters and media articles. • <i>eCommunity</i> is emailed to all employees and posted on the internal section of the website with evidence of GROWING WITH CHARACTER-related articles in each issue. • Employees are following the guidelines when hosting events. • A new committee is established and meetings are scheduled for October, December, February and May. CHANGE



				Committee to include representatives from all employee groups, students and trustees, and refocus the purpose on promotions and communication. January 2011	DATES
2. Complete three components of the Privacy and Information Management (PIM) Plan: i) initiate a records management process; ii) develop a privacy impact assessment (PIA) protocol; and iii) develop a privacy breach protocol.	M. Norton S. Smith	September to November September to May	Funding committed through Budget Committee	<ul style="list-style-type: none"> A records management services provider is selected and a project plan is developed by October 1, 2010. COMPLETED As a continuation from last year's plan, a gap analysis of the previously explored Privacy & Information Management Toolkit is completed by October 1, 2010. COMPLETED All employees will participate in privacy and information management awareness sessions by June 2011. Awareness sessions incorporate the character traits and the 21st Century learner. Presentations to employees through PIM Road Show, fall 2010. Investigating Adobe Connect technology to reach more people. Information management practices are developed. <p>ON TARGET</p>	<ul style="list-style-type: none"> A draft records classification scheme and retention schedule is presented to Administrative Council by March 2011. Records management processes are introduced and piloted at the Education Centre and three ARC-impacted schools throughout school year. ABOUT TO BEGIN Records management procedure updated to include new records classification scheme and retention schedule by May 2011. Privacy Impact Assessment (PIA) protocol developed by May 2011. Awareness sessions have occurred. Privacy breach protocol developed by April 2011. Public website presence for access and privacy is established by January 2011.



COMMUNITY CONNECTIONS ACTION PLAN 2 **CARING:** We demonstrate concern for ourselves and each other. We show empathy and express genuine concern. We consider the long-term effects of our actions.
RESPECT: We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.

Enhance caring, safe, respectful and inclusive learning and working environments.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Support schools in the implementation of school climate surveys, and compile and analyze the district results.	M. Savery-Whiteway J. Rogers C. Portt			<ul style="list-style-type: none"> Support school-based Safe Schools teams with the implementation of the online school climate surveys with students, parents and staff. Schools completing surveys by November 2010. Support school-based Safe Schools teams with the data analysis and how to use it to inform decision making, identify gaps, and develop school action plans that align with Growing with Character. April 2011. Analyze district data from the school climate surveys to establish baseline information in relation to socio-economic data, equity and inclusivity, safe schools, and the Community Threat Assessment Protocol (CTAP). April 2011. Seek input on data analysis results from community partners (e.g., SEAC, Safe School Advisory Committee, Equity and Inclusivity Advisory Committee, The Hastings and Prince Edward Learning Foundation, Parent Involvement Committee, and Aboriginal Education Steering Committee). June 2011. 	<ul style="list-style-type: none"> By November 2010 each elementary and secondary school has completed a school climate survey - COMPLETED. By April 2011 district data has been analyzed, discussed and used to inform Safe Schools Teams and the AiM system plan for 2011-2012.
2. Provide information about equity and inclusive education procedures and practices to students, administrators, trustees, teachers, parents,	J. Rogers C. Portt			<ul style="list-style-type: none"> Provide information to employees to understand and implement Equity and Inclusive Education in Ontario Schools Guidelines for Policy Development and Implementation, Procedure 135 and Religious Accommodation Resource Guide. Ongoing. 	<ul style="list-style-type: none"> The Religious Accommodation Guide and support materials (binder, calendar) are prepared. December 2010. Information is provided for administrators and departments.

<p>school staff, school councils, and volunteers.</p>			<ul style="list-style-type: none"> • Implement the requirements of the Procedure 135 Religious Accommodation Guide. Guide prepared and released, implementation ongoing. • Increase awareness through <i>eCommunity</i> employee newsletter, administrator meetings, school newsletter articles. First article submitted to eCommunity • Support school reviews of classroom strategies and resources that promote school wide equity and inclusive education policies and practices (e.g., Aboriginal Studies resource guide, discard outdated resources) through participation in Eastern Ontario Network for Equity and Inclusive Education initiatives. Spring 2011. • Develop an implementation schedule and communication plan to provide information about equity and inclusive education procedures and practices to representative school teams and departments (e.g., web page). Spring 2011. • Identify opportunities to embed information sharing within existing training structures and events/celebrations (e.g., NTIP, PA Days, new employee orientation). Spring 2011. • Work with Human Resources Support Services regarding staff survey to determine the training requirements for future. May 2011. • Make efforts to assist parents for whom English is not their first language. May 2011. • Project Plan Developed with work team. Done. 	<ul style="list-style-type: none"> • Communication plan is prepared and implemented in the district (to include schedule for awareness sessions, etc.). • Materials are shared with schools. • Information sessions are completed by April 2011. • School teams have conducted reviews of strategies and resources to promote school wide equity and inclusive education • Web page is completed • <i>eCommunity</i> articles highlight equity and inclusive education (four issues). First article submitted • A community contact list to support parents is prepared.
---	--	--	--	--

**COMMUNITY CONNECTIONS
ACTION PLAN 3**

COOPERATION: We work as a team for a common good. we value the opinions of others and show a willingness to work together towards a common goal.
HONESTY: We choose to live truthfully. We communicate and act in a sincere and respectful way.
TRUSTWORTHINESS: We can all be counted on to do what is right. We instill confidence in one another through our actions.

Enhance community relationships, including services and shared use of facilities, through cooperation, honesty and trustworthiness.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Enhance cooperative and collaborative community services partnerships with a focus on children's mental health and safety in schools.	J. Rogers K. Manderville M. Savery-Whiteway S. Smith C. Portt C. DeMille			<ul style="list-style-type: none"> Meet regularly with Integration with Education Committee to determine successful practices for student transition from elementary to secondary school. Meet regularly with the Crown Ward Championship Team. Create a protocol to support student success with Children's Aid Societies and community partners for students who are Crown Wards. Ongoing, to be completed for participant signatures in June 2011. Meet with community signing partners to review and refine Community Threat Assessment Protocol and continue to provide training. – September 30 review – November 18 & 19 – training. Work with community services to address mental health issues through the <i>Working Together for Kid's Mental Health</i> demonstration project. PIC meetings are held as often as possible in schools to encourage greater parent involvement in education. 	<ul style="list-style-type: none"> Three meetings occur with the Integration with Education Committee between Sept. and Dec. 2010 with a focus on the development of the Grade 8-9 transition plan. Transition plan for Grade 8 – 9 is completed June 2011. Three meetings occur with the Crown Ward Championship Team from Sept. to Dec. 2010 with a focus on statistics pertaining to crown wards/students in care (numbers in HPEDSB and their school locations) and the protocol development. Protocol completed with CAS June 2011. CTAP Advisory committee approves refinements to protocol November 2010. Protocol distributed to community partners. COMPLETED. Staff training for Kid's Mental Health project is completed November 2010. done and ongoing. Parent Involvement Committee (PIC)



				<ul style="list-style-type: none"> • Work with community partners and school teams to address Bullying Prevention and Awareness – Steering Committee, September 2010. • Work with the local Preschool Speech and Language Program and Ontario Early Years Centre to initiate the Phonological Awareness Group Enrichment and Support (PAGES) Program for at risk JK students in three pilot schools. Done/ ongoing. • Work with Quinte Counselling, Employee Assistance Program (EAP) provider to offer support to staff in responding to a tragic event as outlined in the Tragic Event Resource Guide. Done. • Work with community partners to ensure successful transition to school, for students with autism spectrum disorder through Seamless Transitions Connections for Students. • Support student mental health and counselling needs through employee training on the revised Child and Youth Counsellor Resource Guide and Tragic Events guide 	<p>Executive is elected in Oct. 2010. COMPLETED</p> <ul style="list-style-type: none"> • Meets six times throughout the 2010-2011 school year. LIST MEETING DATES. • Annual General Meeting of Parent Involvement Committee in October includes a focus on bullying awareness and prevention. Each elementary and secondary school is represented at the AGM by admin and the majority of schools have a school council rep in attendance. ADD % OR NUMBERS OF SCHOOLS PARTICIPATING. • Coordination and promotion of activities and events for Bullying Awareness and Prevention Week, November 15 – 19 (each school participates). Inventory of events. COMPLETED. Committee will continue to meet. • Protocol development with CAS underway. • Phonological Awareness Group Enrichment and Support Program (PAGES) is implemented in three pilot schools by March 2011. • Tragic Events Resource Guide updated, procedure developed and both are shared with system staff and posted on website. • Employee Assistance Program (EAP) staff through Quinte Counselling offer crisis counseling to staff as part of the tragic event response team. Done. • Seamless Transitions Connections for Students with Autism Resource Guide and Procedure completed by December 2010.
--	--	--	--	---	---



				<ul style="list-style-type: none"> • JUNE WILL ADD PAGES PROGRAM INFO 	<ul style="list-style-type: none"> • Child and Youth Counsellor Resource Guide and Procedure developed and shared with staff by April 2010.
<p>2. Enhance cooperative and collaborative facility partnerships that provide access to schools for use by students, families and the broader community.</p>	<p>S. Smith</p>			<ul style="list-style-type: none"> • Implement Procedure 570: Facility Partnerships. • Work with community partners to identify community needs and encourage new partnerships. • On-line community use of schools facility booking software is fully implemented and accessible to internal and external audiences. • Programs and partnerships are tracked through inventories and community use of schools software. • Community use of schools and facility partnerships are expanded and/or developed <p>ON TARGET</p>	<ul style="list-style-type: none"> • In conjunction with the Success for Each Student goal, Action Plan 3, Action Step 1: <ul style="list-style-type: none"> ○ Available space in schools and opportunities for potential facility partnerships are identified. ○ Information is shared with all staff, posted on the website and communicated with community partners. ○ A public meeting to provide notice about available space is held by June 2011, as per procedure requirements. • Promotional materials are developed and community use of schools/facility partnership website is enhanced by January 2011. • 80% of all users (public and employees) are booking space in schools online through community use of schools by March 2011. • Use of space in schools during and after school hours has increased by June 2011 as compared to September 2010.