



Strategic plan

Summary Report

2006-2009

Strategic Direction 1 - Students

Increase student success by actively engaging ALL students in their own learning. Students will be engaged through the implementation of the Quebec Education Program (QEP) and effective instructional strategies which address the needs of ALL students irrespective of their ability or learning style. Student engagement will be supported in a positive learning environment.

Objective 1.1

To identify those high schools where the graduation rate is much lower than the school board's average and support the identified schools with a series of strategies and resources in order to help them increase their graduation rates.

Strategies:

1.1.1 Create and put into place a measurable plan, with each identified high school, which targets increasing their graduation rate.

- Each identified High School examined all data class by class, and Principals met with teachers to develop comprehensive improvement plans.
- Educational services, along with the High School sector director and assistant-director, were involved in supporting the teachers in the implementation of their plans.
- The graduation rates of the 3 targeted High Schools improved from June 2005 to June 2007 based on MELS statistic “ensemble sorties avec diploma ou qualification” as follows:
 - Lakeside Academy: from 66.1% to 71.2%
 - Beurling Academy: from 48.7% to 70.2%
 - LaSalle Community: from 75.3% to 77.3%
- The overall graduation rate of all LBPSB High Schools, based on MELS statistic “ensemble sorties avec diploma ou qualification” under the age of 20, improved from:

<u>June 2005</u>	<u>June 2008</u>
74.3 %	77.5%

1.1.2 Provide professional development for those teachers teaching 416 Physical Science and 416 Mathematics in recognition of the new graduation requirement making it necessary for students to pass Mathematics 416 and Physical Science 416 to graduate. Identify strategies to support students at risk in Mathematics 416 and Physical Science 416. This will be short term support while Cycle 2 curriculum reform is being phased in.

- Summer School courses were increased from one week to four weeks as per the recommendation of Secondary School Principals.
- Class sizes were reduced in both subjects to increase learning opportunities.
- In many schools, Mini-Days targeted instructional practices in these subjects.
- Peer tutors were used to assist with remediation of students.
- Repeater classes were offered in some schools.
- Subject literacy was emphasized to promote success.
- Better placement of students in work study programs met individual needs.
- The overall average in Physical Science 416 in the three targeted High Schools improved from 63.7% to 71.1% from June 2005 to June 2008.
- The overall average in Math 416 improved in two out of the three targeted High Schools from June 2005 to June 2008.

1.1.3 Affirm vocational training as a viable pathway to certification.

- Vocational training was promoted with the guidance table.
- Career days were held.
- Vocational Training was promoted with the Montreal Island table (ex: video).
- Regional initiatives grants were used.
- Open houses were held at Vocational Training Centres.
- Ads were placed on high school agendas.
- Career outreach tours were organized.
- The number of “student for a day” experiences was increased.
- ETP’s (Équivalent à temps plein; full time equivalent) were increased by 11%.

1.1.4 Promote Adult Education as an alternative and flexible path leading to certification/diploma and pre-requisites for further learning.

- Open houses were held at Adult Education Centres.
- Information meetings were held with high school guidance.
- Intake meetings with potential students were held.
- SARCA services were implemented.
- Adult Learners week events took place.
- ETP’s (Équivalent à temps plein; full time equivalent) were increased by 14%.

Objective 1.2

To successfully implement the QEP mathematics program from Kindergarten to the end of Secondary Cycle 1

Strategies:

1.2.1 Provide training for all teachers on the successful implementation of the mathematics program. Include specific sessions for new teachers.

- Training was provided in all schools along with the distribution of new math books.
- New Teacher Training offered in August.

1.2.2 Make assessment tools available for the end of each elementary Cycle and high school Cycle 1 for June 2007 and June 2008. Administer assessments at the end of elementary Cycle 2 in June 2007 and at the remaining cycles where there are not MELS exams by June 2009.

- In June 2007 and June 2008, assessment tools were created for the end of each elementary Cycle and high school Cycle 1.
- In June 2007, assessments were carried out at the end of elementary Cycle 2 and in June 2009 assessments were administered to all students, either through MELS exams or LBPSB assessments.

1.2.3 Introduce the Prime/Prism teacher training plan in mathematics to all schools (for classroom and resource teachers) by June 2009.

- 13 Facilitators trained in Prime Strand 1 in 2005-06.
- Strand 2 training was provided to consultants in October 2006.
- The original plan was modified in 2007-08 due to staffing.
- A 2 day refresher course was taken by the 13 facilitators in the winter of 2009.
- A joint ESD/SSD project by is underway that offers Prime training to all elementary school resource teachers. The target for completion is June 2010.

- The Prism evaluation tool for High school will not be used since there are a number of other evaluation tools built into the program.
- Prime Training was offered to all Elementary Resource Teachers as part of a joint project by ESD and SSD. Training sessions were offered in the fall of 2009 and concluded in January 2010.

Objective 1.3

By June 2009 every elementary student will be at their appropriate level in literacy as measured in Cycle 1 with *Running Records* and in Cycles 2 and 3 with *Write Traits*.

Strategies:

- 1.3.1 Provide training for all elementary teachers in the use of Running Records between June 2006 and June 2009
 - The training is complete, but ongoing for new teachers.
- 1.3.2 Collect Running Records data for all Cycle 1 students from each school between 2006-2009 in their language of instruction (English or French).
 - This data collection is ongoing annually.
 - In Cycle 2 data is also collected for all students twice annually.
 - In Cycles 3 data is also collected for students scoring below targeted level.
 - All cycles in English and French send data to Board in November and May/June.
- 1.3.3 Provide training for Cycle 2 teachers in the use of rubrics to teach and assess writing using Write Traits.
 - In 2008-09, rubrics to teach and assess writing using Write Traits were created by teachers in English and French.
 - Training will begin with pilot schools in 2009-10.
- 1.3.4 Assess all Cycle 2 students once in 2006-07 using *Write Trait.s*
 - This plan was modified in June 2008.
 - In 2009-10, students in pilot schools will be assessed using the Write Traits program.
- 1.3.5 Assess all Cycle 2 students in November and April in 2007-2008 and 2008-2009 using Write Traits.
 - This plan was modified in June 2008.
 - In 2009-10, students in pilot schools will be assessed using the Write Traits program.
- 1.3.6 Put a balanced literacy program into place in Cycles 2 and 3 by June 2009.
 - This has been completed.

Strategic Direction 2 - Staff & Organizational Development

Promote a high level of knowledge and efficiency in all Board staff and ensure that this direction is included in the school board's organizational development and in the individual career objectives of each employee.

Objective 2.1

To recruit new teachers and encourage the reassignment of teachers in order to manage the evolution of our student population as our elementary school population decreases and our high school population increases.

- The high priority assigned to staff recruitment, development and retention has been realized; all benchmarks have either been achieved or are in progress and significant gains have been made.

Strategies:

2.1.1 Encourage voluntary transfers of teachers from elementary to high school.

Transfers	From 2006-07 into 2007-08	From 2007-08 into 2008-09	From 2008-09 into 2009-2010
Total transfers for all schools	40	59	56
From elementary to high school	12	9	5
From consultant to high school	0	3	1

- This goal was achieved. High school enrollment is now stable or slightly decreasing and therefore there is no longer a prevalent need to encourage transfers from elementary to high school.

2.1.2 Actively recruit candidates who meet the new MELS requirements for vacant high school teaching positions.

To meet the new MELS requirements for a Provisionary Teaching Permit, candidates required:

- A bachelor's degree in a teachable subject
- A job offer from a school board to teach in the particular subject area where they hold a bachelor's degree
- Six credits completed in a Quebec Teacher Education program
- Complete the Quebec Teacher Education program within (5) years

The Quebec English universities offering Teacher Education programs did not support this MELS program nor offer part-time courses in Teacher Education. It was therefore impossible for the school board to meet this objective for English teachers. One candidate was hired from the French sector.

Objective 2.2

To recruit and retain school administrators who will perform at proficient levels.

Strategies:

2.2.1 Seek university accreditation for in-service educational leadership training.

- McGill University offers a cohort for the LBPSB administrators. Each year 4 courses are offered, not including on-line courses.

2.2.2 Actively recruit and mentor new administrators.

- New administrators are actively recruited annually.
- Professional Development services are offered to individuals considering a career in administration.
- All new administrators complete a comprehensive screening process.
- New administrators take part in mentoring programs led by Jim Mackinnon.
- One mentoring program is offered to newly appointed principals.
- A second mentoring program is offered to newly appointed vice-principals.
- A wide range of professional development workshops are offered to administrators.

See Appendix I - Support to New Administrators

Objective 2.3

To recruit and retain teachers who will perform at proficient levels.

Strategies:

2.3.1 Actively recruit the best available teachers by:

1. Giving letters of employment intent in April/May to new teaching candidates who rated “Excellent” in the screening process.

2007-08

- 203 new teachers were interviewed during the screening process for the 2007-08 elementary and high school staffing.
- Overall, 68 were rated excellent.
- Of the 68 rated excellent, 18 or 26% were retained.
- Based on the decline in elementary enrollment, the need for new teachers was very limited.
- In the growth area, high school, 9 of 23 or 39% of the “Excellent” new teachers screened were retained.

2008-09

- During the screening process for the 2008-09 school year, 123 New Teachers were interviewed for elementary and High School teaching positions.
- Overall, 69 were rated “Excellent”.
- In the growth area, high school, 14 of 69 or 20% of the “Excellent” new teachers screened were retained.
- Based on the decline in elementary enrollment, the need for new teachers was very limited.

2. Encouraging schools/centres to take student teachers

- This initiative has been successful. Even faced with declining enrollment we have increased the number of student teachers hosted by 14% as compared with 2006-07.

# Of Student Teachers							
Sector	McGill	Concordia	Bishop's	UQAM	U of M	Other	Total
2006-07							
Youth	334	57	5	5	11	5	417
Adult/Voc Ed	2	0	0	0	0	10	12
Total:	336	57	5	5	11	15	429
2007-08							
Youth	313	36	6	20	11	1	387
Adult/Voc Ed	0	0	0	1	0	16	17
Total:	313	36	6	21	11	17	404
2008-09							
Youth	281	82	8	33	14	10	428
Adult/Voc Ed	1	0	0	3	0	62	66
Total:	282	82	8	36	14	72	494

- Our Student Teacher Liaison Officer participates in the “Comité de concertation de l’Île de Montréal pour les stagiaires” and is in regular contact with the student placement officers from the following Universities with the goal of increasing the number of student teachers placed from French universities.
- We participated in Education Career Job Fairs at:
 1. University of Ottawa
 2. Université de Montréal
 3. Université du Québec à Montréal
 4. Université de Laval (in Québec city)
 5. Université de Sherbrooke

2.3.2 Provide orientation, mentoring and professional improvement for all new teachers

- LBPSB and PTU joined forces to provide a comprehensive Induction Program for all new teachers.
- All New Teachers are invited to two-day workshops in August prior to the beginning of school.
- Five other workshops are offered throughout the school year from September to May.
- Additional support for new teachers is provided by on-site mentoring programs.
- New teachers also each received four free professional development books related to the workshops and mentoring programs.

See Appendix II - Support to New Teachers

- In addition to workshops offered by the PTU/LBPSB New Teachers’ Committee, support was given to new teachers on a continuing basis, at the school level, through On-Site Mentoring Programs, the first having been established in the 2004-2005 school year.
 1. The initiative has been expanded over the past five years; the goal is to have mentoring programs in all of the sectors of the LBPSB.
 2. The school year 2008-2009 saw mentoring programs continue in all twelve high schools as well as in the alternative network. There are, as well, programs in nine elementary schools and work has begun in the centers of the Adult Education and Vocational Training Sector.

3. Feedback from all participants has been very positive. All participating schools opted to continue their programs for the 2008-2009 school year, which reflects the success of the program.

Objective 2.4

To support the new school-level committees that will be assessing and distributing support to special needs students.

Strategies:

2.4.1 Evaluate the needs of, and provide the necessary training for, the School Level Committees who will be assessing and distributing support to special needs students in schools.

- Committees have been established and are functioning in all schools.
- In February 2007; a survey was given to all school level committees asking for their evaluation of the process and the template. Various concerns were expressed and recommendations formulated.
- Workshops were given to administrators and their school-level teams in June 2006, September 2007 and May 2008.
- A workshop for new administrators was also given in August 2007.

Objective 2.5

Teaching staff continue to perform at a proficient level.

Strategies:

2.5.1 Continue the implementation of the Performance Enhancement Program.

- All new teachers going through the probation period are evaluated using the Performance Enhancement Program, which has been integrated with the components of the MELS document for probationary teacher assessment.
- By June 2008 all new administrators had completed training for Performance Enhancement Program.
- In March 2009 a training session was held for newly appointed administrators.

See Appendix III – Performance Enhancement Program

Strategic Direction 3 - Infrastructure

Increase student success by implementing and monitoring a long-range plan to ensure safe, healthy, functional and pleasant learning and working environments.

Objective 3.1

To further the implementation of a Board-wide 5-year maintenance plan which ensures an appropriate working environment in our buildings.

Strategies:

- 3.1.1 Prepare a list of building systems and equipment requiring maintenance, using the new MELS SIMACS System.
 - This task was completed by June 2007.
- 3.1.2 Conduct regularly scheduled inspections of the state of our facilities, building systems, equipment and other safety systems.
 - A complete round of building inspections was completed by December 2007, and then as required by regulations/standard practices.
 - 100% compliance with regulations has continued.
- 3.1.3 Prioritize the work required, and formulate a 5 year plan to maintain or upgrade the buildings.
 - This task was completed by March 2008 and then updated on an on-going basis.
- 3.1.4 Perform the required capital and operating work in accordance with regulations and established practices.
 - The project was completed on time and on budget.
 - There was no loss of regular school days as a result of planned construction/maintenance work.
 - The objective for school availability was achieved 2 years out of 3.
 - No unplanned school closures occurred due to errors during planned maintenance work two years out of three. One year, the painting of the steel in the Herman Nelson units prevented normal school operations at Greendale Elementary School.
 - There were no health or safety incidents to occupants or maintenance staff.

Objective 3.2

To develop a plan for maintaining, upgrading and renewing hardware, software and other equipment related to current pedagogical programs/practices and administrative systems.

Strategies:

- 3.2.1 Conduct regularly scheduled maintenance and inspections of the Information Technology (IT) equipment in order to ensure optimal performance.
 - High schools are visited every week and elementary schools every two weeks.
- 3.2.2 Maintain and upgrade all the school board software.
 - Ongoing, the new target date is March 2010.

3.2.3 Prepare a 5 year plan to replace and renew all IT equipment.

- End of lease units are being purchased with 3 yr warranties for \$149 each.
- The first 7 year cycle was completed in 2008.
- \$21,000 is set aside in trust every year for the next 7 years for a fibre optics update scheduled for 2015.

Objective 3.3

To encourage students, school personnel and all other members of the school community to develop a greater sense of pride and ownership for their buildings.

Strategies:

3.3.1 Ask all schools/centres to develop and implement a plan that will foster a greater sense of pride and ownership in their building by staff, students and parents.

- During the 2008-09 school year, all schools and centres were surveyed:
 1. To determine if the school/centre had established a plan aimed at beautification, “greening” and/or increasing pride in the school/centre environment; and
 2. To determine whether improvement has occurred with respect to the following qualitative parameters:
 - i. A decrease in incidents of vandalism
 - ii. All outstanding items in need of repair are reported on a work order
 - iii. An improvement in overall cleanliness
 - iv. An increased awareness of sustainable development and environmental issues and initiatives developed accordingly
- Completed surveys indicated that:
 1. 87% of schools/centres had established a plan.
 2. 85% of schools/centres reported a decrease in vandalism and an improvement in overall cleanliness and repair requests.
 3. 89% of schools/centres reported an increase in awareness of environmental issues.

See Appendix IV – Quantification of Strategic Plan Results for Strategic Direction 3.3.1

3.3.2 Recognize school/centre initiatives and achievements through incentive programs.

- 37% of schools had established an incentive program for students.

Objective 3.4

To manage surplus buildings in order to maximize the return on the assets and the resources available for building maintenance.

Strategies:

3.4.1 To offer all surplus buildings to municipalities and other authorities for their consideration.

3.4.2 Prepare all applications to MELS in order to be authorized to sell the surplus buildings for which municipalities have officially declined the offer.

3.4.3 Call public tenders for all surplus buildings which are authorized for sale.

3.4.4 Prepare a plan, according to regulations, for the sale of assets for which satisfactory offers were not received as part of the call for tender.

- This task has been completed.

Buildings SOLD:

- Charles A. Kirkland
- John Grant
- Vacant land at BHS
- Vacant land at St. John Fisher
- 10 Des Sources blvd.
- 24-26 Des Sources blvd.
- Vacant land at PCHS
- Vacant land at 32nd ave. in Lachine

Remaining properties:

- Cecil Newman: To be rented or sold
- Allion: Offer to purchase received and accepted
- Spring Garden: To be rented
- Allancroft: Pending (to be rented)
- Senneville: Pending

Strategic Direction 4 – Community Relations

Increase student success by effectively communicating the Lester B. Pearson vision, mission, policies and procedures, so that our internal stakeholders (students, staff, parents), by their actions, will demonstrate their understanding of these values and beliefs. Enrich classroom learning through the development of community partnerships. Develop and promote student and staff dialogue and exchanges within the local, national and international communities

Objective 4.1

To ensure the school board is an effective communicator of its vision, mission, policies and procedures to its internal stakeholders.

Strategies:

4.1.1 Develop and implement a Communications Plan and Procedures.

- Objective has been met. The board has established new communication methods and enhanced existing models to ensure that we have become an effective communicator to our internal stakeholders. This includes the implementation of webcasting, Connect-Ed and web services.
- A Communications Committee was established to formulate, direct and monitor a Communications strategy and Marketing plan.
- The position of Communications Officer was created with specific assigned responsibilities and was filled.

4.1.2 By June 2007, all departments will produce their objectives for the 2007-2008 school year. These objectives will include a communication plan for the realization of these objectives. By June 2008, objectives will be prepared for the 2008-2009 school year.

- In lieu of this a Communications and Marketing Committee was established.

Objective 4.2

To meet the needs of the system and the needs of the individual by providing opportunities for professional improvement.

Strategies:

4.2.1 Conduct needs assessments.

1. A needs assessment, in the form of a survey, was sent to all teachers (42.7% return).
2. A needs assessment, in the form of a survey, was sent to all support staff (86.4% return).

4.2.2 Provide workshops as requested.

- The feedback received from both surveys has been used to create professional development activities for our employees, and, in the process, has promoted partnerships with CEGEPS, universities, organizations, associations and other school boards.
- Governing Board, stakeholder workshops with Concordia:
 1. The diversity workshop for Governing Board members in 2007 (54 participants);
 2. The emotional intelligence workshop for all stakeholders in 2008 (119 participants);
 3. The workshop on managing difficult situations for all stakeholders in 2009 (117 participants).
- Attention Deficit Disorder and behavioral issues workshops were provided by *Intégration sociale des enfants handicapés en milieu de garde* (60 participants).

- On-site courses leading to an Attestation in Early Childhood were given by Vanier College (12 graduated in 2009).
- Creative arts and games workshops were given by Brault & Bouthillier (148 participants).
- Daycare Technician retreats, focussing on bullying (in 2006) and leadership (in 2008), were held with the participation of the EMSB, RSB, SWLSB, NFSB and LBPSB (58 participants).
- Workshops were provided in collaboration with McGill University on QEP related topics (French & English).
- Two workshops were provided for integration aides on various topics (300 participants).
- A Support Staff Professional Development Day was held in collaboration with the IASS (approximately 800 participants per year).
- Two “For Teachers by Teachers” Conventions were organized in collaboration with the PTU.
- In addition to ESD and SSD workshops, teachers Participate annually in:
 - Conferences (approximately 400 participants)
 - Credit Courses (approximately 250 participants)
 - Networks (6 networks)
 - Non-credit Courses (approximately 40 participants)
- In addition to attending SSD workshops, support staff participate annually in approximately 200 courses and conferences.
- The Annual Family and School Support and Treatment Team Evening lectures series on topics related to children’s mental health is offered to teachers, administrators and support staff.
- The Autism Spectrum Disorders Team in SSD inaugurated a lecture series in 2008-2009 and provided 3 free public lectures open to staff and parents.

4.2.3 Establish a network/e-conference for stakeholder groups as part of an on-going learning.

- Our networking and e-conferencing has promoted on-going learning with an average of 4,500 hits daily on the portal.

Objective 4.3

To develop new community partnerships and strengthen existing ones.

Strategies:

4.3.1 Improve student teacher training, and stage models with university and college partners and with other school boards.

- The development of community and institutional partnerships has increased through new and/or modified partnerships with:
 - Universities: McGill, Concordia, Bishops, University of Montreal, University of Quebec at Montreal, University of Sherbrooke, University of Laval (Quebec).
 - The LBPSB has representation on the Boards of Directors of both Dawson and John Abbott Colleges.
 - The LBPSB has representation at the Continuing Education Tables: MELS, Universities, school boards.
 - The Student Services Department serves as a stage site for graduate students in Psychology and Speech and Language Therapy programs at McGill. Students from Dawson and Vanier

are also provided stage opportunities with the Family and School Support and Treatment Team.

4.3.2 Improve school/centre administrator training with university partners and with other school boards

- All new administrators are required to complete post-graduate studies in the area of educational leadership. Most of our administrators take these courses at McGill University, either on the university's campus or locally, through the LBPSB McGill cohort. Communication and cooperation with McGill is excellent.
- In terms of liaison, a distinct advantage for LBPSB Administrators is that McGill hires experienced LBPSB Administrators to teach some of these courses. This means courses are very much in line with university requirements and at the same time address the pragmatic needs of our in-school administrators.
- Because the LBPSB has, for the past six years, engaged a veteran administrator whose mandate is to mentor new administrators, information and strategies on supporting new administrators are regularly exchanged between LBPSB and neighboring boards via discussion, formal workshops and seminars.

4.3.3 Increase the educational level of potential adult learners.

- The benchmark of increasing the enrolment in adult education by 10% by June 2009 has been reached.
- Literacy, language and computer classes are available at our adult centers and in satellite locations (WICC, Westwood Jr., Riverdale and International centre).

4.3.4 Increase the opportunities for potential adult learners.

- The range of workshops described in objective 4.2.2 address this objective.

4.3.5 Create links with *Centres de la petite enfance* (CPEs), nurseries and pre-schools and identify information needed by parents.

- A list of all the CPE's, pre-schools & nurseries in the Lester B. Pearson territory was created.
- In 2007, personal contact was established with these groups (100 members) and information on our Kindergarten programs was provided.
- In 2008, the group was expanded to 120 members. The different groups received information about our Kindergarten program.
- We maintain regular contact with these groups.

4.3.6 Reach out to businesses, organizations, agencies and municipalities, school boards and *Tables de concertations* to create partnerships/ententes.

- The development of community and institutional partnerships has increased through new and/or modified partnerships with:
 - The four local *Centre de santé et de services sociaux* (CSSS);
 - The *Comité territorial de développement social de Vaudreuil-Soulanges*;
 - The *Table de coordination des services Dorval-Lachine Lasalle*;
 - The Douglas Hospital;
 - The *Centre de réadaptation de l'Ouest de Montréal* (CROM – meeting the needs of year old special needs students);
 - The Foster Pavilion (drug intervention);
 - Batshaw;

- The *Service de police de la ville de Montréal* (SPVM – Police intervention in schools);
- The *Agence Santé de Montréal*;
- The Guidance Oriented Approach to Learning Network (GOAL – 20 new partners in 2007-08);
- Universities: McGill, Concordia, Bishops, University of Montreal, University of Quebec at Montreal, University of Sherbrooke, University of Laval (Quebec);
- The LBPSB has representation on the Boards of Directors of both Dawson and John Abbott Colleges;
- Montreal Oral School for the Deaf;
- Mackay/Montreal Association for the Blind Readaptation Centre;
- Montreal Children’s Hospital – Child Psychiatry;
- Jewish General Hospital Day Treatment Program;
- The ***Pearson Interactive Community Partnership Program*** has developed partnerships with over 200 community, education and business partners who work closely with teachers and students to support curriculum being imported into the classroom, as well as for career awareness opportunities.
- Examples of partnerships developed by PICP include:
 - The Canadian Aviation Heritage Center;
 - The Canadian Aviation Maintenance Council;
 - Concordia University;
 - CRC Robotics;
 - The *Ecole des métiers de l’aérospatiale de Montréal*;
 - The Canadian Space Agency;
 - The *Cosmodome de Laval*;
 - John Abbott College;
 - PACC (Pearson Adult and Career Center);
 - PEC (Pearson Electrotechnology Center);
 - WICC (West Island Career Center);
 - The Gordon Robertson Center;
 - McGill Engineers without Borders;
 - McGill Let’s Talk Science;
 - McGill Faculty of Law;
 - McGill Faculty of Medicine;
 - The Montreal Neurological Hospital;
 - UCAM Engineers without Borders;
 - MDA Space Robotics;
 - The Montreal Police Department;
 - The Royal Astronomical Society;
 - The St. Lazare Flying Club;
 - Hewitt Caterpillar;
 - Global Television;
 - CTV Television;

- Graduation Montreal;
- Montreal Hooked on Schools;
- National Circus School;
- *The Club de Hockey Junior de Montreal*;
- Impact Soccer;
- Department of Justice, Ottawa, Canada;
- Canadian Forces;
- Educaloi (Careers in Justice);
- Air Canada;
- Rogers Wireless;
- Eriksson Telecommunications;
- Pierrefonds Animal Clinic;

See Appendix V for complete report

Objective 4.4

To promote the Board profile locally, nationally and internationally.

Strategies:

- 4.4.1 Encourage the Council, students, employees to participate in and to support and promote the LBPSB at local, national and international events.
- Together with AAESQ and QESBA we hosted the annual spring conference in 2009.
 - The LBPSB will be hosting the Canadian Student Leadership Conference in 2010 at PCHS.
 - Several professionals from the LBPSB have been asked to give workshops to McGill, Concordia and Champlain College and our Student Services Department is actively involved with the Child Psychiatry Department of the Children's Hospital to promote better support for our students.
 - The LBPSB has (and continues to) expanded its profile at all levels.
 - The LBPSB has established its name locally, nationally and internationally with a strong reputation as a proactive, forward thinking and internationally respected school board.
 - SSD professionals have represented LBPSB at academic conferences in North America, showcasing research initiatives being piloted in the board.
 - Professionals showcased board initiatives at the MELS Eager for Success Montreal Regional Conference held at the Palais des Congres in February 2009.
- 4.4.2 Host, jointly, with the four other Montreal school boards, the annual conference of CACE, the Canadian Association of Communicators in Education in the fall of 2009.
- This responsibility was assumed by QESBA.
- 4.4.3 Publicize outstanding achievements of students and other members of the Lester B. Pearson School Board community.
- This is done on an ongoing basis via the LBPSB web site, the school web sites and the local media.
- 4.4.4 Support and nurture self financing employee-based sports team(s) and artistic group(s) (e.g. choirs) to participate in local, community and charity events to benefit students and/or the community in general.
- The yearly golf tournament to support the Pearson Education Foundation.

- The employee softball team.
- The employee vernissage and art exhibition.
- The school LBPSB employee choir.
- A board hockey game with teachers & school administrators playing against head office employees.
- Intercultural visits to places of worship.

Support to New Administrators

P.D. Services offered to individuals considering a career in Administration:

Confidential consultations with fourteen candidates who expressed an interest in becoming an administrator.

Professional Development for Administrators:

July 7 - 8, 2008

Two-day workshop for newly appointed principals

Number of Participants: 11

“Becoming Familiar with my New Responsibilities”: C. Merilees, J. MacKinnon and colleagues from various departments

Information from LBPSB Departments including Human Resources, Transportation, Student Services, Educational Services, etc.

Evaluation by participants: Very, very, helpful!!

August 18, 2008

Workshop for New Principals

“First Day with Staff / First Day with Students”: J. MacKinnon

Number of participants: 7

Evaluation by participants: 9.0 / 10

August 18, 2008

Workshop for New Vice-Principals

“First Day with Staff / First Day with Students”: J. MacKinnon

Number of participants: 8

Evaluation by participants: 9.4 / 10

October 10, 2008

Mentoring Breakfast Workshop for New Administrators

“Dealing with People we find Difficult”: J. MacKinnon

Number of participants: 11

Evaluation by participants: Very Good

January 19, 2009

A Workshop for New Administrators

“Leadership Style Analysis – Part I”: D. Bradshaw

Number of participants: 10

Evaluation by participants: 9.0 / 10

February 23, 2009

A Workshop for New Administrators

“Leadership Style Analysis – Part II”: D. Bradshaw

Number of participants: 10

Evaluation by participants: 8.5 / 10

March 11, 2009

Mentoring Breakfast Workshop for New Administrators

“Dealing with People we find Difficult”: J. MacKinnon

Number of participants: 11

Evaluation by participants: Very Good

March 23, 2009

A Workshop for New Administrators

“Leadership Style Analysis – Part III”: D. Bradshaw

Number of participants: 10

Evaluation by participants: 9.5 / 10

P.D. Services offered to all Administrators and Managers:

New administrators and new principals as well as veteran managers and administrators participated in the annual LBPSB Fall Management Retreat.

“Ethical Decision Making – Part II”: Dr. Bruce Bearisto, Surrey, B.C.

Number of participants: 147

Evaluation by participants: 8.8 / 10

Support to New Teachers

In 2008-2009 the LBPSB and the PTU once again joined forces and provided a comprehensive Induction Program for all new teachers.

Workshops offered:

August 19-20, 2008

Two Day Workshops

“First Days of School”

“Sharing Strategies with Master Teachers”

“Welcome to Your New Home”, hosted by On-Site Mentors at their respective schools

Number of participants: 31

Evaluation by participants: 9.5 / 10

September 15, 2008

After School Session

“Planning and Preparing for a Successful Meet the Teachers Night”

Number of participants: 30

Evaluation by participants: 9 / 10

October 21, 2008

Workshop with Dr. Cindy Finn

“Conducting Effective Parent-Teacher Interviews”

Number of participants: 74

Evaluation by participants: 9.1 / 10

February 6, 2009

Workshop with G. Elhard of Calgary: “Teaching is it Worth It?”

Number of participants: 74

Evaluation by participants: 9.6 / 10

March 23, 2009

A Workshop for Second and Third Year Teachers

“Teaching: My Chosen Career” Dr. Dave Carter, UBC

Number of participants: 140

Evaluation by participants: 9.4 / 10

May 7, 2009

After School Celebration for First Year Teachers

Keynote Speaker, Mr. Tom Rhymes, Principal, Riverdale High School

Number of participants: 107

Evaluation by participants: “Highly successful!!”

Additional Support for new teachers provided by On-Site Mentoring Programs:

- In addition to the workshops provided for new teachers, 2008-2009 saw the continuation and expansion of the formalized “On-Site Mentoring Program for New Teachers”.

Professional Development Books for New Teachers:

- Throughout the school year, professional books were provided to new teachers.
- Outstanding books such as Harry Wong’s “First Day of School”, Todd Whittaker’s “Mentoring 101 for New Teachers and their Mentors”, “What Great Teachers Do Differently” and “Dealing with Difficult Parents in Difficult Situations” were distributed to each new teacher and his/her mentor when applicable.

Performance Enhancement Program

September/October 2008

- Components of the MELS document for probationary teacher assessment (the probationary period) were integrated with the Performance Enhancement Program for new and experienced teachers in the LBPSB system.
- The Performance Enhancement booklet on the Components of Professional Practice was translated into French.
- Introductory sessions for new mentoring teachers were provided.
- (2) Introductory sessions for new teachers were provided.
- Introductory sessions for new administrators were provided.

November/December 2008

- (3rd) Introductory sessions for new teachers were provided.
- Coaching sessions for interested administrators were provided.
- Coaching sessions for teacher mentors were provided.
- A workshop on the use of Performance Enhancement software for interested administrators was provided.

January 2009

- Introductory sessions for consultants and student service personnel were provided.
- Coaching sessions for interested administrators were provided.

Spring 2009

- Introductory sessions for consultants and student service personnel were provided.

Fall 2009

- Introductory sessions for new administrators were provided.
- Workshop on the use of Performance Enhancement software for new administrators was provided.

Quantification of Strategic Plan Results for Strategic Direction 3.3.1

Strategic Direction 3.3.1

Ask all schools/centres to develop and implement a plan that will foster a greater sense of pride and ownership in their building by staff, students and parents.

Process

All Schools and Centres were surveyed.

Purpose of Survey

- 1) To determine as of now, how many schools have a plan?
- 2) For the qualitative benchmarks, to provide a qualitative opinion as to how we have improved with respect to the following parameters:
 - a) Incidents of vandalism will decrease.
 - b) All outstanding items in need of repair are reported on a work order.
 - c) Overall cleanliness will improve.
 - d) Awareness regarding sustainable development and environmental issues will be improved.
 - e) Initiatives re (d) will be developed accordingly.

Survey Results

#1) Does your school/centre have a plan aimed at beautification and/or “greening” and or increasing pride in the school/centre environment?

	YES		NO	
	#	%	#	%
Elementary	27	82%	6	18%
• Sector 1	14	74%	5	26%
• Sector 2	13	93%	1	7%
Secondary	12	100%		
Adult and Voc	1	100%		
Total	40	87%	6	13%

#2a) There has been a decrease in the number of incidents of vandalism.

	YES		NO		UNCERTAIN	
	#	%	#	%		
Elementary	21	64%	10	30%	2	6%
• Sector 1	8	42%	9	47%	2	11%
• Sector 2	13	93%	1	7%		
Secondary	12	100%				
Adult and Voc			1	100%		
Total	39	85%	7	15%	2	<1%

#2b) All outstanding items in need of repair are reported on work orders.

	YES		NO		UNCERTAIN	
	#	%	#	%		
Elementary	32	97%	1	3%		
• Sector 1	19	100%				
• Sector 2	13	93%	1	7%		
Secondary	12	100%				
Adult and Voc	1	100%				
Total	40	87%	6	13%	2	<1%

#2c) Overall cleanliness has improved.

	YES		NO		UNCERTAIN	
	#	%	#	%		
Elementary	22	67%	8	24%	3	9%
• Sector 1	13	68%	6	32%		
• Sector 2	9	93%	2	7%	3	
Secondary *since contractor change	11*	92%	1	8%		
Adult and Voc	1	100%				
Total	38	83%	5	11%	3	6%

#2d) There has been an increase in awareness re environmental issues.

	YES		NO		UNCERTAIN	
	#	%	#	%		
Elementary	28	85%	5	15%		
• Sector 1	17	89%	2	11%		
• Sector 2	11	79%	3	21%		
Secondary	12	100%				
Adult and Voc	1	100%				
Total	41	89%	5	11%		

#2e) an incentive plan has been established regarding #1 and/or #2d.

	YES		NO		UNCERTAIN	
	#	%	#	%		
Elementary	13	39%	20	61%		
• Sector 1	7	37%	12	63%		
• Sector 2	6	43%	8	57%		
Secondary	4	33%	8	67%		
Adult and Voc						
Total			1	100%		

Pearson Interactive Community Program

The Pearson Interactive Community Partnership Program (PICP) has a mandate to link educational, business and community partners to administrators, teachers and students of the LBPSB to support curriculum being taught in the classroom. The program supports community initiatives at the primary, secondary and adult and vocational sectors. As well, the program offers career awareness opportunities to students. PICP also oversees the GOAL (Guidance Oriented Approach to Learning) dossier, which is an integral part of the Quebec Education Reform. Simply speaking, GOAL is finding ways to bring **relevance to learning** for our students. It is not an “add on” but a philosophy.

Today’s students are living in a technology-driven (facebook generation) society and need to understand why their learning is important and how it will be applied to future educational pathways and eventually their future careers. Not only do students need to understand why the subjects they are studying are important, but why the skills they are developing (broad areas of learning) are important and essential for their futures.

The Guidance Oriented Approach to Learning states that young people’s educational success is directly related to their motivation in their studies, and motivation is sustained by, among other things, linking the curriculum with career and life plans. To help students to be motivated towards their career plans, we must provide ways for them to discover, develop and exploit their talents and aptitudes and shape their identities. In addition the school must help them grasp the relationship that exists between their learning in school and the society they live in, particularly the world of work.

Statistics prove that it is essential to link learning in the classroom to the world outside the classroom. In this generation, there is no line between their public and private lives. Technology is used more often and seen as the main form of communication, rather than verbal communication. As well:

- Lack of school relevancy is the most commonly cited reason for youth being “at risk” today.
- 59% of students lack career plans at the end of their secondary education.
- 50% of students in school today will be entrepreneurs or small business owners.

It is essential that students relate learning in the classroom and the value of learning to possible career possibilities. As well, students and parents must understand the value of trades as a career. We must begin at the elementary level (grade 6) to inform students and teachers about the value of vocational programs. The Pearson Interactive Community Partnership Program hosts Grade 6 career days where students learn from community professionals about the jobs they do and education and skills required to be successful in these careers. PICP partners with the vocational and adult centers to inform students about the many vocational career programs available to them in future.

Listed below are opportunities provided in partnership between the community, PICP and our schools and centers. In all activities listed below, PICP links closely with the LBPSB vocational sector.

- Guest speakers for the classroom
- Off-site visits to business or community organizations
- Job shadowing opportunities
- Support and career awareness opportunities for Personal Orientation Program (POP)
- Elementary grade 6 career awareness days (supports transition to secondary)
- High school career awareness days
- Student-led interviews with community partners
- Teacher training workshops with community partners
- Participation in science fairs
- Participation in The John Scholefield Science and Technology Days (Space Day)
- Mentorship programs with higher educational institutions for “at risk” students.

Examples of Industries in partnership with PICP and the Lester B. Pearson School Board:

- Aerospace
- Pharmaceutical
- Environment
- Automotive
- Business
- Carpentry
- Agriculture
- Architecture
- Educational Institutions (Vocational, Cegep, University)
- Mechanics
- Media
- Mathematics
- Engineering
- Music
- Ecology
- Biology
- Medical
- Entrepreneur
- Arts
- Robotics
- Fashion

The Pearson Interactive Community Partnership Program has developed partnerships with over 200 community, education and business partners who work closely with teachers and students to support curriculum being imported into the classroom, as well as for career awareness opportunities.

Examples of partnerships developed by PICP include:

- Canadian Aviation Heritage Center
- Canadian Aviation Maintenance Council
- Concordia University
- Robotiques CRC Robotics
- Ecole des métiers de l'aérospatiale de Montreal
- Canadian Space Agency
- Cosmodome de Laval
- John Abbott College
- PACC (Pearson Adult and Career Center)
- PEC (Pearson Electrotechnology Center)
- WICC (West Island Career Center)
- Gordon Robertson Center
- McGill Engineers without Borders
- McGill Let's Talk Science
- McGill Faculty of Law
- McGill Faculty of Medicine
- Montreal Neurological Hospital
- UCAM Engineers without Borders
- MDA Space Robotics
- Montreal Police Department
- Royal Astronomical Society
- St. Lazare Flying Club
- Hewitt Caterpillar
- Global Television
- CTV Television
- Graduation Montreal
- Montreal Hooked on Schools
- National Circus School
- Club de Hockey Junior de Montreal
- Impact Soccer
- Department of Justice, Ottawa, Canada
- Canadian Forces
- Educaloi (Careers in Justice)
- Air Canada
- Rogers Wireless
- Eriksson Telecommunications
- Pierrefonds Animal Clinic

** Please see PICP for a full listing of community partners