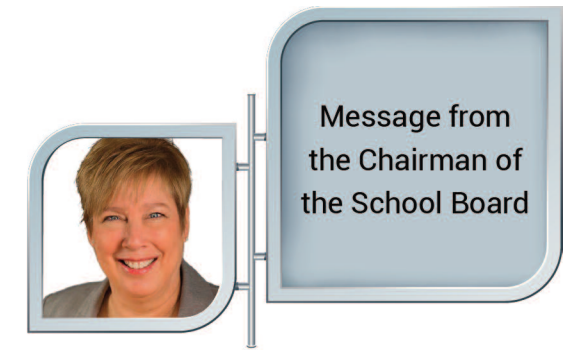


# STRATEGIC PLAN | *Engaging learners for life*



It is with honour and pride that I present to you, the members of our community, the Lester B. Pearson School Board 2015-2020 Strategic Plan. This plan is the result of the extraordinary efforts of a dedicated, experienced group of administrators from our schools, centers and head office, with valuable input garnered from our consultative partners. All involved were clearly focused on providing a well-rounded framework that ensures the success of our students.



The three main directions within recognize the evolving environment within our schools and centers - student-led learning using the tools and technologies that will be necessary for their future, in a safe and caring space. It allows for diversity in learning styles as well as teaching styles. The plan also recognizes that mental and physical well-being are essential factors in learning.

Lester B. Pearson School Board continues to lead in recognizing students' needs for today and tomorrow. This Strategic Plan allows all staff to focus on the next five years, to plan for and build an infrastructure that supports the needs of both students and teachers and to guide the students to achieving their goals, not the least of which, as the title of this plan suggests, is life-long learning.

Each of the three directions in the plan has well-articulated objectives with measurable results. The bar has been set high, but we have no doubt that as has been the case in past, we will achieve these results.

On behalf of the Council of Commissioners I would like to thank Mr. Thomas Rhymes for leading the effort to create this plan and the many staff members who contributed to it. Your continued commitment to the success of our students is evident every day in each of our schools and centers.

*Suanne Stein Day*



The excellent foundation previously established by our two highly successful Strategic Plans for the years 2006-2009 and 2010-2015 has led to the creation of our most ambitious and attainable plan to date. I am indeed proud to have the opportunity to introduce to our stakeholders our 2015-2020 Strategic Plan.

Refined and developed with three sustainable directions that address success at all levels, the Board continues to focus on areas that target improvements in achievement, ensures wellness and enhances engagement throughout the entire organization. With an objective to increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020, and surpassing the Ministry of Education's own expectations, we have positioned the Lester B. Pearson School Board, once again, to be the leader in public education in Quebec.

The 2010-2015 Strategic Plan is a living document with a pulse that matches the needs of our students and staff for the next five years. It adapts as the needs change and creates new pathways as required to ensure success for all. To achieve this our objectives, strategies and indicators will guide our efforts and the resources within the organization, and by continuing to provide measurable standards for each objective, the board once again embeds transparency and accountability into this new Strategic Plan.

Without doubt this Strategic Plan reflects our determination to channel all our resources to the improvement of the excellence we have achieved and continue to pursue.

*Michael Chechile*

# Lester B. Pearson School Board



## Commission scolaire Lester-B.-Pearson

### INTRODUCTION

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Sainte-Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieux, Vaudreuil-sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, thirteen Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

### VISION *Statement*

We, the members of the Lester B. Pearson School Board community comprising students, parents, teachers, professionals, support staff, administrators and commissioners, value:

- A respect for self, for each other, for our diversity and for our environment;
- Striving for excellence by maximizing the potential of each individual and by promoting a commitment to lifelong learning;
- The fostering of responsible citizenship, cooperation and a strong sense of community;
- The importance of a caring, nurturing and safe environment that is responsive to the needs of all;
- An atmosphere of openness, honesty, integrity and accountability.

YOUTH SECTOR		
ELEMENTARY SCHOOLS		
Allion	Kingsdale Academy	St. John Fisher Jr.
Beacon Hill	Maple Grove	St. John Fisher Sr.
Beechwood	Margaret Manson	St. Lawrence Jr.
Birchwood	Mount Pleasant	St. Lawrence Sr.
Children's World Academy	Pierre Elliott Trudeau	St. Patrick
Christmas Park	Riverview	Sunshine
Clearpoint	Sherbrooke Jr.	Terry Fox
Dorset	Sherbrooke Sr.	Verdun
Dorval	Soulanges	Westpark
Edgewater	Springdale	Wilder-Penfield
Evergreen	St. Anthony	
Forest Hill Jr.	St. Charles	
Forest Hill Sr.	St. Edmund	
SECONDARY SCHOOLS		
Angrignon	John Rennie	Riverdale
Beaconsfield	Lakeside Academy	St. Thomas
Beurling Academy	Lasalle Community Comprehensive	Westwood Jr.
Bourbonnière	Lindsay Place	Westwood Sr.
Dawson	Macdonald	
Horizon	Pierrefonds Comprehensive	
INTERNATIONAL STUDIES PROGRAM		
John Killingbeck Center		
CONTINUING EDUCATION		
ADULT CENTERS		
Verdun Adult and Vocational Center (Beurling location)		
Pearson Adult & Career Center		
Place Cartier		
Sources Adult & Career Center		
VOCATIONAL TRAINING CENTERS		
Verdun Adult and Vocational Center (Beurling location)		
Gordon Robertson Beauty Academy		
Pearson Adult and Career Center		
Pearson Electrotechnology Center		
Sources Adult & Career Center		
West Island Career Center		

- The Lester B. Pearson School Board works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.
- The Lester B. Pearson School Board prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.
- The Lester B. Pearson School Board measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines our priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education Superior Education and Research. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

### Qualification and Graduation Rate

Year of First Registration Secondary 1 H.S.	Lester B. Pearson School Board				Public School Boards (72SB)				Province of Quebec			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
Diploma or Qualification up to:	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
<b>Diploma and Qualification Combined by Sector</b>												
<b>Total Both Sexes</b>	83.7	82.8	86.2	87.3	69.3	71.0	71.9	73.8	73.4	75.0	75.8	77.7
Youth Sector	76.7	76.6	78.8	80.9	61.0	63.2	64.3	65.8	66.1	68.3	69.3	70.8
Adult Sector	6.5	5.9	7.0	6.2	6.4	5.7	5.5	5.9	5.6	5.0	4.7	5.1
Vocational Training	0.5	0.3	0.4	0.2	2.0	2.1	2.1	2.1	1.7	1.7	1.8	1.8
<b>Total Both Males</b>	80.6	77.5	82.7	81.7	63.1	65.3	66.4	68.1	67.6	69.6	70.6	72.5
Youth Sector	72.6	70.8	74.6	75.0	54.7	56.8	58.1	59.3	60.1	62.2	63.3	64.7
Adult Sector	7.2	6.2	7.4	6.4	5.8	5.6	5.4	5.8	5.2	4.9	4.8	5.2
Vocational Training	0.8	0.4	0.7	0.3	2.6	2.9	2.9	3.0	2.3	2.5	2.5	2.6
<b>Total Both Females</b>	87.1	88.7	90.2	93.3	75.9	77.1	77.8	79.8	79.5	80.5	81.2	83.0
Youth Sector	81.1	83.0	83.5	87.3	67.6	70.1	71.0	72.5	72.3	74.6	75.5	77.0
Adult Sector	5.8	5.5	6.6	6.0	7.1	5.9	5.5	6.1	6.1	5.0	4.7	5.0
Vocational Training	0.2	0.2	0.1	0.1	1.2	1.2	1.2	1.2	1.0	1.0	1.0	1.0
<b>Diploma and Qualification Separated</b>												
<b>Total Both Sexes</b>	83.7	82.8	86.2	87.3	69.3	71.0	71.9	73.8	73.4	75.0	75.8	77.7
Diploma	83.2	82.2	85.5	86.4	66.8	67.2	66.9	68.7	71.4	71.8	71.7	73.6
Qualifications	0.5	0.6	0.7	0.9	2.5	3.8	5.0	5.0	2.1	3.2	4.1	4.1
<b>Total Both Males</b>	80.6	77.5	82.7	81.7	63.1	65.3	66.4	68.1	67.6	69.6	70.6	72.5
Diploma	79.7	76.7	81.8	80.7	59.8	60.3	59.9	61.6	64.9	65.5	65.2	67.2
Qualifications	0.9	0.8	0.9	1.0	3.3	5.0	6.5	6.5	2.7	4.1	5.4	5.3
<b>Total Both Females</b>	87.1	88.7	90.2	93.3	75.9	77.1	77.8	79.8	79.5	80.5	81.2	83.0
Diploma	87.0	88.3	89.7	92.5	74.3	74.5	74.4	76.3	78.1	78.4	78.5	80.3
Qualifications	0.1	0.4	0.5	0.8	1.7	2.6	3.4	3.5	1.4	2.1	2.7	2.8

### Youth Sector Drop-Out Rate

Year of Registration	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
<b>Total Both Sexes</b>	15.6	12.5	13.7	13.1	20.1	18.6	18.4	17.8	17.4	16.2	16.2	15.3
Males	18.1	14.4	17.0	15.9	24.8	23.1	22.7	21.9	21.5	20.1	19.8	18.8
Females	13.0	10.5	10.5	10.3	15.6	14.3	14.3	13.9	13.6	12.6	12.9	11.9

### Elementary Sector Demographic Portrait

Year of Registration	Lester B. Pearson School Board				Public School Boards (72SB)				Province of Quebec			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
<b>Total Number of Student Registrations</b>	10,688	10,472	10,300	10,159	432,090	438,712	449,338	463,033	465,956	472,274	483,088	497,207
Proportion Students Born Outside of Canada	5.3	5.1	4.5	4.3	8.6	8.8	8.8	8.8	8.8	8.9	9.0	9.0
Proportion of Students Identified with Special Needs	17.5	17.5	18.6	18.6	19.5	19.6	19.5	19.6	18.3	18.8	18.6	18.8
Rate of Integration - Students with Special Needs	97.6	96.5	96.4	96.8	83.1	83.4	83.7	84.1	81.8	82.5	82.6	83.1
Proportion of Students From Disadvantaged Backgrounds	7.8	11.5	11.9	6.2	30.1	30.0	30.0	30.1				
Number of Schools Identified From Disadvantaged Backgrounds	5	7	7	3	716	715	720	720				

### Secondary Sector Demographic Portrait

Year of Registration	Lester B. Pearson School Board				Public School Boards (72SB)				Province of Quebec			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
<b>Total Number of Student Registrations</b>	10,576	10,010	9,549	9,157	338,770	327,216	318,132	312,748	427,316	414,242	403,890	397,166
Proportion Students Entering with Delay	3.8	3.5	3.5	4.3	13.2	13.8	13.6	13.6	11.4	11.8	11.7	11.8
Proportion Students Born Outside of Canada	5.0	5.1	5.7	6.3	9.3	10.0	10.5	11.0	9.5	10.2	10.7	11.2
Proportion of Students Identified with Special Needs	21.3	24.1	26.4	26.1	25.8	27.0	27.5	28.5	20.9	22.9	23.4	24.5
Rate of Integration - Students with Special Needs	87.0	87.3	87.9	87.4	53.6	57.2	57.6	60.0	52.4	56.5	58.5	61.1
Proportion of Students Registered in Private Schools	19.0	18.5	18.8	19.0	29.8	29.9	29.7	29.7	20.5	20.8	21.1	21.1
Proportion of Students From Disadvantaged Backgrounds	5.6	5.5	5.5	5.4	230	231	216	214				
Number of Schools Identified From Disadvantaged Backgrounds	2	3	1	2								

**DIRECTION 1: Improving Achievement**

**Objective A:**  
To increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020.

**General Strategies:**

- Focus intervention in schools and centers with success rates below the Board average.
- Develop and build upon existing curricular options and evidence-based delivery models that provide flexibility and engage students' diverse talents, and interests.
- Align the budget with the strategic plan objectives and optimize the use of resources for maximum impact on student learning.
- Ensure an equitable distribution of resources that prioritizes the needs of our students.
- Focus on improving recruitment, retention and success for the Work Oriented Training Path (WOTP).
- Ensure secondary students with special needs are registered in the appropriate pathway/program.
- Raise awareness of available internal and external resources to support student success.
- Ensure that transition plans are established in a timely manner for students with special needs.
- Promote continuing education as a viable pathway for students and support transitions at critical points in schooling.
- Focus support to students under 20 years of age entering vocational training without a prior diploma or qualification or returning to school after an interruption in studies.

Indicator	Baseline	Target
Secondary school graduation and qualification rate.	78.2% <sup>1</sup> (LBPSB 5 yr. cohort June 2014)	79.5% <sup>1</sup>
Secondary school qualification rate.	0.6% <sup>2</sup> (June 2014)	2% <sup>2</sup>
Percentage of students with special needs aged 18-21 exiting the youth sector with a Transition école vie active (TEVA) plan.	0	100%
Continuing education graduation and qualification rate before the age of 20.	7.4% <sup>3</sup> (AVE contribution to LBPSB 7 yr. cohort June 2014)	8.5% <sup>3</sup>

\*Note: The global success rate for students under 20 is calculated by combining the graduation rate of the 5 year cohort<sup>1</sup>, the annual qualification rate<sup>2</sup> and the contribution from Continuing Education<sup>3</sup>.

**DIRECTION 1: Improving Achievement**

**Objective B:**  
To increase student success in elementary school Mathematics, English Language Arts and French.

**General Strategies:**

- Develop a common understanding of the evaluation criteria for each competency.
- Engage teachers in collaborating to use appropriate data, to inform instruction.
- Board-wide focus on recognizing, supporting, and celebrating educational and community initiatives that strengthen Biliteracy.
- Support schools of under privileged areas, in numeracy and literacy through partnership with "A Montreal School For All".
- Provide on-going professional development in balanced literacy, differentiated instruction, second language acquisition, evaluation and technology.

Indicator	Baseline	Target
Success rate End of Cycle III Elementary Math exam.	78%: June 2015 LBPSB Uniform Cycle III Exam	83%
Success rate End of Cycle III Elementary English Language Arts exam (Reading).	85%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	88%
Success rate End of Cycle III Elementary French exam (Reading).	90%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	Maintain rate of success

**DIRECTION 1: Improving Achievement**

**Objective C:**  
To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French.

**General Strategies:**

- Focus interventions in schools with success rates below the Board average.
- Develop a common understanding of the evaluation criteria for each competency.
- Engage teachers in collaborating to use appropriate data to inform instruction.
- Increase the level of inquiry used in teaching science and technology.
- Provide on-going professional development in differentiated instruction, second language acquisition, evaluation and technology.
- Continued professional development on the use of "Portfolio d'écriture et de lecture".
- Improve use of "Les questions à réponse élaborée: un outil pour mieux réussir".
- Board-wide focus on recognizing, supporting, and celebrating educational and community initiatives that strengthen Biliteracy.

Indicator	Baseline	Target
Success rate Secondary IV Math Options.	71%: success rate across Secondary IV options (final course result including exam)	73%
Success rate Secondary IV General and Applied Science and Technology.	80%: success rate across Secondary IV options (final course result including exam)	82%
Success rate Secondary IV History and Citizenship Education.	72%: success rate across Secondary IV options (final course result including exam)	74%
Success rate Secondary V English Language Arts.	90%: success rate (final course result including exam)	Maintain rate of success
Success rate Secondary V French.	91%: success rate across Secondary V options (final course result including exam)	Maintain rate of success

**DIRECTION 2: Ensuring Wellness**

**Objective A:**  
To strengthen healthy lifestyles and positive mental health.

**General Strategies:**

- Continued support and implementation of the Healthy Schools and Communities Planning Approach.
- Maintain a professional development emphasis on socio-emotional learning, health promotion and prevention.
- Monitor and follow cohort trends with respect to student anxiety levels paying particular attention to gender disparities.
- Implement and maintain the annual school engagement portrait via Tell Them From Me Student Engagement Thematic Report.
- Encourage participation in school clubs and teams.
- Based on survey results develop and make available to school/center staffs a portrait of staff wellness initiatives and activities available.
- Ensure employee needs are met through capacity building and professional development.
- Regular review of TTFM survey with staff, students and community.

Indicator	Baseline	Target
Tell Them From Me Survey (TTFM) Social Engagement Indicator: Sense of Belonging in School*.	Elementary school 84.00%: 3 yr. survey average 2012-2015  Secondary school 67.00%: 3 yr. survey average 2012-2015	Elementary and Secondary: 2% above the national average by 2020
Staff portrait of school/center based wellness initiatives and activities.	N.A.	Create survey by the end of the 2016-2017 school year  Administer survey to staff cohort during the 2017-2018 school year

\*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.

DIRECTION 2: Ensuring Wellness

**Objective B:**  
To encourage learners to adopt a healthy and physically active lifestyle.

**General Strategies:**

- Increase collaborative community partnerships for projects that target active living.
- Continue elementary school sports tournaments.
- Promote extra curricular sports teams and activities.
- Provide workshops for educators, students and Kindergarten parents on nutrition and healthy living.
- Provide workshops to daycare staff and workers on nutrition following the "Programme de perfectionnement pour les employés en Service de Garde".
- Support and encourage centers in establishing and maintaining initiatives promoting a healthy and physically active lifestyle.
- Support and expand programs that foster healthy living.

Indicator	Baseline	Target
The number of continuing education centers with initiatives promoting a healthy and physically active lifestyle.	3 out of 7 centers	7 centers each year
Number of schools implementing annually three or more specific initiatives promoting healthy lifestyle choices.	New indicator	80% of schools by 2020

DIRECTION 2: Ensuring Wellness

**Objective C:**  
To foster safe and caring relationships within the school, the community and the digital environments.

**General Strategies:**

- Build partnerships to support student success and well being.
- Increase the awareness and engagement of all stakeholders in the Digital Citizenship Program.
- Provide professional development activities for schools system wide to support LBPSB Digital Citizenship Program.
- Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Law 19).
- Continue to encourage schools to provide opportunities for staff and student training in intervention and coping strategies for instances of bullying and/or violence in schools.
- Support schools in maintaining the annual school safety portrait via the Tell Them From Me Bullying and School Safety Thematic Report.
- Encourage participation in extracurricular activities for all students.

Indicator	Baseline	Target
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).	Girls 8.1% Boys 8.1% Feeling unsafe at school June 2015	Girls 5% Boys 5% by October 2019
Tell Them From Me (TTFM) Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).*	13.9% Girls 16.3% Boys Feeling unsafe at school	10% Girls 13% Boys by October 2019

\*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.

**DIRECTION 3: Strengthening Engagement**

**Objective A:**  
To have our students engaged in their learning.

**General Strategies:**

- Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.
- Provide professional development sessions that foster cooperation, creativity, communication, critical thinking and entrepreneurship.
- Board-wide focus on recognizing, supporting, and celebrating endeavors that foster an "Entrepreneurial Spirit".
- Improve process to recognize the diverse contributions of staff and stakeholders towards strategic plan objectives.
- Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.
- Implement and maintain annual school engagement portrait via the Tell Them From Me Student Engagement Thematic Report.
- Promote the vocational trades through multiple mediums: websites, brochures and social media.
- Annual board level initiatives designed to expose students to educational and career pathway options.

Indicator	Baseline	Target
Tell Them From Me Survey Intellectual Engagement Indicators: Skills Challenge (secondary only) Interest and Motivation.	Tell Them From Me Secondary Challenge: 6% above the National Average 2014-2015	10% Above the National average 2017-2020 Composite National Average
Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated.	Elementary School Baseline: 8% above the Three Year National Average Composite 2013-2015	10% Above the National average 2017-2020 Composite National Average
Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated.	Secondary School Baseline: 4% above the Three Year National Average Composite 2013-2015	6% Above the National average 2017-2020 Composite National Average

**DIRECTION 3: Strengthening Engagement**

**Objective B:**  
To have our students engaged in the world around them.

**General Strategies:**

- Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism, environmental awareness and bilingualism for all students.
- Broaden international education opportunities from within and outside the school board territory.
- Communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.
- Ensure that our digital environment is progressive, consistent and accessible.
- Establish board-wide strategy for managing school/center digital presence.
- Recruit and maintain active partners in the following domains of interest: Science & Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports & Recreation; Community Service.
- Showcase the contribution of active partners on the Board website and social media.
- Support schools towards increasing their student registration in Français enrichi.
- Recruit, hire and retain qualified French educators committed to graduating biliterate students.
- Support and encourage opportunities for students to utilize and practice French comprehension, written and oral skills outside of the classroom setting.

Indicator	Baseline	Target
The number of Digital Citizenship Program (DCP) workshops offered.	3 per year	Maintain 3 per year
The number of Educational Technology Summer Institute days.	3 days per year	Maintain 3 days per year
The number of schools/centers with active social media links integrated into their home web page. (Twitter, Facebook, blogs, ...).	37% of schools and centers	100% of schools and centers by June 2020
The number of active partnerships by domain of interest.	N.A.	2 partnerships per domain each year
Development and implementation of board wide criteria for students to qualify for a bilingual certificate.	N.A.	Framework in place system wide by June 2020

