

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

TUESDAY, SEPTEMBER 27, 2022  
7:00 p.m.

**A**

Sarnia Education Centre  
200 Wellington Street  
Sarnia, ON  
and Via Microsoft Teams

Page Reference

1. Call to Order		
2. Approval of Agenda		
3. Traditional Territorial Acknowledgement		
4. Declaration of Conflict of Interest		
5. Approval of the Minutes of:		
a) September 13, 2022 Regular Board Meeting		3
6. Business Arising from the Minutes		
7. Motions Emanating from the Regular Board Private Session		
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.		
9. Presentations:		
a) Elementary Summer Programs 2022 – Superintendent Hazzard		
10. Delegations		
11. Questions from the Public		
12. Reports for Board Action:		
a) Staff and Volunteer Appreciation Day 2022	Chair Campbell	9
<u>Recommendation:</u>	/Director Howitt	
“That the Lambton Kent District School Board observe Staff	Report B-22-95	
and Volunteer Appreciation Day on October 5, 2022.”		
13. Reports for Board Information:		
a) Audit Committee Report	Vice-Chair Robertson	10
	Report B-22-96	
b) Special Education Advisory Committee	Trustee Barnes	11
	Report B-22-97	
c) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher	
	Oral Report	
d) LKDSB Operational Plan 2021-22	Director Howitt	16
	Report B-22-98	
e) Capital Projects Update	Associate Director McKay	39
	Report B-22-99	
f) Elementary Summer Programs 2022	Superintendent Hazzard	42
	Report B-22-100	

14. Correspondence
15. New Business
16. Trustee Questions
17. Notices of Motion
18. Announcements
  - a) The National Day for Truth and Reconciliation is on September 30, 2022. LKDSB will be participating in Orange Shirt Day as a reminder that “Every Child Matters.”
  - b) The next Regular Board Meeting will be held on Tuesday, October 11, 2022 at the Chatham Regional Education Centre at 7:00 p.m.
19. Adjournment

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Jane Bryce, Ruth Ann Dodman, Dave Douglas, Malinda Little, joining virtually, Scott McKinlay, Lareina Rising, joining virtually

Student Trustees: Alizah Ali, Tristan Nemcek, and Kobee Soney

Staff: Director of Education John Howitt, Associate Director Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, and Mary Mancini, and Public Relations Officer Heather Hughes

Regrets: Trustees Janet Barnes and Dave Douglas

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

#2022-111 Moved by Jane Bryce, seconded by Ruth Ann Dodman,

Approval of the Agenda

“That the Agenda for the Regular Board Meeting of September 13, 2022 be approved.”

CARRIED.

Chair Campbell read a statement recognizing the death of Her Majesty Queen Elizabeth II.

In Memoriam

Chair Campbell read an In Memoriam for an LKDSB secondary student. A moment of silence was observed.

Chair Campbell welcomed Student Trustees Alizah Ali, Tristan Nemcek, and Kobee Soney to the meeting.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest

None.

#2022-112  
Approval of the Minutes  
Jun/21/2022

Moved by Scott McKinlay, seconded by Greg Agar,

“That the Board approve the Minutes of the Regular Board Meeting of June 21, 2022.”

CARRIED.

#2022-113  
Approval of the Minutes  
Jun/24/2022

Moved by Greg Agar, seconded by Ruth Ann Dodman,

“That the Board approve the Minutes of the Special Board Meeting of June 24, 2022.”

CARRIED.

Business Arising

None.

Motions Emanating from  
the Regular Board Private  
Session

None.

#2022-114  
Action of the Regular  
Board Private Session be  
the Action of the Board

Moved by Derek Robertson, seconded by Malinda Little,  
“That the Action of the Board in Private Session be the Action of the Board.”

CARRIED.

Director’s Snapshots of  
Excellence

Director Howitt presented the Director’s Snapshots of Excellence, which highlighted activities in the Board in the summer of 2022 and September 2022. The presentation highlighted the capital projects undertaken in the summer of 2022 such as a barrier-free washroom at Ridgetown District High School, new windows at Wallaceburg District Secondary School, an outdoor classroom at Bridgeview Public School, new artificial turf in the Kindergarten playground at Lansdowne Public School, updates to Thamesville Area Central School’s roof, windows, and exterior doors, new concrete curbs and mulch added to the Kindergarten playground at Tecumseh Public School, a brand new track & field facility at Great Lakes Secondary School, an outdoor classroom/learning commons at Queen Elizabeth II Public School (Sarnia), a repaved and expanded parking lot at Brooke Central Public School, a new sidewalk at Queen Elizabeth II Public School (Chatham), major renovations to Chatham Kent Secondary School, the addition of air conditioning and window replacements at East Lambton Elementary School, the addition of air conditioning to Indian Creek Road Public School, a barrier-free washroom and a new laundry room at Merlin Area Public School, the second phase of renovations at McNaughton Avenue Public School, classroom renovations at A.A. Wright Public School, a partial roof replacement at Northern Collegiate Institute & Vocational School, and classroom renovations and window replacements at Queen Elizabeth II Public School (Petrolia). Activities within the Board during the first week of school were also highlighted including shining hallways greeting students due to the hard work of LKDSB Education workers, the introduction of Noelle’s Gift Closets in elementary and secondary schools across the Board, which will provide students with easy access to food, clothing, and other essential items when needed, and new school year celebrations across LKDSB schools.

A Trustee asked if social distancing was intentional in one of the photos shown. Director Howitt responded that social distancing is no longer required in schools but is still a practice used by some.

Delegations

None.

Questions from the Public

None.

#2022-115  
Response to OPSBA  
Regarding Extension to  
Electronic Board Meetings  
Report B-22-88

Moved by Derek Robertson, seconded by Greg Agar,  
“That the Board approve a response to Rusty Hick, Executive Director of the Ontario Public School Boards’ Association indicating that the Lambton Kent District School Board does not support an extension for the ability of Boards to hold electronic board meetings beyond the current expiration date of November 15, 2022.”

Chair Campbell relayed to Trustees that he received an email from Ontario Public School Boards’ Association (OPSBA) Executive Director Rusty Hick asking for a yes or no response to whether the Board supported an extension for the ability

of Boards to hold electronic board meetings beyond the current expiration date of November 15, 2022. He reminded Trustees that in response to the pandemic, amendments were made to Ontario Regulation 463/97 (Electronic Meetings and Meeting Attendance) which are to be revoked on November 15, 2022. He explained that these amendments waived the requirement for in-person attendance by specified individuals, for example, the Chair and Director; waived the requirement for Trustees to physically attend a minimum of three meetings during the 12-month period; waived the requirement for the meeting room of a board or of a committee to be open to permit physical attendance by the public; and, included a new requirement for boards to provide members of the public with participatory electronic access to open board/committee meetings. Chair Campbell further explained that the email from OPSBA was in response to Minister Lecce's indication that he would be consulting with all Trustee organizations, including OPSBA, regarding the extension during a recent call with School Board Chairs.

There was a discussion around what removing the amendments to Ontario Regulation 463/97 would mean for Board Meetings and what the LKDSB Regulations currently allow. In the discussion it was noted it was difficult to make a recommendation when the future of the pandemic was unknown, but that the Ministry could re-introduce the amendments if needed. It was also noted that some Trustees preferred in-person meetings where Trustees were able to be face-to-face with the electorate and others expressed that their virtual attendance has demonstrated they are able to fully contribute during Board Meetings and be as effective as when they are in-person. Trustees were reminded that the Board's Electronic Meetings Regulations permit participation in Board Meetings via electronic means and that this discussion was specific to the in-person attendance of certain individuals who must be present such as the Chair of the Board and Director of Education.

Trustee Rising asked for a recorded vote.

Chair Campbell reminded the Student Trustees that their vote would be non-binding.

Recorded Vote

Binding Vote

Greg Agar	Yes
Jane Bryce	Yes
Ruth Ann Dodman	Yes
Jack Fletcher	No
Malinda Little	No
Scott McKinlay	Yes
Lareina Rising	No
Derek Robertson	Yes
Randy Campbell	Yes

Non-Binding Vote

Alizah Ali	Yes
Tristan Nemcek	No
Kobee Soney	Yes

CARRIED.

#2022-116  
Schedule for Regular  
Board Meetings for the  
Period November 15, 2022  
to November 21, 2023  
Report B-22-89

Director Howitt presented the Schedule for Regular Board Meetings for the period of November 15, 2022 to November 21, 2023. He noted that the schedule was drafted based on the LKDSB Procedural By-laws and added that the new term for Trustees begins on November 15, 2022. He reminded Trustees that the June meetings in the 2021-22 school year were held on the first and third Tuesdays of the month (rather than the second and fourth Tuesdays of the month), which allowed for Trustee attendance at graduation ceremonies.

Moved by Jane Bryce, seconded by Greg Agar,

“That the Board approve the Regular Board Meeting Schedule for the period November 15, 2022 to November 21, 2023.”

Moved by Derek Robertson, seconded by Jack Fletcher,

“That the motion be amended to add *with the June 13, 2023 Board Meeting changed to June 6, 2023 and the June 27, 2023 Board Meeting changed to June 20, 2023.*”

AMENDMENT CARRIED.

The vote was taken on the Main Motion as amended.

“That the Board approve the Regular Board Meeting Schedule for the period November 15, 2022 to November 21, 2023 with the June 13, 2023 Board Meeting changed to June 6, 2023 and the June 27, 2023 Board Meeting changed to June 20, 2023.”

MOTION AS AMENDED CARRIED.

#2022-117  
LKDSB Policy and  
Regulations on Trustee  
Honoraria  
Report B-22-90

Director Howitt explained that under Ministry of Education Ontario Regulation 357/06, Honoraria for Board Members, an outgoing board must set the Trustee remuneration policy for the next term of office by October 15 of an election year. He relayed that there were no recommended changes to the Policy, but Regulations have been revised to reflect updates to Ontario Regulation 357/06, Honoraria for Board Members, and to clarify that the First Nation Trustee will receive the same honorarium as an elected Trustee.

A Trustee noted that the Board made a motion in the past that the First Nations Trustee would receive the same honorarium as an elected Trustee.

A Trustee asked if it should be included in the Regulations that the First Nations Alternate Trustee will receive mileage when attending Board Meetings. Director Howitt responded that this would be deemed an expense and not part of the honorarium.

Moved by Jane Bryce, seconded by Ruth Ann Dodman,

“That the Board approve the review of the Policy and revised Regulations on Trustee Honoraria.”

CARRIED.

#2022-118

Director Howitt explained that under the Municipal Elections Act, 1996 (MEA) every district school board must appoint a Compliance Audit Committee by

Establishment of the LKDSB Compliance Audit Committee Report B-22-91	October 1, 2022, to hear and decide on applications for compliance audits regarding a candidate's campaign expenses.  Moved by Ruth Ann Dodman, seconded by Jane Bryce,  "That the Board approve the appointment of Mike Lowther, Derek McGivern, Mike Phipps, and Daniel Whittal to the Lambton Kent District School Board Compliance Audit Committee for the term November 15, 2022 to November 14, 2026."  CARRIED.
Indigenous Liaison Committee Report Report B-22-92	Trustee Rising reported to Trustees on the June 15, 2022 meeting of the Indigenous Liaison Committee. She relayed that land-based education was a familiar theme in the reports from the First Nations communities, and there were references to food and celebration, National Indigenous Peoples Day and end of the year activities. She shared that Niigaan Gdizhaami Fund proposals were made, with one of them being from Dallas Sinopole, Indigenous Lead, for the installation of a Lodge.  The committee recognized the work of former Elementary Indigenous Education Special Projects Teacher Gretchen Sands-Gamble who returned to the classroom in September 2022.  Trustee McKinlay left the meeting at 8:20 p.m.
Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher reported that the next OPSBA Board of Directors meeting would be held on September 30, 2022 in Toronto, Ontario.  A Trustee asked if the meeting was scheduled on September 30, 2022 because of National Day for Truth and Reconciliation and Trustee Fletcher advised that Lisa Reinhardt from OPSBA should be contacted with this question.
Senior Administration Portfolios Report B-22-93	Director Howitt provided Trustees with an update on the reorganization of Senior Administration that took place on August 1, 2022 upon the retirement of the Superintendent of Education – Capital Planning and Pupil Accommodation / Alternative and Continuing Education. He explained that the vacant Superintendent position was not filled, reducing the Senior Administrative team by one, and the continuing Supervisory Officers' (Director of Education, Associate Director and Superintendents) responsibilities have been increased to compensate for the vacancy. He reported that the role of Superintendent of Business & Treasurer of the Board has been replaced with the Associate Director of Corporate Services & Treasurer of the Board role, which is held by Brian McKay, former Superintendent of Business & Treasurer of the Board. He added that there were also title changes for four Superintendents of Education: Angie Barrese, formerly Superintendent of Education – Special Education is now Superintendent of Education – Student Support Services / Well-Being; Gary Girardi, formerly Superintendent of Education – Human Resources is now Superintendent of Education – Human Resources / Safe Schools; Helen Lane, formerly Superintendent of Education – Indigenous Education / Leadership and Equity is now Superintendent of Education – Indigenous Education / Equity, Diversity & Inclusion / International Education; and Mary Mancini, formerly Superintendent of Education – Student Success / Secondary is now

Superintendent of Education – Student Success / Secondary / Adult & Continuing Education.

Director Howitt explained that the title of Special Education no longer captures all of the students served by the staff who work within the department, and the new title of Student Support Services recognizes the work done for all LKDSB students.

Director Howitt noted that Administrative Assistants are now aligned one-to-one with a Superintendent and their portfolio.

#### Capital Projects Update

Associate Director McKay provided Trustees with an update on the Board's Capital Projects. He explained that along with the larger projects, smaller projects such as outdoor classrooms, paving, flooring, window coverings, and installation of outdoor Wi-Fi were completed. He explained that the Board continues to face supply chain issues and labour shortages in the skilled trades. He added that a written report will be provided to Trustees at the September 27, 2022 Board Meeting.

A Trustee asked for an update on the Forest K-12 School. Associate Director McKay responded that the Board is working with the Transition Committee on the design of the school, which will require Ministry approval once finalized. He added that the expected enrolment has increased since the school was approved, so there are discussions with the Ministry of Education on whether the Board can build the school based on the updated enrolment number, which is more than one hundred additional students.

Director Howitt noted that the Forest K-12 School webpage had been updated on the LKDSB Website and will include the Transition Committee meeting dates and Records of Action from the meetings.

#### Correspondence

None.

#### New Business

None.

#### Trustee Questions

None.

#### Notices of Motion

None.

#### Announcements

The next Regular Board Meeting will be held on Tuesday, September 27, 2022 at the Sarnia Education Centre at 7:00 p.m.

#### Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:36 p.m.

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Chair of the Board

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Director of Education and  
Secretary of the Board



**FROM: Randy Campbell, Chair of the Board  
John Howitt, Director of Education**

**DATE: September 27, 2022**

**SUBJECT: Staff and Volunteer Appreciation Day 2022**



The Lambton Kent District School Board (LKDSB) is very proud of its staff and is certainly aware of the important role they play in the development of children. Staff are very dedicated and caring individuals striving to improve student achievement for the betterment of society. Our schools are also fortunate to welcome many community volunteers who provide time, expertise, and support for our students, both inside and outside the classroom.

The LKDSB celebrates Staff and Volunteer Appreciation Day on October 5 to acknowledge the contributions of all employees and volunteers.

Everything staff and volunteers do to enhance learning opportunities for our students is truly appreciated.

**RECOMMENDATION:**

“That the Lambton Kent District School Board observe Staff and Volunteer Appreciation Day on October 5, 2022.”



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**FROM: Derek Robertson, Trustee and Audit Committee Chair**

**DATE: September 27, 2022**

**SUBJECT: Audit Committee Meeting Update**

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The audit committee held its first meeting of the 2022/2023 year, on Monday, September 19, 2022. The agenda included the selection of a chairperson, an update on internal auditor, as well as a presentation from Kevin Sabourin, Bailey Kearney Ferguson LLP (external auditor). The presentation introduced the 2021-22 Fiscal Year Audit Plan to committee members.

With the change in internal auditors, the committee members deferred approving the Draft 2022-23 Internal Audit Plan until the next audit committee meeting.

The next audit committee meeting of Monday, October 31, 2022 is being rescheduled and will be updated on the Board's website, once confirmed.

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Audit Committee Chair



**FROM:** Janet Barnes, Trustee and Vice-Chair of the Special Education Advisory Committee

**DATE:** September 27, 2022

**SUBJECT:** Special Education Advisory Committee (SEAC) Meeting Summary (September 15, 2022)



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met in person at Wallaceburg District Secondary School on Thursday, September 15, 2022. Following is a report of the activities of the meeting:

#### Business Arising from the Minutes

There was no business arising from the May 12, 2022 meeting.

#### Provincial Parent Association Advisory Committee on Special Education Advisory Committees

Superintendent Barrese outlined a plan for the Committee to review the: *PAaC on SEAC Handbook*, *Funding Resource Guide*, and *the Tip Sheet Regarding Effective Practices for Recruitment of Local Association Members* throughout the year.

#### Priority-Setting Session

The members of SEAC participated in an exercise that helped to identify their respective areas of interest. The input will allow the Special Education Team to schedule presentations and share information with the Committee over the 2022- 2023 school year. The resulting presentation scheduled will be listed on the October SEAC Meeting Agenda.

#### 2022-2023 Special Education Plan Checklist

A copy of the 2021-2022 Special Education Plan Checklist, which was submitted to the Ministry by Administration at year-end, is attached for reference.

#### Department Name Change

Superintendent Barrese spoke about the rationale for renaming the Special Education Department noting that the department's new name is Student Support Services/Well-Being.

## Notification to Organizations/Individuals Wanting to Be Part of SEAC

Superintendent Barrese shared information (attached) regarding the process for member agencies to put forward the name(s) of individuals they'd like to be considered for the 4-year term of SEAC that begins in 2022; as well, they were made aware of the process for accepting applications for Members-at-Large and efforts that will be undertaken to solicit new members to join SEAC.

## Correspondence

A letter dated May 4, 2022 from Kawartha Pine Ridge DSB regarding PPM 81 and nursing shortages was discussed alongside a similar letter dated June 22, 2022 from Upper Canada DSB. While the LKDSB is still able manage at this point, the stresses are beginning to be felt. The membership of SEAC discussed it and decided to forward a message to the Ministry supporting other communities that have raised concerns and citing our own.

A video, provided by the Ernest C. Drury Secondary (Provincial Demonstration School) for the Deaf in Milton, was shared with the membership for their information.

## Next Meeting

Thursday, October 20, 2022  
Via MS Teams

Trustee Janet Barnes, (Acting) SEAC Chair

2022-23 Special Education Plan Checklist  
Please submit to your regional office by July 31, 2022

District School Board/School Authority:  <b>Lambton Kent District School Board</b>		
<b>Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i></b>	<b>Report on the provision of Special Education Programs and Services</b>	<b>Amendments to the 2022-23 Special Education Plan</b>
<b>Special Education Programs and Services</b>		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Provincial Information</b>		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Other Related Information Required for Community</b>		
The Board's Consultation Process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b><i>Where programs and services have not been provided as outlined in the 2021-22 Special Education Plan, please provide a description of the variance:</i></b>		
Not applicable.		

<b>Additional Information:</b>	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input checked="" type="checkbox"/>

<b>Document:</b>	<b>Format:</b>	<b>Please indicate the URL of the document on your website (if applicable)</b>
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file <input type="checkbox"/> Paper Copy	<a href="#">Lambton Kent District School Board Special Education Plan</a>
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	<a href="#">Lambton Kent District School Board Parent Guide to Special Education</a>
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	<a href="#">Lambton Kent District School Board Protocol for Partnerships with External Agencies for the Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM149)</a>

Name of the Director of Education	
<p>John Howitt</p> <hr/>	
Signature of the Director of Education	Date
 <hr/>	<p>June 9, 2022</p> <hr/>

# NOMINATION FORM: SPECIAL EDUCATION ADVISORY COMMITTEE

## MEMBERSHIP TYPE

Indicate the type of membership requested, and complete the information required:

**Local Association:** A member represents a group of parents/guardians operating within Chatham-Kent or Sarnia Lambton and is associated with an organization/association that operates throughout Ontario to further the interest and wellbeing of one or more groups of exceptional children or adults. The organization/association must be incorporated.

**Member at Large:** An individual or representative of an organization that has an interest in special education but does not fully meet the criteria for 'local association'. Members at Large may not be members of the Board or a member of another Committee of the Board.

## INFORMATION ABOUT THE NOMINATING ORGANIZATION/ASSOCIATION

<b>Name of Organization/Association:</b>
<b>Incorporation Number (if applicable):</b>
<b>Mandate of Organization/Association (1 -2 sentences)</b>
<b>Contact Name:</b>
<b>Phone Number:</b>
<b>Email Address:</b>

## INFORMATION ABOUT THE NOMINEE (REPRESENTATIVE OF THE ORGANIZATION/ASSOCIATION)

<b>Name of Nominee:</b>			
<b>Email Address:</b>			
<b>Work Phone Number, If Applicable:</b>			
<b>Work Address, If Applicable:</b>			
<b>Please Confirm:</b>	The Individual is 18 years of age or over	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	The individual is a Canadian citizen	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	The individual is eligible to vote for a Trustee of LKDSB	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## INFORMATION ABOUT THE ALTERNATE MEMBER

<b>Name of Alternate:</b>			
<b>Email Address:</b>			
<b>Work Phone Number:</b>			
<b>Please Confirm:</b>	The Individual is 18 years of age or over	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	The individual is a Canadian citizen	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	The individual is eligible to vote for a Trustee of LKDSB	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Submit the following to [lori.gall@lkdsb.net](mailto:lori.gall@lkdsb.net) by 4:00 p.m. on November 18, 2022.

- 1) This completed form, and;
- 2) On organization/association letterhead, the names of the individuals nominated by the organization/association to serve as both the main representative and the alternate, along with information regarding how each individual represents the interests and wellbeing of exceptional children and/or adults.



**FROM: John Howitt, Director of Education**

**DATE: September 27, 2022**

**SUBJECT: LKDSB Operational Plan**



Lambton Kent District School Board (LKDSB) Senior Administration has developed an Operational Plan containing goals aligned with the Strategic Priorities. Each goal within the plan relates to one or more Strategic Priorities and identifies the Superintendent(s) responsible for the goal. The action steps that will be taken to reach the goal and the expected outcomes are listed within the plan. This report reflects the actual outcomes from 2021-2022 school year.

The Strategic Priorities were approved by Trustees during the May 12, 2020 Board Meeting.

**Strategic Priorities 2020/2021 to 2025/2026:**

- Student Achievement & Well-Being: Advance high standards for innovative and responsive learning
- Inclusive Diversity: Champion anti-oppressive education
- Sustainable Stewardship: Optimize human, financial and physical resources
- Trusting Relationships: Strengthen relationships based on respectful collaboration

The Operational Plan is updated and reported annually to the Trustees. The Operational Plan for the 2022-2023 school year will be presented to Trustees at the October 11, 2022 Board Meeting.

 <p><b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b> Advance high standards for innovative and responsive learning</p>	 <p><b>INCLUSIVE DIVERSITY</b> Champion anti-oppressive education</p>	 <p><b>TRUSTING RELATIONSHIPS</b> Strengthen relationships based on respectful collaboration</p>	 <p><b>SUSTAINABLE STEWARDSHIP</b> Optimize human, financial and physical resources</p>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ M. Mancini</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2023 increase secondary graduation rates to:</p> <ul style="list-style-type: none"> <li>➤ Four-year rate from 67.7% in 2018-2019 to 82% in 2022-2023</li> <li>➤ Five-year rate from 77% in 2018-2019 to 89% in 2022-2023</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students at risk of not graduating because of Literacy and Community Involvement Hour requirements and develop plans to support achievement of these graduation requirements.</li> <li>• Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation.</li> <li>• Monitor and support Graduation Goals from School Learning Plans.</li> <li>• Enhance credit accumulation through enhanced summer semester programming including reach-ahead and catch-up opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Incremental gains in graduation rates over a four-year period culminating in a rate of 82% (four-year rate) and 89% (five-year rate) by June 2023.</li> <li>• Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements.</li> <li>• Increased credit accumulation rates to support graduation.</li> <li>• Students will have multiple and varied opportunities to attain credit requirements for graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• Some gains were made in graduation rates. Preliminary data for 2016-2017 Grade 9 cohort (students graduating in June 2021):               <ul style="list-style-type: none"> <li>➤ Four-year rate: 72% (up from 67.7% for the 2014-2015 Grade 9 cohort and 71.7% for the 2015-2016 Grade 9 cohort)</li> <li>➤ Five year-rate: 79.2% (up from 77% for the 2014-2015 Grade 9 cohort, but down from 80.5% for the 2015-2016 Grade 9 cohort)</li> </ul> </li> <li>• There was a higher number of non-graduates still enrolled at the end of the year for the 2015-2016 cohort versus the previous two cohorts.</li> <li>• Secondary schools continue the practice of identifying potential graduates with incomplete Literacy Requirement and Community Involvement Hours and develop plans to address these graduation requirements.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ B. Hazzard</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2023 increase the percentage of elementary students achieving level 3 or 4 by:</p> <ul style="list-style-type: none"> <li>➤ 10% increase as measured by Primary EQAO Math from 58% (2018-2019) to 73%</li> <li>➤ 15% increase as measured by Junior EQAO Math from 48% (2018-2019) to 63%</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Alex Lawson’s math continua in elementary school math instruction.</li> <li>• Provide instructional coaching to all elementary schools, through allocation of Coaches in a differentiated manner according to school needs, that support implementing best practices in math classrooms.</li> <li>• Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs.</li> <li>• Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2021-2022 school year, all math classrooms will provide diagnostic feedback to student(s) based on a Lawson’s math continua to lift learning and re-engage learners. The Lawson math continua will be used to identify student understanding and identify next steps for student learning.</li> <li>• By the end of 2021-2022 school year, most classrooms will use a ‘number talk’ strategy multiple times per week for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding.</li> <li>• All schools will have a School Learning Plan math goal.</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2021-2022 school year 90% of Kindergarten-Grade 8 classrooms provided diagnostic numeracy feedback to student(s) based on Lawson’s math continua.</li> <li>• The number of K-8 students who received diagnostic numeracy support during the 2021-2022 school year was 6,949.</li> <li>• During the 2021-2022 school year 78% of Kindergarten-Grade 8 classrooms used a ‘number talk’ strategy multiple times per week for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding.</li> <li>• The Primary and Junior EQAO results for 2021-2022 are not available at the time of publishing. Beginning in the 2021-2022 school year, the format of Primary and Junior EQAO assessments was changed significantly. It is unclear on the impact of the format change when comparing growth.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ B. Hazzard</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2024 increase the percentage of elementary students achieving level 3 or 4 by:</p> <ul style="list-style-type: none"> <li>➤ 5% increase as measured by Primary EQAO Reading from 69% (2018-2019) to 74%</li> <li>➤ 5% increase as measured by Junior EQAO Reading from 76% (2018-2019) to 81%</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the diagnostic reading tool Benchmark Assessment System (BAS) and Fountas &amp; Pinnell’s Literacy Continuum in elementary literacy instruction.</li> <li>• Provide individualized release time to all elementary schools, through Instructional Coaches in a differentiated manner according to school needs, that support building teacher, ECE, and principal understanding of BAS and the Literacy Continuum in all schools.</li> <li>• Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2021-2022 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on BAS or an approved reading diagnostic assessment to lift learning and re-engage learners. The Literacy Continuum will be used to identify student understanding and identify next steps for student learning.</li> <li>• By the end of 2021-2022 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society.</li> <li>• All schools will have a School Learning Plan literacy goal.</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2021-2022 school year 87% of Kindergarten-Grade 8 classrooms provided diagnostic literacy feedback to student(s) based on BAS or an approved reading diagnostic assessment.</li> <li>• The number of K-8 students who received diagnostic literacy support during the 2021-2022 school year was 6,474.</li> <li>• The Primary and Junior EQAO results for 2021-2022 are not available at the time of publishing. Beginning in the 2021-2022 school year, the format of Primary and Junior EQAO assessments was changed significantly. It is unclear on the impact of the format change when comparing growth.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ M. Mancini</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2023 increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% (2018-2019) to 82%.</p>	<ul style="list-style-type: none"> <li>• Schools will establish a Literacy Team. This team will include at a minimum the English curriculum leader, student success teacher, resource teacher and an Administrator and identify a Literacy Lead.</li> <li>• Schools will develop a literacy plan to focus on attainment of the literacy requirement for Grade 10, 11 and non-graduating Grade 12 students) in 2021-2022, including a literacy goal in their School Learning Plan.</li> <li>• The literacy plan and literacy goal will be monitored through FOS Superintendent visits.</li> <li>• Secondary Program Department will support literacy Plan initiatives/literacy goals and collect best practices to support future planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2021-2022 Literacy Teams will have met literacy plan and goal objectives and plan for 2022-2023.</li> <li>• The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023.</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy requirement for 2021-2022 Graduating students was waived.</li> <li>• Eligible Grade 10 and 11 students had two opportunities to participate in the online OSSLT.</li> <li>• The format of the OSSLT was changed significantly from the last-reported results. It is unclear what the impact of the changes will be on the results on the 2021-2022 administration of the OSSLT.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ M. Mancini</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>All eligible students will participate in the Grade 9 EQAO Assessment of Mathematics in 2021-2022, and the percentage of students achieving level 3 or 4 will be at or above the provincial average.</p>	<ul style="list-style-type: none"> <li>• Based on availability, schools will utilize sample tasks for the new de-streamed Grade 9 math course to prepare students to participate in the Grade 9 EQAO Assessment of Mathematics.</li> <li>• Secondary Program will provide professional learning and release to build teacher capacity to support the implementation of the de-streamed curriculum for students to participate successfully in the Grade 9 EQAO Assessment of Mathematics in 2021-2022.</li> <li>• Document best practices to inform next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the new Grade 9 EQAO Assessment of Mathematics in 2021-2022 will establish a baseline level of achievement for the new de-streamed Grade 9 math course which is one indicator that will assist in determining the successful implementation of de-streaming.</li> <li>• The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9 students registered in face-to-face Grade 9 Math in Semester 2 participated in the online Grade 9 EQAO Assessment of Mathematics. Semester 1 Grade 9 Math students did not participate due to the extended period of remote learning at the end of the semester.</li> <li>• Results from the 2021-2022 Grade 9 EQAO Assessment of Mathematics are expected to be released in Fall 2022. The format of the assessment was changed from the last-reported results. Also, the new de-streamed curriculum was implemented. It is unclear what the impact of the changes will be on the results of the 2021-2022 administration.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ B. Hazzard</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2023, 80% of teachers at every LKDSB elementary school will track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'.</p>	<ul style="list-style-type: none"> <li>• Implement John Hattie's research on providing students with clear and actionable 'where to next' feedback.</li> <li>• Provide instructional coaching to all elementary schools, through allocation of Coaches in a differentiated manner according to school needs, that support implementing best practices in math and literacy classrooms.</li> <li>• Provide a broad range of professional learning throughout the school year to principals, teachers, and ECEs including a virtual session with John Hattie on a PA Day.</li> <li>• Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2021-2022 school year, all schools will participate in professional learning about 'where to next' feedback.</li> <li>• By the end of 2021-2022 school year, most classrooms will begin to track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'.</li> </ul>	<ul style="list-style-type: none"> <li>• All elementary schools and staff participated in 'where to next' feedback. Professional learning focused on remote and in-person learning with international author John Hattie.</li> <li>• During the 2021-2022 school year 85% of Kindergarten to Grade 8 classrooms tracked feedback that documents what teachers noticed about student learning and communicated to students 'where to next' as well as 'how to get there'.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b> ➤ B. McKay</p>	An ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices.	<ul style="list-style-type: none"> <li>• Form the committee – need to recruit committee members.</li> <li>• First meeting with the committee to introduce and review committee terms of reference.</li> <li>• Need to review current year mandate with committee in a COVID-19 environment where the use of PPE and other equipment may not align with plastics reduction strategies.</li> <li>• Continue recycling programs, environmental clubs and other school focused activities.</li> </ul>	<ul style="list-style-type: none"> <li>• First single use plastics committee meeting to be held in Fall 2021.</li> <li>• Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• First committee meeting was held.</li> <li>• Terms of reference for the committee were shared and reviewed with committee members.</li> <li>• Feedback from committee members has been incorporated into the terms of reference.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b> ➤ B. McKay</p>	Review of IT department staffing resources against requirements in IT Strategic Plan.	<ul style="list-style-type: none"> <li>• Perform alignment review of IT department staffing resources against staffing requirements in the IT Strategic Plan.</li> <li>• Report to the IT Steering Committee on gaps between department staffing and IT strategic goals.</li> <li>• Assess current and future budget impacts/deficiencies of resource gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations to be made to IT Steering Committee on how to address identified resourcing gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalized report from consultant on staffing levels for IT has been received.</li> <li>• Currently assessing current and future budget/resource gaps from the report recommendations.</li> <li>• Holding presentation to IT Steering Committee until Fall 2022 to ensure full budget impact review will accompany the consultant's report.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ H. Lane</li> <li>➤ Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• An ongoing focus to increase the knowledge and application of understanding needed to remove systemic inequalities in learning and working practices.</li> <li>• By January 2023 implement and report on voluntary student demographic data census.</li> <li>• By May 2022 develop and submit Board Improvement and Equity Plan (BIEP).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities.</li> <li>• Increase opportunities for student, staff and community consultation on topics of equity, inclusion and diversity.</li> <li>• Update existing forms, policies, regulations and procedures to remove bias and promote inclusivity.</li> <li>• Audit learning resources (for example, novels, electronic resources, library materials, curriculum guides, media etc.) with a critical lens to support anti-oppressive and anti-racist pedagogy.</li> <li>• Provide education and understanding of LKDSB dates of significance.</li> <li>• Develop and implement a voluntary disaggregated demographic data census for all students in March 2022.</li> <li>• Report aggregated demographic data collected at Board level.</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry required training completed by the end of 2021-22.</li> <li>• Monthly Inclusive Diversity Newsletter and article in the LKDSB Staff Newsletter.</li> <li>• Training administrators, secretarial and clerical staff prior to JK Registration (January 2022) on Self-Identification and Gender Identification.</li> <li>• LKDSB book studies, webinars and PD sessions.</li> <li>• Continue to develop webinars, workshops and digital resources to support critical review of learning resources and programming.</li> <li>• Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline).</li> </ul>	<ul style="list-style-type: none"> <li>• All Ministry required training completed. Working with administrators on the implementation of the OCT Professional Advisory on Anti-Black Racism.</li> <li>• Provided mandatory training for administrators and Board office staff. Voluntary training was also available for clerical staff (Summer 2022).</li> <li>• Creation of Inclusive Diversity Consultant K-8 position, System Coordinator of Equity, Diversity and Inclusion position for September 1, 2022.</li> <li>• Monthly articles in the LKDSB Staff Newsletter continue with the monthly Inclusive Diversity newsletter.</li> <li>• Secondary learning resources audit has been initiated and is ongoing.</li> <li>• Completed the voluntary student census in March 2022. Results pending and will be available in Fall 2022.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
		<ul style="list-style-type: none"> <li>Engage Demographic Data Steering Committee and Sub-Committees to gather voice and provide leadership on the implementation of the strategy.</li> <li>Process will be put in place to enable parents/guardians and adult students to participate in all Special Education meetings either virtually or in-person to support the needs of the family.</li> <li>Based on demographic data, understanding how reducing the percentage of suspensions and expulsions across Grade 4-12 contribute to the systemic barriers in education.</li> <li>Increased school staff development specifically to undertake equity and human rights support.</li> <li>Tracking the number and nature of all hate-based incidents in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Increased sense of parent/guardian engagement as noted in the School Climate Survey.</li> <li>Include and consider Days of Significance in decision making and scheduling process with regard to impact on students, staff and community members.</li> <li>Implement a multi-year plan and timeline for the implementation of a voluntary identity-based student census.</li> <li>Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education.</li> </ul>	<ul style="list-style-type: none"> <li>The Board Equity, Diversity and Inclusion Committee initial monthly meetings implemented in February 2022.</li> <li>Including Dates of Significance in Inclusive Diversity Newsletters to broaden understanding. Highlighting specific Days of Significance on Board calendar, communications and social media. Need to review for upcoming year.</li> <li>The Board Equity, Diversity and Inclusion Committee initial monthly meetings implemented in February 2022.</li> <li>Keeping Students in School Project completed Year One.</li> <li>Tracking of hate-based incidents in school being implemented for September 2022.</li> <li>Ministry currently has BIEP plans on hold.</li> </ul>

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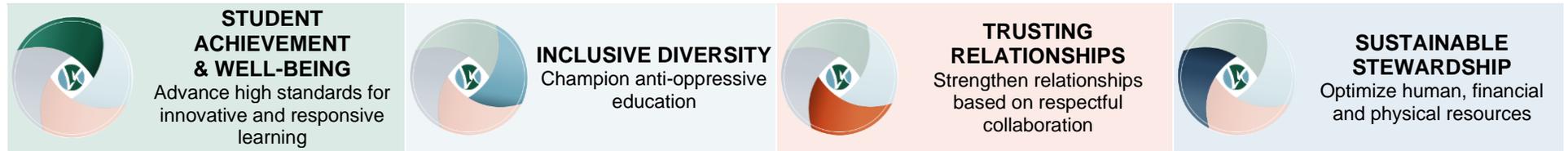
STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ M. Sherman</p>	<p>To continue to review/revise the scenarios, based on current Fall 2021 updated enrollment data, in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities.</p>	<ul style="list-style-type: none"> <li>• Establish planning meetings to review the remaining proposed pupil accommodation review by phases to see if the proposals are still appropriate to reduce the empty pupil spaces within the LKDSB. Include potential impact of continuation of virtual schools in short/medium/long term.</li> <li>• Generate a new planning model based on full-time equivalent and Space Utilization as a foundation for future community input.</li> <li>• Review and revise, by December 2021, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated plan to address the empty pupil spaces in the LKDSB.</li> <li>• Forward consolidation funding model impact summaries to the Ministry of Education to continue to support the case for right sizing the number of schools within the LKDSB.</li> <li>• To continue with the Forest Area Transition Committee meetings and invite new members to the discussion to seek both input to and feedback from the LKDSB new construction plans on the K-12 new build. Both for Physical plant and program purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated PAR 2021 plan presented to Board Fall 2021.</li> <li>• Updated Capital Plan presented to Board in April 2022.</li> <li>• Forest Area Transition Committee meetings ongoing.</li> <li>• <a href="#">Forest Area K-12 school</a> website launched to maintain transparent communication with community.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ M. Sherman</p>	<p>An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture.</p> <ul style="list-style-type: none"> <li>➤ To implement the plan to promote positively overall awareness of all employees understanding of the IRS (Individual Responsibility System).</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise the operationalization Health and Safety documents. Cyclical review plus time sensitive documents.</li> <li>• Develop a communication model to raise awareness of Health and Safety awareness for example, the IRS (Individual Responsibility System).</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety operational documents were reviewed and revised.</li> <li>• Regular monthly communications and online promotions supporting a positive and clearly structured Health and Safety culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and updating of Health &amp; Safety Policy/Regulation and Administrative Procedure continues.</li> <li>• The terms and conditions for the operation of the Joint Health &amp; Safety Committees received an extension and are in process of being reviewed for Ministry of Labour approval.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b> ➤ M. Sherman</p>	<p>By January 2022 develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming. Developed in conjunction with a review and rationalization of program offerings based on the Spring 2021 review of the Alternative and Continuing Education Program.</p>	<ul style="list-style-type: none"> <li>• Gather feedback from community members and LKDSB staff to align programming with current community needs.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive strategy to engage and support adult learners.</li> <li>• Course offerings and resource allocation that reflect the needs of our adult learners and community.</li> <li>• Work with community partners to ensure a breadth of program offerings and interconnects to LKDSB resources.</li> </ul>	<ul style="list-style-type: none"> <li>• To align with the core focus of graduating adult learners, the LKDSB will discontinue offering adult non-credit ESL and support its community partners with the provision of these services.</li> <li>• Literacy and Basic Skills (LBS) has permanently transitioned from an in-person program to one that meets the needs of learners through in-person and online services.</li> <li>• Prior Learning and Recognition (PLAR) has increased in use with the expansion of the mature student definition.</li> <li>• Adult learner re-engagement efforts have resulted in an enrolment of 1,700 adult learners aged 18 to 78.</li> </ul>



STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ A. Barrese</li> <li>➤ G. Girardi</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By November 2021 the LKDSB Climate Survey results will reflect an increase from 2019 levels in the key areas of foci of the Multi-Disciplinary Team (MDT) as per the numerical values below:</p> <p><u>Sense of Belonging</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: from 67% to 75%</li> <li>➤ Grade 7-8: from 57% to 75%</li> <li>➤ Grade 9-12: from 59% to 75%</li> </ul> <p><u>Welcoming School Environment</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: from 77% to 85%</li> <li>➤ Grade 7-8: from 64% to 75%</li> <li>➤ Grade 9-12: from 62% to 75%</li> </ul> <p><u>Connection with a Caring Adult</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6 : from 88% to 93%</li> <li>➤ Grade 7-8: from 68% to 75%</li> <li>➤ Grade 9-12: from 64% to 75%</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a strategy to meet the goals in the three areas of foci and review the composition of the MDT Teams.</li> <li>• Develop a strategy to support school staff to deepen their knowledge and understanding of the student responses in the three areas of foci (based on the results of the 2019 School Climate Survey).</li> <li>• Develop a communications strategy for the October 2021 School Climate Survey.</li> <li>• Work with school teams to define measurable goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated increase in the results for the three areas of foci.</li> <li>• School MDT Teams will be aligned with LKDSB strategy.</li> <li>• Students will identify actions to fulfill the goal as identified in the School Learning Plan.</li> <li>• Schools will cultivate relationships and community by consistently reflecting on and honoring students' full humanity.</li> <li>• MDT Teams will provide opportunities for teachers, students, and families to evaluate supports offered by schools. This will support everyone to create an environment that is reflective of our students, families and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The Climate Survey was completed by LKDSB students, staff and parent/guardians during the dates of October 12-19, 2021.</li> </ul> <p>Actual results:</p> <p><u>Sense of Belonging</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: 64% (decrease of 3%)</li> <li>➤ Grade 7-8: 63% (increase of 6%)</li> <li>➤ Grade 9-12: 57% (decrease of 2%)</li> </ul> <p><u>Welcoming School Environment</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: 81% (increase of 4%)</li> <li>➤ Grade 7-8: 72% (increase of 8%)</li> <li>➤ Grade 9-12: 63% (increase of 1%)</li> </ul> <p><u>Connection with a Caring Adult</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: 82% (decrease of 6%)</li> <li>➤ Grade 7-8: 70% (increase of 2%)</li> <li>➤ Grade 9-12: 62% (decrease of 2%)</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ G. Girardi</li> <li>➤ A. Barrese</li> </ul>	<p>By June 2022, 85% of all students in Grades 4 to 12, and 85% of parents/guardians and LKDSB staff will indicate on the LKDSB Climate Survey that they are aware of how to access mental health supports and services at the LKDSB.</p> <p><u>Would ask for help with mental/emotional health issues at school:</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: from 60% to 85%</li> <li>➤ Grade 7-8: from 38% to 85%</li> <li>➤ Grade 9-12: from 60% to 85%</li> </ul> <p><u>Aware of school mental/emotional health supports at school:</u></p> <ul style="list-style-type: none"> <li>➤ Parent/Guardian: from 52% to 85%</li> <li>➤ Staff: from 58% to 85%</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey for the following groups: <ul style="list-style-type: none"> <li>➤ Parents/Guardians</li> <li>➤ All LKDSB Staff</li> <li>➤ Students Grade 9 to 12</li> </ul> </li> <li>• Create an action plan to address the results of the survey.</li> <li>• Enhance and increase awareness of resources and services available for staff, students and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness, understanding and use of mental health supports available at the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>• The Climate Survey was completed by LKDSB students, staff and parent/guardians during the dates of October 12-19, 2021.</li> </ul> <p>Actual results:</p> <p><u>Would ask for help with mental/emotional health issues at school:</u></p> <ul style="list-style-type: none"> <li>➤ Grade 4-6: 65% (increase 5%)</li> <li>➤ Grade 7-8: 41% (3% increase)</li> <li>➤ Grade 9-12: from 33% (decrease 27%)</li> </ul> <p><u>Aware of school mental/emotional health supports at school:</u></p> <ul style="list-style-type: none"> <li>➤ Parent/Guardian: 50% (decrease of 2%)</li> <li>➤ Staff: 65% (increase of 7%)</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ M. Mancini</li> <li>➤ A. Barrese</li> <li>➤ Family of Schools Superintendents</li> </ul>	<p>By June 2023 revise programming for secondary students with exceptionalities (excluding gifted) in all LKDSB secondary schools that promotes increased opportunity to meet their full potential, access the post-secondary pathway of their choice and improve graduation rates (OSSC and OSSD).</p> <ul style="list-style-type: none"> <li>➤ Increase four-year graduation rate from 57.1% in 2018-2019 to 70%</li> <li>➤ Increase five-year graduation rate from 62.5% in 2018-2019 to 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation in Grade 9 academic courses, monitor participation in locally developed courses and limit non-credit bearing, alternative courses.</li> <li>• Support student course choices which align with their individual needs, strengths and interests.</li> <li>• Review secondary Special Education programming.</li> <li>• Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students.</li> <li>• Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths.</li> <li>• Provide programming in every secondary school to support the completion of OSSC and OSSD for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased OSSC and OSSD graduation rates for students with special education needs.</li> <li>• Greater student awareness of the OSSC and OSSD pathways.</li> <li>• Students will have greater opportunity for peer interactions and skill development.</li> <li>• Graduation pathways will be available in all secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rate by receipt of special program and services for 2015-2016 Grade 9 cohort:               <ul style="list-style-type: none"> <li>➤ Four year-graduation rate is 58.1%, up from 57.1% in 2018-2019</li> <li>➤ Five-year graduation rate is 69.5%, up from 62.5% in 2018-2019</li> </ul> </li> <li>• Secondary schools continue to limit participation in non-credit bearing, alternative courses.</li> <li>• Grade 9 de-streaming has provided the opportunity for more students to participate in graduation pathways in their home schools</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ G. Girardi</p>	<p>By June 2022 complete negotiations with:</p> <ul style="list-style-type: none"> <li>➤ Union partners and implement the terms of the collective agreements.</li> <li>➤ Non-union employee groups and implement terms and conditions of employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct negotiations.</li> <li>• Implement new collective agreements and terms and conditions of employment with all applicable staff and in all applicable areas of the LKDSB.</li> <li>• Coordinate changes with Provincial Counterparts where necessary to comply with Central Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of contractual obligations.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Negotiations with ETFO, ETFO OT, OSSTF and CUPE.</li> <li>• Promotion of updated Collective Agreements on LKDSB website.</li> <li>• Discussion of pertinent updates to Collective Agreement with trustees, Administration, Supervisors and Management.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ G. Girardi</p>	<p>Ongoing support for equitable and inclusive hiring, promotion, advancement and accountability for equity and human rights at all levels, and to build diverse and inclusive workplaces with equitable outcomes for all.</p> <ul style="list-style-type: none"> <li>➤ Completion of LKDSB hiring practices to align with PPM for all teacher groups.</li> <li>➤ By June 2022 complete staff census and develop report to outline steps for application for hiring and diversity</li> <li>➤ By June 2022 develop a long-term strategy to address systematic barriers in hiring, promotion and advancement for all Board groups</li> </ul>	<ul style="list-style-type: none"> <li>• Develop hiring practices to reflect the government’s removal of Ontario Regulation 274, Hiring Practices and support equitable inclusive hiring, promotion and advancement.</li> <li>• Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement.</li> <li>• Gather data to determine current level of staff diversity.</li> <li>• Increase mobility within the LKDSB and between school boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised hiring practices to reflect diversity and equity.</li> <li>• Greater staff diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Updated Admin Procedure for Teacher Hiring Practice.</li> <li>• Updated hiring process for Principals, Managers and Supervisors.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <b>Superintendent(s) Responsible:</b> ➤ B. McKay	Negotiation and finalization of new Wide Area Network and telephone line contracts.	<ul style="list-style-type: none"> <li>• Review of current Wide Area Network and telephone line contracts.</li> <li>• Scope creation for new contracts. Working with Procurement on scoping exercise.</li> <li>• Procurement to advise on procurement methods.</li> <li>• Procurement to advise and assist on writing of Wide Area Network and telephone line contracts. This process involves the review of potential contracts as provided by successful bidders.</li> </ul>	<ul style="list-style-type: none"> <li>• To have new approved LKDSB contracts for Wide Area Network and telephone line services in place by end of 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• New approved contract has been signed and includes budget savings in the IT department budget.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <b>Superintendent(s) Responsible:</b> ➤ B. McKay	Update of LKDSB 5-year capital plan	<ul style="list-style-type: none"> <li>• Review of all Board facilities with principals to gain understanding of building needs from a programming perspective.</li> <li>• Review of all Board facility condition improvement reports</li> <li>• Summarize capital needs and requests for each facility using information gathered from facility meetings and reports.</li> <li>• Forecasting of Board capital funding streams for the 2022-23 to 2026-27 school years.</li> <li>• Use of Board capital budgeting software (Questica) to assist in summarizing capital needs and requests.</li> </ul>	<ul style="list-style-type: none"> <li>• New 5-year capital plan for 2022-23 to 2026-27 schools to be completed and reported to trustees as part of the 2022-23 school year budget.</li> <li>• Implement new construction strategy that includes work during the school year to minimize impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>• New construction strategy for Rosedale Public School to be implemented in Fall 2022 for year-round construction.</li> <li>• Delay in the 5-year capital plan due to increasing construction costs – need to assess impact of increasing costs on the number of capital projects that can be accomplished each year.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ B. McKay</p>	<p>Development of an ongoing staff training program for the Facility Operations department.</p>	<ul style="list-style-type: none"> <li>• Custodial manual used as the reference source for all department training needs.</li> <li>• Development of training for 3 custodial classifications.</li> <li>• Liaise with Board Leadership Development Team as training program is created.</li> <li>• Initial focus of training program will be to support staff on department processes and procedures.</li> <li>• Developed training will be interactive and hands-on.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the initial stages of the training program will be completed and provided to staff by the end of the 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial training occurred during March Break with custodial staff members.</li> <li>• The training was interactive and hands-on for staff.</li> <li>• Custodial manual going through final review.</li> <li>• Next steps – ongoing development of the training plan will continue with new topics.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b> ➤ M. Mancini</p>	<p>By June 2023 secondary schools will phase out Academic and Applied Grade 9 courses, replace them with Academic or de-streamed courses, and support students to be successful.</p>	<ul style="list-style-type: none"> <li>• Implement the Grade 9 de-streamed math course in 2021-22.</li> <li>• Provide professional learning opportunities for staff to create conditions for success for all students in academic courses including teaching in multi-level classrooms.</li> <li>• Support and enhance implementation of Academic only Grade 9 courses (French, English, Geography and Science).</li> <li>• Strengthen the secondary transition planning process (Grade 7,8, 9 teachers, principals, transitions staff, students, parents/guardians) to support informed decision-making and course selection that keeps options open for students to pursue the post-secondary pathway of their choice.</li> <li>• Establish a course selection review process to monitor Grade 9 locally developed compulsory credit course selection for 2022-23 to support de-streaming.</li> <li>• During the process, schools may look for opportunities for de-track Grade 10 courses (for example, Grade 10 History).</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and learn from best practices implemented in the inaugural year of the new course.</li> <li>• Build capacity to support informed Grade 9 Course Selection to enhance.</li> <li>• The percentage of students selecting Grade 9 locally developed compulsory credit courses will not increase from the 2019-2020 baseline of 10%.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade de-streamed math course was successfully implemented across the district in 2021-2022.</li> <li>• In 2022-2023 all Grade 9 students will be registered in a single track for Grade 9.</li> <li>• Course selection review process for Grade 9 locally developed courses is in place to ensure percentage of students selecting Grade 9 locally developed courses does not increase from 2012-2020 baseline of 10%.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>➤ M. Mancini</li> <li>➤ B. Hazzard</li> <li>➤ A. Barrese</li> <li>➤ H. Lane</li> <li>➤ Executive Council</li> </ul>	<p>Remove systemic bias from instructional, assessment and evaluation practices and dismantle discrimination and inequity in classrooms.</p>	<ul style="list-style-type: none"> <li>• Provide professional learning opportunities and resources to engage in culturally responsive and relevant pedagogy for all educators, including administrators.</li> <li>• Increase educator capacity for equitable assessment and evaluation practices through professional learning and updated assessment and evaluation practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased educator capacity for effective culturally responsive instruction, assessment and evaluation.</li> <li>• Students will learn diverse perspectives and see themselves in their learning.</li> <li>• Implementation of assessment and evaluations practices that are fair, equitable, barrier-free and lead to the improvement of learning for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Several schools participated in a culturally responsive and relevant pedagogy project.</li> <li>• Revised assessment and evaluation guidelines were introduced in 2021-2022. There will be ongoing professional learning for the implementation of the guidelines.</li> <li>• During the 2021-2022 year, elementary educators and administrators were directed to review report card comments to ensure that these did not reflect a colonized, hierarchical perspective that valued one culture over another via workshops and Elementary Program communications.</li> </ul>



**FROM: Brian McKay, Associate Director – Corporate Services**

**DATE: September 27, 2022**

**SUBJECT: Capital Projects Update**



Below is a chart that outlines various capital projects at school locations and their status at August 31<sup>st</sup>. Further progress has been made and some have since been completed.

LOCATION	PROJECT	STATUS
A.A. Wright	HVAC & Refresh	South wing including office, staff room and north-south corridor and gym are complete; Rooms 10, 11 & 12 are complete; Unit ventilators anticipated to receive August 24 <sup>th</sup> ; Concrete was completed for north & south ramps to gym, with railings being installed week of August 22 <sup>nd</sup>
A.M.S.S.	Asphalt & Partial Roof Replacement	Paving week of August 22 <sup>nd</sup> ; Site work to be completed week of August 22 <sup>nd</sup> ; Roofing completion: after-hours in September
Brooke Central	Parking Lot	Asphalt complete; Line painting and grass completion week of August 22 <sup>nd</sup> ;
C.K.S.S.	New School Sign	Underground conduit for power & data cabling is complete; Fabrication of sign is complete; Foundation installation delayed, awaiting permit; Permit not yet issued
C.K.S.S.	Cafeteria & Office Addition/Renovation	Millwork to be completed week of August 22 <sup>nd</sup> ; Site work to be completed week of August 22 <sup>nd</sup> ; Front entrance siding to be installed during September; Cafeteria delayed by two weeks; Trustee site visit – September 13 <sup>th</sup>
Colonel Cameron	Window & Door Replacement	Exterior doors are complete Keyfob readers still need to be completed Windows have been completed in a few classrooms, however, waiting on material (due in September)

East Lambton Elementary	HVAC Upgrade & Window Replacement	Windows and doors are delayed (October installation); Unit ventilators are delayed (November delivery & Christmas Break installation)
Errol Road	Roof Replacement & Washroom Renovation	Roof hatch guard installation in September Project completion: week of August 22nd
Errol Village	Parking Lot Expansion	Excavation of bussing loop is complete - backfilling started; Excavating of parking lot, drainage and backfilling to complete week of August 29 <sup>th</sup> ; Portable is installed and requires power, fire alarm, data and PA system scheduled for completion August 24 <sup>th</sup> ; Playground equipment reinstallation scheduled for October; Staff access to the school is Creekside Drive while work is in progress; Curbs, sidewalks and first layer of asphalt for bus loop to be complete prior to September 6 <sup>th</sup> ; Curbs for parking lot to be complete prior to September 6 <sup>th</sup> ; Backfill in parking lot to be complete prior to September 6 <sup>th</sup> ; Sidewalks for pedestrian access to be complete prior to September 6 <sup>th</sup> (including along Egremont);
Grand Bend	Portable Classroom	Portable is installed and requires power, fire alarm, data and PA system scheduled for completion week of August 29 <sup>th</sup> ;
Indian Creek Road	HVAC Upgrade & Refresh	Project completion: anticipated the week of August 22 <sup>nd</sup> 3 classrooms delayed until first week of September
L.C.C.V.I.	New School Sign	Removal of old sign on August 22 <sup>nd</sup> ; Foundation installation begins once locates are complete; Conduit for power & data cabling from LAN room to gym storage room is in-progress; Fabrication of sign is complete and ready for installation
Lambton Central Centennial	Window Replacement	Delay in receiving material, glass due in late-October; Window installation postponed until spring or summer 2023; Contractor is re-installing blinds that were removed in preparation of new window installation
McNaughton Ave	HVAC & Refresh	Project is progressing well; Window frames are installed, however, waiting on material (glass due Sept. 20) Wall tile is complete; Unit ventilators to be completed in November;
Merlin Area	Barrier Free Washroom	Flooring and ceiling grid is complete; Plumbing fixtures installation scheduled for week of August 22nd; Project completion: week of August 22nd
N.C.I.V.S.	Reroofing	Demolition, new insulation & base sheet roofing complete; Cap sheet over Student Services to complete prior to August 30 <sup>th</sup> ; Cap sheet over gym, tech wing & third floor to complete following week; Flood coat installation & gravel to complete after-hours & weekends

Queen Elizabeth II (Petrolia)	Classroom Refresh	Finishes to be complete week of August 22 <sup>nd</sup> ; Sprinklers to be installed week of August 22 <sup>nd</sup> ; Rooms 117, 118, 151, 152, 153 & 142 being turned over to custodial staff for cleaning and floor waxing
R.D.H.S.	Barrier Free Washroom	Washroom fixtures are installed; Washroom completion: week of August 22 <sup>nd</sup> ; Interior ramp handrails to be installed week of August 22 <sup>nd</sup> ; Exterior ramp concrete sidewalks & railings to be installed week of Sept. 29;
Thamesville Area Central	Window and Door & Partial Roof Replacement	Roofing and metal flashing is complete; All new exterior doors installed with keyfob hardware installation now being performed; Rooms 8, 9 & 10 have windows installed but no vents; Window frame delivery has been delayed; Awaiting partial window frame delivery week of August 22 <sup>nd</sup> ; Installation of windows in FDK and library week of August 29 <sup>th</sup> ; HVAC units for main office and principal office to be completed week of August 22 <sup>nd</sup> ;
W.D.S.S.	Window Replacement	Main office, staff room area & along south façade are almost complete; Harriet Jacobs Centre has one window complete with three delayed; Significant delay in receiving glass; Approximately 30% of project is complete; Remaining work will take place after hours & weekends
Winston Churchill	Boiler & Roof Replacement	Boilers have been delivered; Variable Frequency Drive (VFD) and controls are anticipated for delivery in January; Water service is complete and hot water tank installed; New cap sheet on sloped roof is complete; Shingle roof over rooms 5, 6, 7, 8 & 9 is complete; Roof over library is complete;

 <p><b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b>        Advance high standards for innovative and responsive learning</p>	 <p><b>INCLUSIVE DIVERSITY</b>        Champion anti-oppressive education</p>	 <p><b>TRUSTING RELATIONSHIPS</b>        Strengthen relationships based on respectful collaboration</p>	 <p><b>SUSTAINABLE STEWARDSHIP</b>        Optimize human, financial and physical resources</p>
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**FROM: Ben Hazzard, Superintendent of Education**

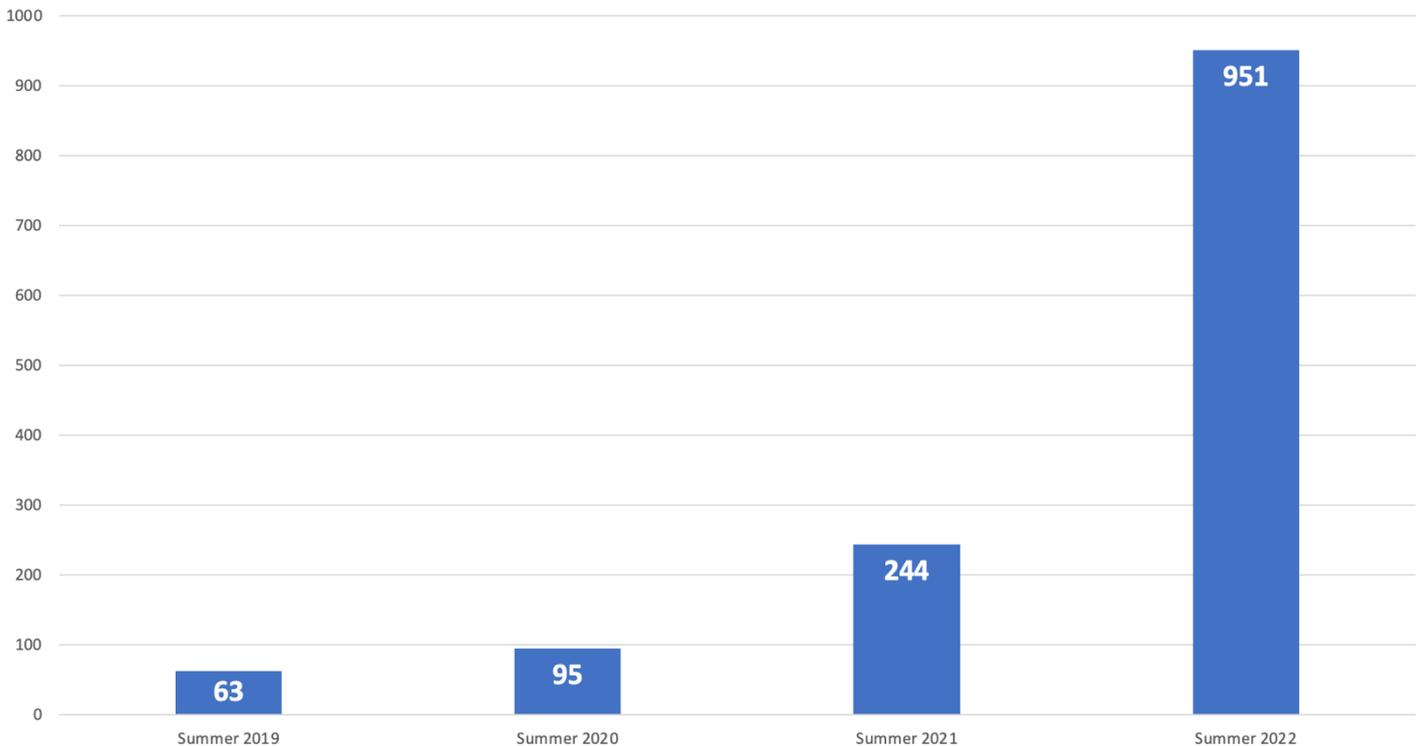
**DATE: September 27, 2022**

**SUBJECT: 2022 Elementary Summer Programs**



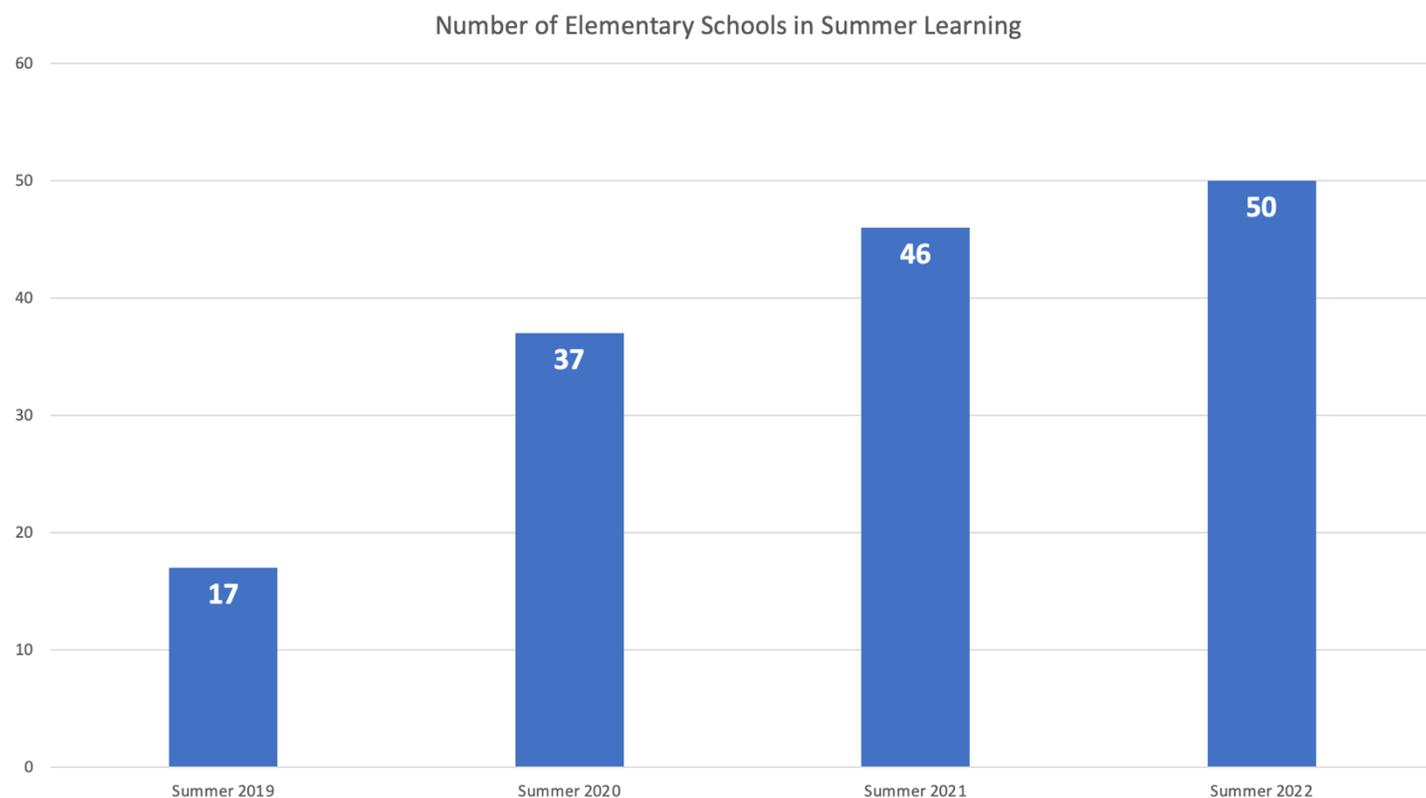
In July 2022 there were several learning opportunities for students to lift their learning as the Summer Learning Program grew significantly with the addition of tutoring funding to supplement programming. The student learning opportunities focused on Primary Reading, Junior Reading, Junior Math, Intermediate Math, and Elementary French. The learning took place face-to-face and online in a format that was hands-on, relevant, and supported schools across the district.

Number of Elementary Students Participating in Summer Learning



The Lambton Kent District School Board received \$75 000 from the Council of Directors of Education to facilitate the Summer Learning Program (SLP) via face-to-face and virtual learning. Additional funding was provided from the Ontario Ministry of Education Tutoring Supports Program and French as a Second Language Action Plan. SLP classrooms were held online using videoconferencing and face-to-face. In total, 951 students (an increase

of 707 students from 2021) from 50 school locations (an increase of 4 schools from 2021 and 13 additional schools since 2020) participated in the summer program. Due to the virtual options, students from all geographic regions were able to access this learning. Primary Reading supported students in Kindergarten to 3, Junior Reading and Math supported students in Grades 4 to 6, Intermediate Math supported students in grades 7 and 8, and Elementary French supported students across Grades 2 to 5. The SLP ran for a total of 15 days from July 4 to July 22, 2022.



The SLP learning was structured in small groups. There were 32 Teachers, 6 Educational Assistants, 1 Early Child Educator, 5 Site Leaders, and 1 Program Coordinator supporting small groups of 4 to 6 students each day. Instruction was from 9:00 am-noon each weekday. For the numeracy camps, students worked to strengthen their basic math skills by focusing on number sense and flexibility of numbers. Students participated in number talks to improve their ability to communicate their math thinking. They learned to use a variety of strategies to solve problems and to think flexibly with numbers. Student growth was the focus of parent engagement. In-class improvements were noted in math using Lawson’s Continuum for Addition and Subtraction and Multiplication and Division. Each teacher contacted parents in various ways (phone, text, and email).

The SLP literacy camp focused on reading intervention activities which were personalized for each student. Student intervention was based on Phonemic Awareness and Fountas and Pinnell’s Literacy Continuum. Each teacher contacted parents in various ways (phone, text, and email). Following the math and literacy instruction, students were provided recreation opportunities from one of 6 teachers. Each recreation teacher was assigned to a group of classrooms. Students were led through Science Technology Engineering Arts and Math (STEAM) activities.

The Tutoring supports for Primary and Junior reading were available through July and August. Students participated daily in 20-minute sessions five days a week for three weeks. Hoot reading provided teachers and one-on-one tutoring support for students.

Parents and guardians could also attend the virtual classes each day with their student. Parents were most engaged when teachers shared a unique learning story about each student. The learning story, with images and explanations,

about student learning was sent to each parent. This document is a true keepsake that outlined the growth of each student. Parent sessions were held and were well attended.

Elementary French support was provided during the 'Camp Franco Fun' summer learning experience for ten days. Eleven teachers led the French learning. Students from the English and French Immersion program participated together in small groups online. The hands-on activities included arts, cooking, and culture.

Administration is awaiting notice regarding the future funding of the Summer Learning Program.