



**STUDENT ACHIEVEMENT & WELL-BEING**

Advance high standards for innovative and responsive learning



**INCLUSIVE DIVERSITY**

Champion anti-oppressive education




**TRUSTING RELATIONSHIPS**

Strengthen relationships based on respectful collaboration



**SUSTAINABLE STEWARDSHIP**

Optimize human, financial and physical resources

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>	<ul style="list-style-type: none"> <li>• By June 2023, increase secondary graduation rates to:               <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> </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 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>	

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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>	<ul style="list-style-type: none"> <li>• By June 2023, increase the percentage of elementary students achieving level 3 or 4 by:               <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> </li> </ul> <p>The EQAO test format has changed in 2022. The validity of the EQAO data analysis and comparison of different test formats will be reviewed, which may lead to a revised goal.</p>	<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>• Specific and targeted professional learning for number talk implementation will focus on 'Open Sharing' and 'Compare and Connect' talk moves.</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 the 2022-2023 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 the 2022-2023 school year, most classrooms will use a 'number talk' strategy multiple times per week for student(s) to express mathematical thinking using one of the specific talk moves to improve student mathematical thinking: 'Open Sharing' and 'Compare and Connect'.</li> <li>• All schools will have a School Learning Plan math goal.</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>	<ul style="list-style-type: none"> <li>• By June 2023, the percentage of students achieving level 3 or 4 in the Grade 9 EQAO Assessment of Mathematics will be at or above the provincial average.</li> </ul>	<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 2022-2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure achievement for writers of the Grade 9 EQAO Assessment of Mathematics to meet or exceed the provincial average.</li> <li>• By June 2023, every secondary school will have participated in professional learning to support the implementation of the Grade 9 de-streamed math curriculum.</li> </ul>	

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, continue the ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue recycling programs, environmental clubs and other school focused activities.</li> <li>• Green team will identify opportunities for environmental performance improvement and implement specific solutions to further the sustainability of our schools in the following areas: environmental education, promotion of sustainable practices, energy conservation, water conservation, waste reduction and chemical reduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a baseline of environmental impacts of the LKDSB and understanding of scope of school-based activities.</li> <li>• Develop environmental education programming for LKDSB secondary schools through the Green team.</li> <li>• Develop environmental education hands-on programming for LKDSB elementary students.</li> </ul>	

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review/revise the pupil accommodation scenarios, based on current fall 2022 updated enrollment data, in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil spaces and make the most efficient use of LKDSB facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Update all pupil accommodation phases with 2022-23 enrolment data and current multi-year enrolment forecast data.</li> <li>• Review and revise the LKDSB Policy, Regulations and Administrative Procedures to reflect the provincial direction on accommodation reviews once the moratorium on school closures is lifted.</li> <li>• Engage a consultant to assist with the review of future school consolidations for Trustee consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated plan to address the empty pupil spaces in the LKDSB.</li> <li>• 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. Focus for input will be on both physical structure and programming needs.</li> </ul>	

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 <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>• For the 2022-2023 school year, while developing a mid- and long-term equity plan, continue to increase the knowledge and application of understanding needed to remove systemic inequalities in learning and working practices.</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>• Implement professional development and training opportunities for non-teaching staff.</li> <li>• Increase understanding of key terminology needed in order to discuss anti-oppressive education.</li> <li>• Support school-based equity goals in the school improvement plans to address school specific issues.</li> <li>• Provide in-service for administrators and teaching staff on the OCT anti-Black racism document.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing resources, training and requested workshops to personnel in various departments, Board office staff and school staff.</li> <li>• LKDSB book studies, webinars and PD sessions.</li> <li>• Create a readily available glossary of terms and a framework available for staff to work through as situations arise.</li> <li>• Working directly with Principals to address racism, homophobia other hate incidents in schools.</li> <li>• Integrating equity, diversity and inclusionary perspectives into all areas of the curriculum at both the elementary and secondary levels.</li> </ul>	

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 <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>• By June 2023, increase opportunities for student, staff and community consultation on topics about equity, diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a community advisory group to listen, understand and be more responsive to the needs of students.</li> <li>• Create opportunities for student voice to be heard in schools and at the Board level (ie. Student Senate, Indigenous Student Groups, Black Student Voice, 2SLGBTQ+).</li> <li>• Deployment of Inclusive Diversity Consultants in working closely with school-based teams and program departments.</li> <li>• Hiring System-Coordinator to support Equity, Diversity and Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and working with key voices in schools and the community that need to be amplified.</li> <li>• Identifying and working with champions of anti-oppressive education in schools.</li> <li>• Dedicated system administrator to work directly with school administration on matters related to anti-oppressive education.</li> </ul>	
 <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>• By June 2023, analyze and communicate the results of the Voluntary Student Demographic Census from March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform all stakeholders about the data results.</li> <li>• Utilize the data available to create an understanding about the diversity which exists across the Board and identify and remove any barriers that exist.</li> <li>• Communicate with all stakeholders the data gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate information gathered into an action plan at the Board level.</li> <li>• Create a communication plan to ensure all stakeholders are informed about the information collected and the actions moving forward.</li> </ul>	



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 <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>	<ul style="list-style-type: none"> <li>• By November 2024, the LKDSB Climate Survey results will reflect an increase from 2021 levels in the key areas of foci of the Multi-Disciplinary Team (MDT) as per the numerical values below:</li> </ul> <p>Sense of Belonging</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 64% to 75%</li> <li>» Grade 7-8: from 63% to 75%</li> <li>» Grade 9-12: from 57% to 75%</li> </ul> <p>Welcoming School Environment</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 81% to 85%</li> <li>» Grade 7-8: from 72% to 75%</li> <li>» Grade 9-12: from 63% to 75%</li> </ul> <p>Connection with a Caring Adult</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 82% to 93%</li> <li>» Grade 7-8: from 70% to 75%</li> <li>» Grade 9-12: from 62% 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 2021 School Climate Survey).</li> <li>• Develop a strategy to support school staff to enhance their knowledge and understanding of how personal and systemic bias influences and impacts our interpretation of data and our response.</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>	

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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>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and implement a system-wide plan to address social and emotional learning for students in Grades 1-3.</li> </ul>	<ul style="list-style-type: none"> <li>Review Climate Survey data and the Mental Health and Addiction Survey to determine areas of lagging skills related to social and emotional learning.</li> <li>Review the data and anecdotal stories gathered during the Social-Emotional Learning Camp offered during July and August 2023.</li> <li>Develop an action plan including goals and resource implementation.</li> <li>Work with School Mental Health Ontario to investigate possible resources to assess and teach to support lagging skills related to social-emotional learning.</li> <li>Monitor the school implementation learning with the Superintendent of SO school visits and through discussion of the School Learning Plan and evidence/ data at each of the pilot schools.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot the screener and social-emotional program with a cross-section of elementary schools by the end of June 2023.</li> <li>Offer the Social-Emotional Camp for students and families in a variety of school communities.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>Build on the existing Mental Health and Addiction Strategy and develop the three-year action plan, in compliance with the Ministry of Education criteria, and School Mental Health Ontario direction.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a survey to gather voices from all LKDSB staff to assist with the updated goals for the three-year strategy.</li> <li>Create an action plan and establish goals related to school and Board areas of needs.</li> <li>Gather input from the LKDSB Mental Health Leadership team.</li> <li>Work collaboratively with the School Mental Health Coach to finalize goals, establish the action plan, data sources and monitoring measures.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a survey and develop action steps and goals related to the three-year strategy.</li> <li>Increased staff understanding of the Mental Health and Addition Strategy.</li> <li>Development of a video and social media message to highlight the goals of the strategy.</li> <li>Update strategy documentation on the LKDSB website.</li> <li>An increase in Climate Survey results specifically related to Mental Health and Well-being: knowing how to access mental health support and access the supports.</li> </ul>	



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>By the end of June 2023, the Special Education Plan will be completed, in compliance with the Ministry of Education criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Post the approved 2022 Special Education Plan to the LKDSB website and in school newsletters and invite feedback from stakeholders and the public.</li> <li>Review feedback that is received and implement, as appropriate.</li> <li>Present the framework for Special Education Plan review to SEAC during the September meeting indicating the sections to be brought forward to SEAC for approval.</li> <li>Present approved monthly sections to Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>Present the completed Special Education Plan to SEAC no later than June 2023 for approval.</li> <li>Submit the approved Special Education Plan to the Ministry of Education no later than June 3, 2023.</li> <li>Post the approved Plan to the LKDSB website.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a system-wide plan and program for Individual Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation.</li> <li>Fully implement a program with resource teachers, educators and student support services staff by the end of June 2025.</li> <li>Second phase of implementation is parent/guardian access by June 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Review current program options, and establish needs and gaps in programming requirements.</li> <li>Investigate available program options.</li> <li>Transition from e-Lite to a new program.</li> <li>Implement the program at the system and school level.</li> <li>Establish procedures and provide staff training for shared responsibility and access to Individual Education Plans.</li> <li>Establish procedures and provide staff training for shared responsibility for Individual Student Profiles.</li> <li>Establish procedures and provide staff training for shared responsibility for Student Support Services referrals, documentation and reports.</li> </ul>	<ul style="list-style-type: none"> <li>Resource teachers will be trained to implement a program by the end of June 2023.</li> <li>Elementary educators will be fully trained and implement the program by the end of June 2024.</li> <li>Secondary educators will be fully trained and implement the program by the end of June 2025.</li> <li>Parents/Guardians will be able to access the platform by the end of June 2025.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, complete negotiations with:               <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> </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>Ratified contracts for each employee group.</li> <li>Training for administrators (Principals, Managers, Supervisors) to implement the new collective agreements.</li> </ul>	

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>» By June 2023, complete Staff Census.</li> </ul>	<ul style="list-style-type: none"> <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>• Use Staff Census to determine the current demographic makeup of the LKDSB workforce and its representation of various demographic groups including sex, race, gender identity, disability, religion and age.</li> <li>• Determine how does the diversity of the LKDSB workforce compare with the diversity of the community served and other comparative data.</li> <li>• Determine if Board data indicates that equity seeking groups experience barriers in hiring or advancement.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a baseline understanding of our workforce.</li> <li>• Greater staff diversity in all areas of the LKDSB.</li> <li>• Develop a long-term strategy to address systematic barriers in hiring, promotion and advancement by June 2023.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with Administrators to create a mentoring program to support newly promoted Principal and Vice-Principal leadership in the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning opportunities and resources to engage new leadership.</li> <li>• Increase leadership capacity for promoting the role to increase future applicants.</li> <li>• Provide formal and informal mentoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased capacity for effective leadership.</li> <li>• Administrators will learn diverse perspectives from a K-12 model.</li> <li>• Maintain job satisfaction to ensure staff remain in the LKDSB.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• H. Lane</li> <li>• G. Girardi</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an equity audit following the results of the Staff Census.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a consultant to develop and implement an equity audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a comprehensive equity action plan based on the recommendation of the equity audit.</li> </ul>	

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a central plan to track staff absences and deploy staff to minimize unfilled jobs daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and track all absences for the following:               <ul style="list-style-type: none"> <li>» All illness related vacancies in LKARS or normal process.</li> <li>» Elementary Program release time filled through Elementary Program Support LTO teachers (4 positions). Elementary Program scheduled specific days for School Improvement/MDT for each school.</li> </ul> </li> <li>• Other release time requests go through Human Resources.               <ul style="list-style-type: none"> <li>» Human Resources will be allotting permission for release time based on projected number of available occasional staff on a daily basis.</li> <li>» Maximize hiring and onboarding process to streamline movement for schooling to employment with the LKDSB.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of unfilled jobs.</li> <li>• Reduce wait time for duration between posting and hiring process.</li> </ul>	
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor recently implemented Work from Home Administrative Procedure Pilot which is in place from June 1, 2022 to June 30, 2023.</li> <li>• LKDSB allows flexible work arrangements, for eligible employees, to assist in meeting strategic priorities as well as operational requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to properly implement and track the understanding and use of the procedure.</li> <li>• Maintain process for safety of operations and staff, and for security and confidentiality of work in the LKDSB.</li> <li>• Gather and provide feedback for management and staff to support proposal for directions for completion of pilot and determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased flexibility will make the LKDSB a more attractive environment for work and will increase applicants and maintain staffing.</li> </ul>	



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 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, develop and implement a Health &amp; Safety Training Matrix.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute and raise awareness of Health &amp; Safety training matrix.</li> <li>• Inform all staff of training required and provide them the necessary training.</li> <li>• Update training software to include matrix items to track completion of required training.</li> </ul>	<ul style="list-style-type: none"> <li>• Board will notify and provide required training to staff.</li> <li>• Staff will be aware of their required Health &amp; Safety training, and it will be completed within expected timelines.</li> </ul>	
 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, provide Opioid Overdose treatment kits (NARCAN) and back pack search kits to all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand distribution from secondary schools to include elementary schools.</li> <li>• Offer training through Bluewater Health to school administration on proper and safe use and storage.</li> </ul>	<ul style="list-style-type: none"> <li>• NARCAN kits and back pack search kits distributed to all schools and staff trained in their use.</li> </ul>	
 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• Public Relations Officer</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, review and develop a strategy to increase school and department public communications engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey to better understand main tools of communications used by schools and departments to engage with community.</li> <li>• Provide professional learning opportunities in the area of website and PDF accessibility for departments and school administration.</li> <li>• Review and update documentation to support school and departments' use of social media.</li> <li>• Engage with schools to develop social media communications, including videos, which highlight the LKDSB Strategic Priorities, student and staff achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a survey and develop action steps for main communications tools utilized by schools and departments to engage with community.</li> <li>• Increased staff understanding and awareness of AODA requirements related to websites and PDF documentation.</li> <li>• Updated documentation on use of social media.</li> <li>• Increased use of LKDSB TikTok and other social media platforms.</li> <li>• Development of videos focused on each Strategic Priority.</li> </ul>	

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>• Review structure and operation/activities of LKDSB's charitable foundations.</li> </ul>	<ul style="list-style-type: none"> <li>• Align Board charitable foundations to Board Strategic Plan to support students and programming.</li> <li>• Assess ability to consolidate the Board's charitable foundations into one foundation, thereby creating a more efficient one-stop location for student scholarship and bursary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of one Board foundation to support LKDSB students with scholarship and bursary opportunities.</li> </ul>	