

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

TUESDAY, SEPTEMBER 12, 2023  
7:00 p.m.

**A**

Board Room  
Chatham Regional Education Centre  
476 McNaughton Avenue East, Chatham

Page Reference

1. Call to Order		
2. Regrets		
3. Approval of Agenda		
4. In Memoriam		4
5. Traditional Territorial Acknowledgement		
6. Declaration of Conflict of Interest		
7. Approval of the Minutes of:		
a) June 20, 2023 Regular Board Meeting		7
8. Business Arising from the Minutes		
9. Motions Emanating from the Regular Board Private Session		
10. Motion that the Actions of the Regular Board Private Session be the Action of the Board		
11. Presentations:		
a) Director's Snapshots of Excellence – Director Howitt		
12. Delegations		
13. Questions from the Public		
14. Reports for Board Action:		
a) Schedule for Regular Board Meetings for the Period November 21, 2023 to November 19, 2024 <u>Recommendation:</u> "That the Board approve the Regular Board Meeting Schedule for the period November 21, 2023 to November 19, 2024."	Director Howitt Report B-23-103	14
15. Reports for Board Information:		
a) Ontario Public School Boards' Association (OPSBA) Report	Trustee Fletcher Oral Report	
b) Ministry of Education Summer 2023 Announcements	Director Howitt Report B-23-104	16
c) LKDSB Operational Plan 2022-2023	Director Howitt Report B-23-105	19
d) 2023 Secondary Summer Learning Program	Superintendent Mancini Report B-23-106	33

16. Correspondence:
- a) August 15, 2023 Ministry of Education letter in response to May 17, 2023 letter from LKDSB Chair regarding Transportation funding for the 2023-2024 School Year 34
17. New Business
18. Trustee Questions
19. Notices of Motion
- a) Director Howitt serves Notice of Motion, "That the Board approve the following changes to the LKDSB Procedural By-Laws."

### SECTION 3 REGULAR AND SPECIAL MEETINGS OF THE BOARD

- 3.17 Posing Questions at Meetings In addition to the foregoing, persons or groups may pose questions to the Board in accordance with the following procedure:
- a) the questioner shall submit the question ~~either orally or~~ in writing to the ~~Chair of the Board Secretary of the Board or designate seven business days' prior to the Board Meeting;~~
- b) The Chair, Vice-Chair and Director of Education will review all submissions at the Agenda Review Meeting prior to the Board Meeting and determine if the question will be asked at the Board Meeting.
- c) If the questioner's submission has been approved, they must be in attendance at the Board Meeting to ask the submitted question in order for their question to be answered;
- ~~bd) the Chair or their designate shall answer the question if the information is immediately available or send a written reply following the meeting with this response shared during business arising at a subsequent meeting; and~~
- ~~c) the questioner may ask a follow-up question for clarification; and~~
- ~~de) the questioner shall not address confidential personal, property, legal or negotiation matters.~~
- 3.18 The Chair may limit the number of questioners and questions as they see fit.
- 3.19 Public Gallery Closed If the Public Gallery is closed, questions must be submitted through email to the Secretary of the Board or designate ~~by noon on the day of seven business days' prior to the Board Meeting.~~ The procedure for posing a question to the Board will be consistent with Section 3.17. Arrangements will be made for the questioner to ask the submitted question remotely.
- 3.20 Presentations An employee or employee group may make a presentation to the Board relating to a specific issue, matters of general interest to the Education system and matters of information to Trustees. Individuals or employee groups requesting permission to appear and speak before the Board or a Committee of the Board must submit their request and their materials in writing to the Secretary of the Board at least seven ~~working business~~ days' prior to the meeting.

### SECTION 15 PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION

- 15.4 The Director's Performance Appraisal Report shall be considered by the Board, in private session, at any one or more of its meetings and the Board shall receive the report and deliver a reply ~~prior to the beginning of at the first Board Meeting of the~~ next school year which shall include the following:
- a) concerns of the Board with respect to the implementation of Board policy and Strategic Plan;
- b) concerns with respect to the implementation of Ministry policy;
- c) matters which shall be addressed by the Board and/or legislations or Board Committees within the ensuing school year;
- d) other matters in reply to the Director's Performance Appraisal Report as may be appropriate.

20. Announcements

- a) The next Regular Board Meeting will be held on September 26, 2023 at the Sarnia Education Centre at 7:00 p.m.

21. Adjournment



**Lambton Kent**  
District School Board

## ***In Memoriam***

**Waylon Sam Pietz**

Waylon Pietz passed away on August 14, 2023.

Waylon was an incoming student of Queen Elizabeth II Public School, Petrolia.

All who knew Waylon will miss him.



**Lambton Kent**  
District School Board

## ***In Memoriam***

**William Thomas Lazaruk**

William Lazaruk passed away on July 2, 2023.

William was a student of Lambton Central Collegiate & Vocational Institute.

Staff, students and all who knew William will miss him.



**Lambton Kent**  
District School Board

## ***In Memoriam***

**Michael John Adam**

Michael Adam passed away on August 24, 2023.

Michael was the Vice-Principal of Wallaceburg District Secondary School.

Staff, students and all who knew Michael will miss him.

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Barnes, Greg Agar, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, Malinda Little, Roberta Northmore, Angela Richards, Kelley Robertson, and David Shortt

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:

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

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

#2023-111 Moved by Greg Agar, seconded by Malinda Little,

Approval of the Agenda

“That the Agenda for the Regular Board Meeting of June 20, 2023 be approved.”

CARRIED.

Chair Campbell read the Traditional Territorial Acknowledgment.

Chair Campbell recognized National Indigenous Peoples Day on June 21, 2023.

Declaration of Conflict of Interest

None.

#2023-112  
Approval of the Minutes  
June/6/2023

Moved by David Shortt, seconded by Ruth Ann Dodman,

“That the Board approve the Minutes of the Regular Board Meeting of June 6, 2023.”

CARRIED.

Business Arising

Director Howitt followed-up on a Trustee question from the June 6, 2023 Board Meeting in regard to the process for North Lambton Secondary School (NLSS) and Kettle & Stony Point First Nation students accessing the lunch program and its requirement for itemized receipts. He relayed that the practice of requiring itemized receipts that is in place at NLSS also exists at Great Lakes Secondary School (GLSS) and Alexander Mackenzie Secondary School (AMSS), and it was the Board’s understanding that this process of requiring itemized receipts was put in place as a request from Kettle & Stony Point First Nation. He explained that the request for review has gone to the Education Committee at Kettle & Stony Point First Nation to see if that level of detail on the receipt is still required or if an improved process can be devised. He added that any changes to the system would be in collaboration with Kettle & Stony Point First Nation and would be considered for GLSS and AMSS as well. A Trustee noted that Northern Collegiate Institute & Vocational School (NCIVS) and Aamjiwnaang First Nation students are impacted by the same practices.

Presentation – Secondary Student Art, Sarnia-Lambton Schools

Trustee Fletcher remarked that he was impressed by the artwork submitted and choosing the art pieces to be displayed at the Sarnia Education Centre for the 2023-2024 school year was a difficult decision. The student artists will receive a \$100.00 cheque for agreeing to lease their piece of art to the LKDSB for one year.

- Student Trinity Campbell described the art piece, “Silver Skies”, as representing an experience viewing the Northern Lights and the sense of tranquility and wonder it evoked.
- Student Hannah Crossett described the art piece, “Woodland Spirit”, as representing Indigenous culture, and explained that she chose a bear paw because of its representation of strength, independence, and courage to grow.
- Student Desiree Fraser described the art piece, “She’s Still There, Somewhere”, as communicating what life was like for her as a child and as a way for her to find that girl again and express who she really is.

Chair Campbell remarked that the LKDSB has some very talented students and congratulated the artists.

Presentation – Recognition of Student Trustees

Chair Campbell thanked Alizah Ali, Tristan Nemcek, and Kobee Soney for their work as Student Trustees in the 2023-2024 school year.

Presentation – Recognition of the Retirement of Superintendent Lane

Chair Campbell recognized the upcoming retirement of Superintendent Helen Lane and thanked her for her years of service with the Lambton Kent District School Board.

Presentation – Director’s Snapshots of Excellence

Director Howitt presented the Director’s Snapshots of Excellence for the period of May to June 2023. The photos showed Trustees Robertson, Dodman and Shortt attending Chatham Kent Secondary School’s Multicultural Day during Education Week, the LKDSB Team Math Competition and the champions, Chatham Kent Secondary School, Math teachers presenting at Ontario Association of Mathematics Educators (OAME) in Toronto, recognition of Red Dress Day, the national day of awareness for the missing and murdered Indigenous women and girls in Canada, on May 5, Sarnia-Lambton schools taking part in the cereal box challenge to support The Inn of the Good Shepherd, Lakeroad Public School students participating in spring extracurricular sports and learning about the history of the Chatham and Buxton areas and their connections to the Underground Railroad, East Lambton Elementary School students participating in the Student Design Consultation for the new Forest Area Kindergarten to Grade 12 school, Dresden Area Central School hosting eight LKDSB schools to watch the production of the musical Seussical Jr., directed by arts teacher, Lisa Rankin, London Road Public School’s Race to Erase to support their kindergarten playground, Wheatley Area Public School celebrating its 50th anniversary, London Road Public School’s Builder’s Club along with Sarnia Lambton Golden Kiwanis and Climate Action Sarnia-Lambton completing their mini-forest, Merlin Area Public School’s Garden Club rebuilding their garden with the help of community donations, Great Lakes Secondary School’s Key Club and Environmental Club work along with The Kiwanis Club of Sarnia on a new native species garden in front of the school, Alexander Mackenzie Secondary



School students visiting Lambton County to learn more about the concept of Farm to Table cooking, students and staff participating in Jump Rope for Heart, the LKDSB Diversity Symposium, which was held in collaboration with Josiah Henson Museum of African Canadian History, the Chatham-Kent Black Historical Society and Black Mecca, and the Buxton Museum, on Tuesday, May 30 at Lambton Kent Composite School and the Josiah Henson Museum, elementary students throughout the Board participating in track and field events, the LKDSB honouring the outstanding achievements and significant contributions made by staff members and retirees during the Employee Retirement Recognition and 25 Years of Service Recognition Ceremony, High Park Public School hosting a talent show, Colonel Cameron Public School students working on Makey Makey projects, Confederation Central School students learning about soils and compost, Tilbury Area Public School students learning probability through activity, Queen Elizabeth II Public School Sarnia students learning about French Canadian culture and La Festival de la Poutine, Zone Township Central School STEM Club students filtering pond water to remove visible contaminants and testing their samples for invisible contaminants, students throughout the LKDSB learning about and celebrating National Indigenous History Month and National Indigenous Peoples Day, a Pride crosswalk installed in front of Lambton Central Collegiate and Vocational Institute following student and resident requests and in partnership with the Town of Petrolia, John McGregor School students celebrating Pride Month, Tilbury Area Public School staff recognizing International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB), Tecumseh Public School hoisting the Pride flag, Tilbury District High School Archery Club taking aim during practice, the Chatham-Kent Public Library congratulating Blenheim District High School for winning Clash of the Classrooms competition for the highest average of minutes read by a student, a Northern Collegiate Institute & Vocational School (NCIVS) student who won multiple awards for developing a Biopolymer for dental routines at the Canada Wide Science Fair in Alberta, including Gold Excellence and YouthCAN Innovate, NCIVS OFSAA Track GOLD medalists showcasing their medals, Eleven NCIVS students receiving YMCA Celebration of Youth Awards, a NCIVS student performing with her team at the Canadian Artistic Swimming Championship, and King George VI Public School Sarnia students showcasing their learning with fellow classmates and peers, presenting their habitat dioramas, and putting on a Passion Project fair.

Delegations None.

Questions from the Public None.

#2023-113  
Audit Committee Meeting  
Update (including 2023-24  
Internal Audit Plan)  
Report B-23-92

Trustee Shortt reported to Trustees on the June 12, 2023 Audit Committee meeting. He relayed that a presentation from the External Auditor and Internal Auditor showed no high priority findings were identified in the Internal Audit Report, and minor findings in purpose of procedures, documentation and training. He remarked that John Krohn was recognized for his 7 years of volunteer service with the Audit Committee and reported that Scott McKinlay will join as the public member in September 2023.

Moved by David Shortt, seconded by Greg Agar,

“That the Board approve the 2023-24 Internal Audit Plan, with Program Funding and Expenditure Analysis (EFIS Data) scheduled audit.”

CARRIED.

#2023-114  
Land Purchase and  
Easement Agreements –  
Forest K-12 School  
Report B-23-93

Associate Director McKay reported to Trustees on the land purchase and easement agreements for the Forest K-12 School. He reviewed the agreement with the Municipality of Lambton Shores and Exhibit 1, the reference plan which shows the property to be acquired by the Board from the Municipality, Exhibit 2, the Agreement of Purchase and Sale for the Property, Exhibit 3, the site plan showing the general location of the “Easement Lands”, Exhibit 4, a Temporary Easement and Right of Way Agreement for a temporary gravel road connecting the school site property to Amtelecom Parkway, Exhibit 5, a description of the “works” to be completed by the Municipality for purposes of a permanent roadway and easement between the school site property and Amtelecom Parkway, and Exhibit 6, the form of Easement and Right of Way Agreement for a permanent roadway connecting the school site property and Amtelecom Parkway. He relayed that the purchase price of \$250,000 for this property is funded by the Ministry of Education and is included as part of the Ministry’s land purchase approval and the Municipality of Lambton Shores has brought the agreement to their Council.

Following a Trustee question, Associate Director McKay responded there will be two entrance and exit points to help maintain traffic flow on site.

A Trustee asked if all conditions have cleared, including Trustee approval, in order to close on June 30, 2023. Associate Director McKay responded that the agreement was on track to close on June 30, 2023. He explained that Trustees approved the purchase of the property in the original land purchase, in support of the entire purchase package, and this was in line with that package.

A Trustee asked if students would begin school in the building in September 2025 when the work is expected to be completed. Associate Director McKay responded that the target for the opening of the school is September 2026. He explained that the plan is for the tender package to be brought to Trustees in Winter 2023, to break ground in Spring 2024, 24 months for completion, and 4 months to ready the school for students.

A Trustee asked if local by-laws regarding wildlife will affect the building plans. Associate Director McKay responded that the Municipality will approve the site plan once the design is completed, and the Board works with the municipality to ensure it is compliant throughout the process.

Moved by Roberta Northmore, seconded by Jane Bryce,

“That the Board approve that the Associate Director – Corporate Services, working with the Board’s solicitor, be authorized to finalize the attached documents.”

CARRIED.

#2023-115  
Tender Award– Basement  
Renovation – Sarnia  
Education Centre

Associate Director McKay reported to Trustees on a tender award for the partial basement renovation, including HVAC, at the Sarnia Education Centre, which is the last phase of the renovations at the Sarnia Education Centre that have been ongoing for a number of years. He noted that Board Office Capital will

- Report B-23-94 fund the project as School Condition Improvement and School Renewal Funding are not allowed to be used for Board Offices.
- Moved by Jane Bryce, seconded by David Shortt,
- “That the Board award the tender to the successful bidder, Westhoek Construction Ltd., for the Basement Renovation at the Sarnia Education Centre.”
- CARRIED.
- Indigenous Liaison Committee Report  
Report B-23-95
- Trustee Northmore reported to Trustees on the June 13, 2023 Indigenous Liaison Committee (ILC) meeting. She noted that 43 reports were received from school administrators. She reported that a group of Kettle and Stony Point First Nation students visited Bkejwanong to discuss the connection between the water around Bkejwanong and Lake Huron, a Forest K-12 School meeting was held at Hillside School on June 14, 2023, and the Learning Lodge at Aamjiwnaang First Nation is now complete. She relayed that there will be a Board Action Plan (BAP) working group meeting on July 12, 2023 and the next ILC meeting will be held on September 20, 2023.
- Ontario Public School Boards' Association Update (OPSBA)
- Trustee Fletcher reported that the OPSBA Annual General Meeting (AGM) was held on June 8 to 10, 2023, and Trustee Northmore was the voting delegate for the Board at the meeting. He noted that Trustees received the minutes for the meeting via email.
- Trustee Northmore provided Trustees with an overview of the OPSBA AGM and remarked that it was a great learning experience. She congratulated Trustee Bryce for her role as alternate on the OPSBA Policy Development Work Group. She thanked Associate Director McKay for the time he took educating Trustees and other Board Committees during the budget process as after conversing with other trustees at the conference she realized this was not what some of the other boards experienced, and noted she was proud of the Board and its transparency.
- A Trustee noted that there are Provincial Education Priorities related to the Better Schools and Student Outcomes Act, 2023 that are expected to be in place for September 2023 and asked if there were any concerns that the Board may not meet this deadline.
- Director Howitt explained that Executive Council has reviewed the three priority regulations of Provincial Education Priorities – *Student Achievement*, *Professional Activity (PA) Days*, and *Transitional Certificate for Eligible Teacher Candidates* – and current Board practice aligns very closely with what is expected by the Ministry.
- Student Trustee Ali noted that she was one of 5 Student Trustees who attended the OPSBA AGM and that it was a wonderful opportunity.
- Special Education Advisory Committee Report  
Report B-23-96
- Trustee Little reported on the June 15, 2023 Special Education Advisory Committee (SEAC) meeting, which included a presentation from Sarnia-Lambton Rebound, which outlined the programs they offer for youth in the

	<p>community. She reported that the Special Education Plan was approved and the next SEAC meeting will be held on September 21, 2023.</p>
<p>Forest Area Family of Schools Transition Committee Update Report B-23-97</p>	<p>Associate Director McKay reported that the June 14, 2023 Transition Committee meeting held at Hillside School included the architects from ROA Studio and was the final consultation session on the design of the Forest K-12 School. He relayed that Trustees will have a final look at the drawings in September 2023. He noted that the Transition Committee has sub-committees formed, and the sub-committee reports will become the focus of future Transition Committee meetings.</p> <p>Following a Trustee question, Associate Director McKay confirmed that the architects involved in the Forest K-12 School have been involved in a number of projects in the community.</p>
<p>Brooke Central School – Structural Reinforcement Project Update Report B-23-98</p>	<p>Associate Director McKay provided Trustees with an update on the structural reinforcement project at Brooke Central Public School. He relayed that the work in the older portions of the school is scheduled to be completed by the end of June 2023, and then the 2007 section will be finalized over the summer, with students returning to the site in September 2023. He noted that the total project construction cost has been forecasted to be \$1.3 million dollars.</p> <p>Superintendent Girardi relayed that consultation with staff and the school community in regard to the return to the Brooke Central Public School site took place and it was decided that students would return to the Brooke Central Public School site on September 5, 2023, the first day of the 2023-2024 school year. He noted that ongoing conversations with local union partners took place throughout the process.</p> <p>A Trustee expressed their appreciation for Senior Administration’s quick response and focus on student and staff safety.</p> <p>Director Howitt thanked the staff, students, and the school community whose school year was disrupted, and Associate Director McKay and Superintendent Girardi for their work throughout the process.</p>
<p>Correspondence</p>	<p>A letter was received from Buckingham Palace in response to the letter sent from the Board on September 15, 2022 regarding the death of Queen Elizabeth II.</p>
<p>New Business</p>	<p>None.</p>
<p>Trustee Questions</p>	<p>Following a request from a Trustee, Trustees agreed to hear a question from a member of the public. The member of the public read a statement, which did not include a question, and was asked to not continue.</p> <p>A Trustee requested that the letter received from Buckingham Palace be framed.</p>
<p>Notices of Motion</p>	<p>None.</p>
<p>Announcements</p>	<p>LKDSB has received a Terry Fox Milestone Award in recognition of outstanding efforts in fundraising for cancer research with a total of \$2,000,000 raised by LKDSB schools as of March 2023.</p>

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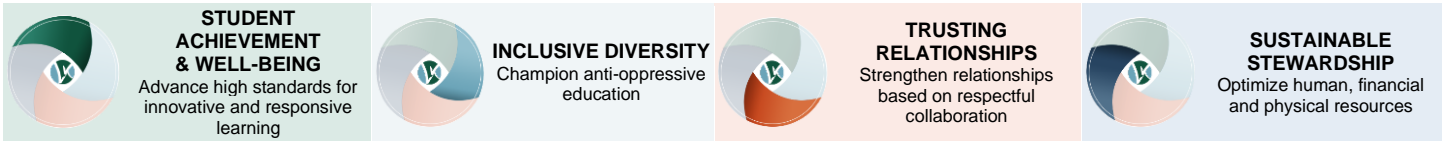
	The next Regular Board Meeting will be held on Tuesday, September 12, 2023 at the Chatham Regional Education Centre at 7:00 p.m.
Reconvene to Private Session	The Board reconvened to Private Session at 8:42 p.m.
Reconvene to Public Session	The Board reconvened to Public Session at 9:33 p.m.
Motions Emanating from the Regular Board Private Session	None.
#2023-116 Action of the Regular Board Private Session be the Action of the Board	Moved by Janet Barnes, seconded by Jack Fletcher, "That the Action of the Board in Private Session be the Action of the Board."  CARRIED.
Adjournment	There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 9:34 p.m.

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Chair of the Board

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Director of Education and  
Secretary of the Board



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

**DATE: September 12, 2023**

**SUBJECT: Schedule for Regular Board Meetings for the Period  
November 21, 2023 to November 19, 2024**



The schedule for the Regular Meetings of the Board of Trustees is set out in the LKDSB's Procedural By-laws.

**Section 2.2**

*The annual Organization Meeting shall be held at 7:00 p.m. on November 15 if it is a Tuesday or on the first Tuesday following November 15, in the Board Room in the corporate office of the Board.*

**Section 3.1**

*Except as set forth in the following sections, the Regular Monthly Meetings of the Board shall be held on the second and fourth Tuesday in each month commencing at 7:00 p.m. unless such Tuesday shall fall on a Public holiday in which case, the Board shall meet at the call of the Chair on any evening at the same hour within eight (8) days.*

**Section 3.2**

- a) With the consent of two-thirds of the members eligible to attend, Regular Meetings of the Board may be held on a date other than that mentioned in the preceding section.*
- b) With the consent of two-thirds of the members eligible to attend, any Regular Meeting may be cancelled.*

In accordance with the above, the attached schedule for Regular Board Meetings for the period November 2023 to November 2024 is proposed. Additional meetings would continue to be at the Call of the Chair as needed. Typically, Regular Board Meetings are not scheduled during the months of July and August and only one meeting is held during the month of March. Board business is usually lighter during these months. Special Meetings of the Board will continue to be called as required.

The cancellation of the November 28, 2023 and January 9, 2024 Board Meetings is recommended. The November 28, 2023 Board meeting is one week following the Organizational Meeting of the Board, and the third meeting scheduled in the month of November. The January 9, 2024 Board Meeting is nine business days' after the December 12, 2023 Board Meeting and only one day after the return from Winter Break.

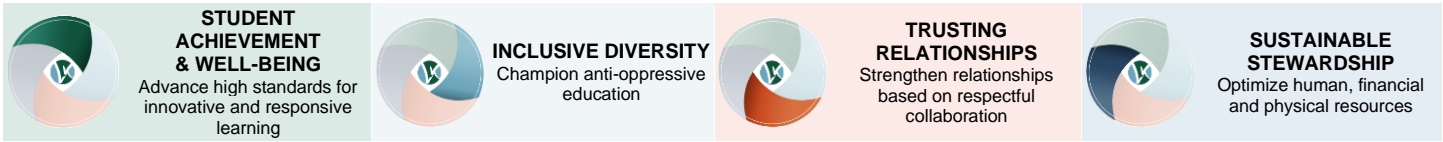
**Recommendation:**

"That the Board approve the Regular Board Meeting Schedule for the period November 21, 2023 to November 19, 2024 without scheduling the November 28, 2023 and January 9, 2024 Board Meetings."



**Meetings of the Board of Trustees**  
**November 21, 2023 to November 19, 2024**

Month	Regular Board Meeting Held in Chatham 7:00 p.m.	Regular Board Meeting Held in Sarnia 7:00 p.m.
November 2023		November 21, 2023 Organizational Meeting of the Board @ 7:00 p.m.
		<del>November 28</del> Cancelled
December 2023	December 12	
January 2024	<del>January 9</del> Cancelled	January 23
February	February 13	February 27
March	Cancelled	March 26
April	April 9	April 23
May	May 14	May 28
June	June 11	June 25
July	Cancelled	At the Call of the Chair
August	Cancelled	At the Call of the Chair
September	September 10	September 24
October	October 8	October 22
November	November 12	November 19, 2024 Organizational Meeting of the Board @ 7:00 p.m.



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

**DATE: September 12, 2023**

**SUBJECT: Ministry of Education Summer 2023 Announcements**



Through The Better Schools and Student Outcomes Act, the Minister of Education has set the following priorities for Ontario school boards and the expectation that boards include these in their multi-year plans:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement & Well-Being

These priorities align with LKDSB Strategic Priorities and will be incorporated into the multi-year Operational Plan to be presented to Trustees in October 2023. The Ministry of Education has also recently provided multiple Policy Program Memos (PPM) to provide greater detail to support our implementation of expectations. Below is a summary:

**PPM 124: OSSD requirements – community involvement activities**

The Ministry released PPM 124, effective September 1, 2023, which outlines eligible community involvement activities. During the pandemic a number of temporary accommodations were made (i.e. activities could occur during instructional time, and could include household chores and 10 hours of paid work). These accommodations expired on August 31, 2023.

**PPM 132: Prior Learning Assessment and Recognition (PLAR) for mature students**

PLAR for mature students is the formal evaluation and credit-granting process whereby mature students (18 years of age or older) may obtain credits for prior learning in order to earn credits towards an OSSD. Effective September 1, 2023 mature students who present evidence of a completed post-secondary degree and/or degree from an accredited Canadian postsecondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification may be granted up to 30 credits (previously 29 credits) for the OSSD.

**PPM 151: Professional Activity Days devoted to Provincial Priorities**

For the 2023-2024 school year, the following topics must be addressed during PA Days: literacy and mathematics, curriculum implementation, and student well-being, school safety and violence prevention. All K-3 teachers must receive professional learning on early reading instruction, universal



design for learning and screening. Professional learning will also include implementation of the new Language Grades 1-8 curriculum, new de-streamed Grade 9 English course, Social Studies Grades 1-3 (Indigenous-focused revisions) and Grade 6 (new learning on Holocaust education) and new Grade 10 Computer Studies course. Continued professional learning in mathematics will include supporting student improvement in K-12 Mathematics through high impact instructional approaches.

School boards are required to post a detailed summary of PA Day activities 14 days in advance of each PA Day, in order to offer greater transparency for parents and families. The posted summary will include a description of the material to be covered, including persons presenting the material. The date, timing and format of the activities, as well as the titles of any resources that will be used as part of the activities, will be included in the posted summary.

### **PPM 168: Reading Instruction and Early Reading Screening**

The Ministry released directions on early literacy instruction and protected minutes for Primary reading instruction that are to be fully implemented during the 2024-2025 school year. Classroom teachers will complete early reading screenings with each Senior Kindergarten, Grade 1 and Grade 2 student before mid-November. The results will be shared with families in the first Report Card or Kindergarten Communication of Learning for Term 1. A second screening will be administered in the spring for students not meeting the benchmark.

Classrooms will be supported with six (6) Ministry of Education funded Early Literacy Intervention Coaches that support all schools.

### **PPM 169: Student Mental Health**

The Ministry released requirements for school boards to provide culturally responsive and evidence informed student mental health promotion, prevention and early intervention services. This implementation begins January 2024 and includes a 3 year Mental and Addictions action plan.

LKDSB's 8 Student Support Coordinators work alongside the 10 Social Workers to support mental health awareness through:

1. 7/8 Mental Health Literacy Modules
2. MindsUp
3. Opening of YWHO Sarnia
4. Streamlining of supports: Social Workers doing counselling
5. Ongoing communication and partnerships with lead mental health agencies LinCK and St. Clair Child and Youth
6. Work with MHAN
7. Revised Student Support Model

The focus is on tiered supports beginning with tier 1, good for all strategies, using School Mental Health Ontario and building to more intensive supports.

Student Well-Being is an important strategic priority that helps foster the conditions for learning.

## **Canadian GED**

The General Educational Development (GED) Test allows students who have not finished secondary school an opportunity to earn an Ontario High School Equivalency Certificate (not an OSSD). The testing will no longer be available in Canada after March 31, 2024, based on a decision by the testing service provider. This change will not have a significant impact in the LKDSB. Adult Learners can continue to access Prior Learning and Assessment Recognition (PLAR) to earn their OSSD.

## **Provincial Priorities on Student Achievement Regulation: Student Achievement Plan**

The Ministry has provided school boards with a Student Achievement Plan Framework that includes 11 system indicators to support levelling up achievement outcomes and experiences for every student. The indicators align with our operational plan and school learning plans. Goals include: improving students' literacy and math learning and achievement (Grade 3, 6 and 9 EQAO outcomes, successful OSSLT achievement), improving students' graduation rates and preparedness for future success (graduation rates, credit accumulation, participation in job skills programs, enrolment in senior math and science courses), improving students' participation in class time and learning (student attendance rates and suspension rates) and improving student well-being (student awareness of mental health supports).

## **Math Action Plan**

The Provincial Math Action Plan directs the implementation of evidenced-based math strategies at the board, school, and classroom levels. The local work is led by the LKDSB Math Lead and the System Coordinator – Mathematics. An initial 1-on-1 meeting was held with the Ministry of Education's Provincial Math Lead and the LKDSB Superintendent and System Coordinator, outlining the initial plans for implementing the Math Action Plan locally.

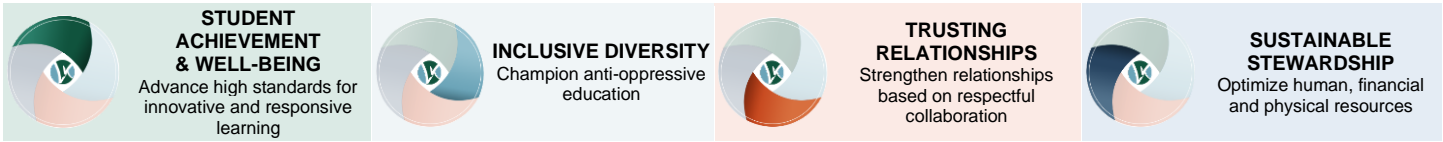
Classrooms will be supported with nine (9) Ministry of Education funded Math Facilitators that support priority schools within Grades 3, 6, or 9. The Ministry identified 21 elementary priority schools and 6 secondary priority schools within the LKDSB.

## **Capital Priorities Program**

The 2023-24 Capital Priorities Program was launched by the Ministry of Education on August 14, 2023. This program provides capital funding to school boards for the building of new schools and additions. Funding is also available for child care centre projects. All capital priority project proposals are required to address current accommodation needs relating to one or more of the following: accommodation pressures, school consolidations, facility condition and/or access to French language schools. The submission deadline for all capital funding requests is October 20, 2023. LKDSB staff are currently working on applications to be submitted to the Ministry. Submissions must include information about school utilization rates in the geographic area of the project, provide a positive investment return or identify students who do not have access to a French language school.

## **Procurement**

The Ministry of Education has announced changes to the Broader Public Sector (BPS) Procurement Directive. The Ontario government has introduced the Building Ontario Businesses Initiative (BOBI) which looks to create new opportunities for Ontario businesses. The effective date for the updated BPS Procurement Directive is January 1, 2024. Training sessions with school board staff will occur in the fall.



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

**DATE: September 12, 2023**

**SUBJECT: LKDSB Operational Plan 2022-2023**



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 2022-2023 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 2023-2024 school year will be presented to Trustees in October 2023.



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#### 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>	<ul style="list-style-type: none"> <li>Gains in graduation rates continue to be made. Preliminary data for 2017-2018 Grade 9 cohort (students graduating by August 2022):</li> <li>Four-year rate: 74.8% (up from 67.7% for the 2014-2015 Grade 9 cohort)</li> <li>Five-year rate: 82.4% (up from 77% for the 2014-2015 Grade 9 cohort)</li> <li>Final data will be received by late October</li> </ul>
 <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>	<ul style="list-style-type: none"> <li>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).               <ul style="list-style-type: none"> <li>» Increase four-year graduation rate from 51% in 2018-2019 to 70%</li> <li>» Increase five-year graduation rate from 62.5% in 2018-2019 to 80%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Monitor participation in Grade 9 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>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 2016-2017 Grade 9 cohort (students graduating by August 2021):</li> <li>Four-year graduation rate is 54.5% up from 51% in 2018-2019</li> <li>Five-year graduation rate is 67.7%, up from 62.5% in 2018-2019</li> <li>Disaggregate data for 2017-18 cohort available in October</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>	<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 68%</li> <li>» 15% increase as measured by Junior EQAO Math from 48% (2018-2019) to 63%</li> </ul> </li> <li>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.</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>• 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>	<ul style="list-style-type: none"> <li>• During the 2022-2023 school year 91% (+1% from 2021-2022) 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 2022-2023 school year was 9,663 (+2,714 students from 2021-2022).</li> <li>• During the 2022-2023 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 using the ‘Open Sharing’ and ‘Compare and Connect’ number talk strategies.</li> <li>• All Grade 3 and Grade 6 classrooms displayed the ‘SLOWER’ poster and completed intentional practice assessments with their classes before the actual digital EQAO assessment.</li> <li>• The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</li> </ul>
 <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 2024, increase the percentage of elementary students achieving level 3 or 4 by:               <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> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement reading instruction that reflects Scarborough’s Reading Rope (2001), specifically word recognition and strategic thinking. Word recognition, which typically develops in early primary grades, will be focused on the implementation of phonemic awareness screeners and instruction using Heggerty’s phonemic awareness resources. Strategic thinking will be improved, as a next step from word recognition, by implementing 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 focus on reading instruction that reflects Scarborough’s Reading Rope (2001), specifically word recognition and strategic thinking via Heggerty and/or Benchmark Assessment System/Fountas &amp; Pinnell’s Literacy Continuum.</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 2022-2023 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on a phonemic awareness screener, BAS or an approved reading diagnostic assessment identify student understanding. The Heggerty (phonemic awareness) and/or Literacy Continuum (strategic thinking) will be used to identify next steps for student learning and instruction.</li> <li>• By the end of 2022-2023 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 2022-2023 school year 93% (+6% from 2021-2022) of Kindergarten – Grade 8 classrooms provided diagnostic literacy feedback to student(s) based on a phonemic awareness screener, BAS or an approved reading diagnostic assessment.</li> <li>• The number of K-8 students who received diagnostic literacy support during the 2022-2023 school year was 9,951 (+3,477 students from 2021-2022).</li> <li>• All Grade 3 and Grade 6 classrooms displayed the ‘SLOWER’ poster and completed intentional practice assessments with their classes before the actual digital EQAO assessment.</li> <li>• All elementary schools were provided with diverse resources via the K-8 Inclusive Diversity Consultant.</li> <li>• The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</li> </ul>

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**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, the percentage of first-time eligible, fully participating students who are successful on the OSSLT will be at or above the provincial average.</li> </ul>	<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 2022-2023, 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 will support literacy plan initiatives/literacy goals and provide professional learning based on needs identified in school learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure successful completion for fully participating first-time eligible OSSLT writers to meet or exceed the provincial average.</li> <li>• All schools will have a School Learning Plan Literacy Goal.</li> </ul>	<p>The format of the OSSLT was changed from the last reported results in 2018-2019 (72% successful, first-time eligible, fully-participating).</p> <p>For the 2021-2022 OSSLT administration, successful completion for first-time eligible, fully-participating students: 76.4% LKDSB compared with 82.1% for the province.</p> <p>The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</p>
 <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>	<p>For the 2021-2022 school year, Semester 1 Grade 9 math students did not participate in the assessment due to the extended period of remote learning at the end of the semester.</p> <p>For 2021-2022 Semester 2, 788 students participated with the following results:</p> <ul style="list-style-type: none"> <li>➤ 33.6% LKDSB students at or above provincial standard compared with 52.3% province</li> </ul> <p>The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</p>



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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, 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’.</li> </ul>	<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>• 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 2022-2023 school year, 85% or more classrooms 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’. This expected outcome will maintain and exceed the actual outcome from the 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2022-2023 school year 91% (+6% from 2021-2022) 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>
 <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</li> <li>• 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>	<ul style="list-style-type: none"> <li>• The position at CLASS responsible for the Green Team and environmental education programming for elementary and secondary schools is currently vacant. CLASS is currently working on the posting process for this position. This goal is an ongoing multi-year goal and will continue for the 2023-24 operational plan.</li> </ul>
 <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>• Creation of School Energy Usage and Environmental Impact Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Procure consultant to assess current energy usage profile and environmental impact of each LKDSB building.</li> <li>• Review of all LKDSB facilities to gain understanding of building needs from a major mechanical capital improvement perspective.</li> <li>• Review of all LKDSB facility condition improvement reports.</li> <li>• Review LKDSB operating criteria for buildings to assess impacts of temperature set points, ventilation and other measures and their associated environmental impact.</li> <li>• Discuss recommendations for energy improvements, including process and capital improvements. This stage links to the long-term capital plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of building operating procedures to include operational criteria, such as temperature set points.</li> <li>• Revisions to LKDSB long-term capital plan to ensure that projects lead to positive impact to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Plant department is currently working on an inventory of all major mechanical systems in board buildings. This work is expected to be completed in late fall 2023. This information will be used to set up a preventative maintenance program.</li> <li>• Update to the Board’s 5 year capital plan reflects focus on energy/major mechanical projects. Projects in the capital plan link to reduction of energy usage in board buildings with positive impacts to carbon emissions and operational utility budgets.</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>	<ul style="list-style-type: none"> <li>Pupil Accommodation 101 presentation was provided to Trustees in the spring. Presentation outlined general information regarding enrolment projections, future work on boundary reviews and consolidation phases and a timeline for future presentations to trustees.</li> <li>Summer meeting to discuss status of remaining consolidation phases and to cross check against enrolment projections to ensure current phases are still justified.</li> <li>Forest Area Transition Committee reviewed the Forest K-12 draft school design and provided feedback to the architects.</li> </ul>
 <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 IT security to ensure protection of the LKDSB's IT infrastructure and Board data.</li> </ul>	<ul style="list-style-type: none"> <li>Upgrade all application servers to Server 2019 to ensure that application infrastructure is kept up to date.</li> <li>Implement RA3.0/SASE as per Ministry of Education direction which will help to protect staff and devices whether on or off premises.</li> <li>Implement any changes from the OSBIE 2022 Cyber Survey including full implementation of Multi-Factor Authentication (MFA).</li> <li>Assess current and future budget impacts/deficiencies of funding IT security improvements. Ensure that Ministry of Education funding streams that support IT security are permanent.</li> </ul>	<ul style="list-style-type: none"> <li>Report to the IT Steering Committee on steps taken to identify security gaps and how those gaps have been addressed.</li> <li>Ensure that required IT security improvements, as identified in the OSBIE Cyber Survey are implemented and reported back to OSBIE. The report back to OSBIE is in support of the Board's continued requirements under the OSBIE enhanced cyber security coverage.</li> </ul>	<ul style="list-style-type: none"> <li>Updates were provided to the IT Steering Committee (June meeting) on security gaps and plans on how gaps will be addressed. Phishing campaigns and MFA implementation were discussed.</li> <li>OSBIE IT survey for the 2023-24 school year has been completed and returned to OSBIE.</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>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>	<ul style="list-style-type: none"> <li>Providing books resources for Elementary and Secondary schools to support school-based equity improvement goals to support school improvement plans.</li> <li>Supported 30 educators with acquiring the Anti-Black Racism Additional Qualification Course through Lakehead University.</li> <li>April 28<sup>th</sup> PD Day for Elementary Teachers and Administrators focus on Equity, Diversity and Inclusion, "In the Spirit of Water".</li> <li>Secondary Teachers and Administrators supported with</li> <li>June 23<sup>rd</sup> PD Session for Board Office Staff on Indigenous Education held at Aamjiwnaang First Nation</li> <li>Providing information to support the implementation of the OCT Anti-Black Racism Advisory with all OCT members.</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>• By June 2023, develop and implement a LKDSB Equity, Diversity and Inclusion (EDI) certificate program to support professional expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore existing programs that may meet LKDSB needs.</li> <li>• Review current and historical LKDSB programs for possible inclusion.</li> <li>• Work with EDI Committee to develop the necessary components of the EDI certificate program.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a LKDSB EDI certificate program available to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• CCID certification program approved by IT with launch anticipated in fall of 2023-24.</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, 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 (i.e. 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>	<ul style="list-style-type: none"> <li>• Hired System Coordinator of Equity, Diversity and Inclusion to support the anti-oppressive education goals and assist administrators with school specific needs.</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>	<ul style="list-style-type: none"> <li>• Final Voluntary Student Demographic Data Census Report received in March 2023. Information has been shared with all stakeholders via communication plan. Information from this baseline report will be instrumental in setting operational goals for the 2023-24 school year and planning for the next census to be implemented in 2024 – 2025.</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, provide a clear pathway to report hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Update and develop policies and procedures to support anti-oppressive education.</li> <li>• Create a graphic image and communication to help identify steps to report hate-based incidents.</li> <li>• Update communication and clarify information available to champion anti-oppressive education.</li> <li>• Provide a clear pathway to report hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Update current policy and procedures for equity, anti-racism, and gender identity.</li> <li>• Implementation of reporting system for hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal reporting system for incidents of reporting hate-based incidents through the school incident reporting system and suspension reports</li> <li>• External reporting system on website under Safe schools. Making it easier to find.</li> </ul>
 <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>	<ul style="list-style-type: none"> <li>• The Board-level MDT visited all elementary schools and participated in School Team Meetings, to support the team to identify their areas of focus to strategically enhance the outcomes of the School Climate Survey. School teams engaged in conversation as part of their action plan to be more precise and specific as they focus on how to realize the three areas of focus.</li> <li>• The Board-Level MDT provided presentations, and small group and individual student were provided explicit instruction to support lagging skills and student goals.</li> <li>• 5 of the 12 secondary schools invited the MDT System Coordinator to collaborate on School Learning Plans to define goals and gather student input.</li> <li>• Most elementary schools completed student surveys to gather student voices related to well-being and the three areas of foci. Questions were worded in simple language that was specific and to the point.</li> <li>• The Board-level MDT worked with the school team to better understand parental involvement and learn more about how community partners and parents/guardians can be accommodated to increase engagement and reduce systematic bias.</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> <li>• A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>• By November 2024, 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.</li> </ul> <p>Would ask for help with mental/emotional health issues at school:</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 65% to 85%</li> <li>» Grade 7-8: from 41% to 85%</li> <li>» Grade 9-12: from 33% to 85%</li> </ul> <p>Aware of school mental/emotional health supports at school:</p> <ul style="list-style-type: none"> <li>» Parent/Guardian: from 50% to 85%</li> <li>» Staff: from 65% 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 7 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> <li>• Engage Student Senate to identify gaps and support the development of a communication plan for students.</li> <li>• Communicate support available for marginalized students/families.</li> <li>• Leverage LKDSB Communications Department, Board and school websites, and social media accounts to raise awareness about mental health and well-being resources, including School Mental Health Ontario.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness, understanding and use of mental health supports available through the LKDSB and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Senate completed a project about supporting the transition of students from grade 8 to 9 with a focus on:               <ul style="list-style-type: none"> <li>• Caring adults in the secondary school</li> <li>• Services available to students at the secondary students</li> <li>• How to support personal well-being during this significant transition</li> <li>• A presentation that could be shared at the elementary school by key secondary teaching staff to welcome students</li> </ul> </li> <li>• The Survey will be completed during the 2023-2024 school year.</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 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>	<ul style="list-style-type: none"> <li>• Locating a resource to address social and emotional learning for students has proven challenging.</li> <li>• LKDSB will be purchasing the “Mind’s Up” Resource to support students. The program is evidence-based and supported by SMHO.</li> <li>• Training for Trainers will be in September 2023. The implementation model will be developed to support a pilot plan for the 2023-2024 school year.</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>	<ul style="list-style-type: none"> <li>The completed Special Education plan was presented to SEAC on June 15, 2023. The plan was approved.</li> <li>The plan was submitted to the Ministry in July 2023.</li> <li>The Plan was posted to the LKDSB website in July 2023.</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>	<ul style="list-style-type: none"> <li>The LKDSB has not yet purchased a system-wide program to support the creation of Individual Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation.</li> <li>The estimated purchase time is late fall 2023.</li> <li>The goals, action steps and expected outcomes will remain the same, however, the dates will be adjusted.</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>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>	<ul style="list-style-type: none"> <li>Ratification is completed for CUPE.</li> <li>Negotiations are ongoing with other unions and employee groups.</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>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.               <ul style="list-style-type: none"> <li>» By June 2023, complete Staff Census</li> </ul> </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>	<ul style="list-style-type: none"> <li>Staff Census completed and results reviewed and made public April 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</li> <li>remain in the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring program completed first year. Response from participating new administration and Senior Leadership positive. Second year of program initiated.</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> </ul> </li> <li>• » Maximize hiring and onboarding process to streamline movement for schooling to employment with the LKDSB.</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>	<ul style="list-style-type: none"> <li>• Staff absences are tracked centrally by Human Resources and staff placement is managed daily to maximize efficiency of occasional staff placement. Process effective in minimizing significant deficiencies in student support and negating student safety.</li> <li>• Decision to apply resources to continue with this process for 2023-34 school year.</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>	<ul style="list-style-type: none"> <li>• Process was deemed successful by Senior Administration, Managers and Supervisors. Made permanent June 2023.</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>	<ul style="list-style-type: none"> <li>• The Training Matrix has been finalized and is posted on the staff website in the Health &amp; Safety section for all staff to review.</li> <li>• The roll out of the training as shown in the matrix is in its initial stages.</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>	<ul style="list-style-type: none"> <li>• Two NARCAN kits have been provided to all elementary schools.</li> <li>• Expired NARCAN kits were replaced with two new kits at all secondary schools.</li> <li>• NARCAN kits are also in place at both Education Centres and the Maintenance Shop.</li> <li>• Training has been provided to all school administrators.</li> <li>• The two NARCAN kits were sent out with a backpack search package which included a protective desk mat and 5mil Nitrile gloves.</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>	<ul style="list-style-type: none"> <li>• Completed a survey of schools to understand main tools of communication. Continue to review results and recommendations in the development of communications support and planning for the 2023-2024 school year.</li> <li>• Held Professional Development for Administrative Assistants on AODA requirements related to PDF documentation. Information about accessibility requirements and resources were included in the April Director's Staff Newsletter.</li> <li>• Information and resources shared through the Director's Staff Newsletter regarding social media guidelines and requests for content submissions for LKDSB social media platforms. There were nine new social media account requests in the 2022-2023 school year.</li> <li>• Updated documentation for use of social media, including guidelines and content/issues management.</li> <li>• Continued focus in 2023-2024 on developing videos focused on each Strategic Priority.</li> </ul>



### 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

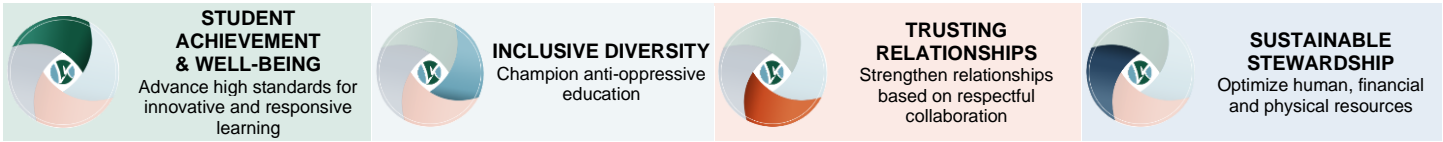


### SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>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>In preparation of a website refresh, by June 2023, develop a site map/taxonomy of the LKDSB website and Staff Intranet.</li> </ul>	<ul style="list-style-type: none"> <li>Review and create a site map of existing websites on the LKDSB public website and Staff Intranet.</li> <li>Work with schools and departments to review and update websites/webpages and Staff Intranet sites/pages as necessary.</li> <li>Audit webpages for broken links and outdated content.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of a site map for the public website and Staff Intranet.</li> <li>Up-to-date school and department websites.</li> </ul>	<ul style="list-style-type: none"> <li>Site map for the public website and Staff Intranet completed.</li> <li>Ongoing support for schools and departments to ensure websites are up-to-date.</li> </ul>
 <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>	<ul style="list-style-type: none"> <li>The Board is finalizing the consolidation of the two School Foundations into one Board foundation. A July 2023 meeting completed the sign off from CKSAF Directors to permit the transfer of the investments and scholarships/bursaries to LEF. Once the transfer is completed, LEF will be renamed to the Lambton Kent Education Foundation (LKEF)</li> <li>The Foundation auditor and LKDSB Board lawyer attended the July 2023 meeting and have supported the transition process.</li> <li>Once the consolidation is complete, the Foundation website will be updated.</li> </ul>





**FROM: Mary Mancini, Superintendent of Education**

**DATE: September 12, 2023**

**SUBJECT: 2023 Secondary Summer Learning Program**



The 2023 Secondary Summer Learning Program supported students in credit accumulation through a variety of course offerings. Between July 4<sup>th</sup> - August 25<sup>th</sup> 2023, 1403 students completed the program and were supported by 93 staff members. By comparison, 1019 students completed the program in the summer of 2022.

Full course online learning is the largest component of LKDSB's summer learning program. With 37 courses offered, 978 students (530.5 LKDSB students and 447.5 OOB students) completed courses with a 91% success rate. The LKDSB has a positive reputation for its online learning courses as evidenced by the large number of out of board students that enroll. Unique features include daily synchronous virtual support for students, resource teacher and EA support, and attendance follow-up with students and parents. In addition, 190 LKDSB students took out of board summer online learning courses in July or August that are mostly not offered by the LKDSB summer learning program.

Credit recovery and credit rescue opportunities were offered to students this summer as well. Through 14 credit recovery online learning courses, 85 students were engaged in recovering credits. Many of our secondary schools also provided credit rescue opportunities during the first 2 weeks of July – 129 students were involved, and 134.5 credits were earned.

Travel for Credit Careers and Civics made a return this summer. This offering included an online learning component July 4-14 and 25-31 and a trip to Ottawa, Montreal, and New York City July 17-24. Thirty students successfully completed this program.

Several successful in-person programs were offered this summer as well:

- FNMI Integrated Arts program, provided 4-week land-based education for self-identified Indigenous students from Aamjiwnaang, Bkejwanong, Eelūnaapèewii Lahkèewiit, and Kettle and Stony Point. There were 40 students from Grades 8 (reach ahead) through 10 who earned the NAC101 credit.
- With a focus on technological education, two new programs ran this summer: Grade 9 technology at CKSS offered a reach ahead opportunity for Grade 8 students and Grade 11 Construction Engineering Technology – Canoe Building at GLSS offered self-identified Indigenous students an opportunity to build a birchbark canoe using Indigenous construction methods and tools.
- Walpole Island Summer School Program provided credit recovery for students.
- Dual credit courses were offered with our college partners Lambton College and St. Clair College
- Summer co-op for 124 students took place between July 4 – August 12<sup>th</sup>
- In person special education classes provided ongoing credit support for students

The secondary summer learning program continues to provide a valuable experience for students in the LKDSB and supports credit accumulation towards graduation.

**Ministry of Education**

School Board Advanced  
Supports Branch

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Toronto ON M7A 0B8

**Ministère de l'Éducation**

Direction du soutien amélioré  
aux conseils scolaires

315, rue Front Ouest  
15<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

157-2023-4480

August 15, 2023

Randy Campbell  
Chair of the Board  
Lambton Kent District School Board  
200 Wellington Street  
PO Box 2019  
Sarnia, Ontario, N7T7L2

Dear Randy Campbell,

Thank you for your letter regarding student transportation funding for the Lambton Kent District School Board.

Our government recognizes the importance of student transportation services for students and families and is committed to helping school boards deliver safe, effective, and efficient transportation services.

Starting with the 2023-24 school year, the ministry is implementing the new funding framework for the Student Transportation Grant that is transparent, equitable, and focused on reliability. This framework:

- establishes **needs-based Common Reference Standards** (home-to-school distance criteria) for funding to encourage consistency and improve equitable access to student transportation services across the province
- establishes **evidence-based funding benchmarks** that reflect cost of providing services – such as number of routes, time and distance travelled
- provides support through Local Priorities and Operations for **school boards to address unique circumstances, needs and operations** of their transportation services; and
- **provides transition support so that no school board receives less funding** as a result of the new model, to allow school boards and their transportation consortia and service providers to align policies and costs with the funding framework.

The 2023-24 Student Transportation Grant is projected to be \$1,233.2 million - which includes over \$160M in Local Priorities and Operations Amount and about \$90M in Transition Amount.

This new funding framework has been informed by several engagements with the sector including the Student Transportation Advisory Group launched in 2020, Technical Committee on Reference Standards established in 2021, and consultation sessions conducted in Fall of 2022. Consultations included representatives from trustee associations, Council of Ontario Directors of Education (CODE), Council of Senior Business Officials (COSBO), Ontario Association of School Business Officials – Transportation Committee (OASBO), and School Bus Ontario.

Lambton Kent District School Board is projected to receive \$15.3 million in Student Transportation Grant for the 2023-24 school year, including about \$0.4M in Transition Amount and about \$2.2M in Local Priorities and Operations Amount.

While a new formula for Student Transportation Grant is in place for the 2023-24 school year, our government will continue to work with school boards, consortia, and school bus operators to refine the new funding framework on an annual basis to ensure the allocation is transparent, equitable, and focuses on improving reliability.

Thank you again for taking the time to write.

Sincerely,

Didem Proulx  
Assistant Deputy Minister  
Capital and Business Support Division