



REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, OCTOBER 11, 2022
7:00 p.m.

Board Room
Chatham Education Centre
476 McNaughton Avenue East, Chatham

A

Page Reference

1. Call to Order		
2. Approval of Agenda		
3. Traditional Territorial Acknowledgement		
4. Declaration of Conflict of Interest		
5. Approval of the Minutes of:		
a) September 27, 2022 Regular Board Meeting		3
6. Business Arising from the Minutes		
7. Motions Emanating from the Regular Board Private Session		
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board		
9. Presentations:		
a) Staff Census – Superintendent Girardi		
10. Delegations		
11. Questions from the Public		
12. Reports for Board Action:		
13. Reports for Board Information:		
a) Annual Audit Committee Report 2021-22	Vice-Chair Robertson Report B-22-101	10
b) Indigenous Liaison Committee Report	Trustee Rising Report B-22-102	13
c) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher Oral Report	
d) LKDSB Operational Plan 2022-23	Director Howitt Report B-22-103	15
e) Trustee Confidentiality and Return of Devices	Director Howitt Report B-22-104	32
f) Staff Census	Superintendent Girardi Report B-22-105	34
14. Correspondence		
15. New Business		

16. Trustee Questions
17. Notices of Motion
18. Announcements
 - a) The next Regular Board Meeting will be held on Tuesday, November 8, 2022 at the Chatham Regional Education Centre at 7:00 p.m.
19. Adjournment

PRESENT:

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

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.

#2022-121
Approval of the Agenda
Moved by Ruth Ann Dodman, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of September 27, 2022 be approved."
CARRIED.
Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest
None.

#2022-122
Approval of the Minutes
Sept/13/2022
Moved by Greg Agar, seconded by Malinda Little,
"That the Board approve the Minutes of the Regular Board Meeting of September 27, 2022 with the amendment of Trustee Fletcher listed as present and Trustee Douglas listed only as regrets."
CARRIED.

Business Arising
None.

Motions Emanating from the Regular Board Private Session
None.

#2022-123
Action of the Regular Board Private Session be the Action of the Board
Moved by Derek Robertson, seconded by Jack Fletcher,
"That the Action of the Board in Private Session be the Action of the Board."
CARRIED.

Elementary Summer Programs 2022 – Superintendent Hazzard
Superintendent Hazzard introduced Carla Wilson, System Coordinator of Student Achievement and Jordan Black, Instructional Coach.
System Coordinator Wilson reported that the Elementary Summer Learning Program (SLP) focused on Primary Reading, Junior Reading, Junior Math, Intermediate Math, and Elementary French. The learning took place face-to-face and online and supported 951 students from 50 elementary schools. She explained that the learning for students was a continuation and not new

learning, and the program was targeted to students who could benefit. She reported that there were 32 Teachers, 6 Educational Assistants, 1 Early Child Educator, 5 Site Leaders, and 1 Program Coordinator supporting small groups of 4 to 6 students each day and there were opportunities for staff collaboration. She remarked that parents/guardians were engaged throughout the program and received a unique learning story about their student.

System Coordinator Wilson explained that in the numeracy camp, students worked to strengthen their basic math skills by focusing on number sense and flexibility of numbers and participated in number talks to improve their ability to communicate their math thinking, and in-class improvements were noted in math using Lawson's Continuum for Addition and Subtraction and Multiplication and Division. She reported that the literacy camp focused on reading intervention activities which were personalized for each student, and student intervention was based on Phonemic Awareness and Fountas and Pinnell's Literacy Continuum.

Instructional Coach Jordan Black, a Summer Learning Program teacher in the numeracy camp, described how students improved throughout the program with the pre-assessment showing zero students using the three target strategies at the beginning of the program and the post-assessment showing 90% working towards the strategies and 70% using the strategies well.

System Coordinator Wilson reported that tutoring supports for Primary and Junior reading were available through July and August and explained that students participated daily in 20-minute sessions five days per week for three weeks and Hoot reading provided teachers and one-on-one tutoring support for students.

System Coordinator Wilson reported that Elementary French support was provided during the two-week virtual 'Camp Franco Fun' summer learning experience. She explained that 11 teachers led the French learning and students from the English and French Immersion program participated together in small groups online with hands-on activities including arts, cooking, and culture.

System Coordinator Wilson confirmed that students from across 50 LKDSB elementary schools were involved in the program.

Director Howitt remarked that the creativity of Superintendent Hazzard and his team allowed for the participation of students across the Board and thanked staff and students for taking part in the program during their summer vacation.

Chair Campbell thanked the presenters and commented that he is always learning something new when presentations come to the Board.

Delegations

None

Questions from the Public

Michele LaLonge-Davey, CUPE 1238 President, asked the following question:

Across the province there are staffing issues in many public service sectors, including public education. The LKDSB is not immune to these staffing challenges, in particular Educational Assistant and Custodial classifications as

of late. CUPE 1238 employees are taxed, exhausted and are coming to work ill to serve students, families and communities and we just wish that all avenues of hiring would be pursued. We also recognize that Occasional job postings have recently been posted for four classifications, which is an excellent step. If our information is accurate as of now, CUPE 1238 is asking why the LKDSB is not participating in the Mega Job Fair at Lambton College September 28, 2022 in hopes to secure as many new employees as are required to support and serve the students of the LKDSB.

Superintendent Girardi responded that ensuring there are enough staff members to support staff, students, and the community is a priority for Senior Administration and they have been working hard to minimize unfilled jobs. He added that a meeting was held that day with LKDSB union partners to discuss options to support staff and maintain work in the buildings. He confirmed that there have been recent postings which have a large number of applicants and Human Resources has plans to move quickly to interview and onboard staff. He explained that Human Resources was aware of the job fair event but have had to prioritize resources and noted that the outcome of the recent postings seems positive.

#2022-124
Staff and Volunteer
Appreciation Day 2022
Report B-22-95

Director Howitt explained that the LKDSB has traditionally chosen to recognize all staff and volunteers on the same day, rather than individual groups throughout the year. He added that a request was received from CUPE to recognize Child Care Worker and Early Childhood Educator Appreciation Day on October 18, 2022.

Director Howitt noted that staff and volunteers were recognized on October 5, 2021 with a video and Senior Administration delivered treats to schools in May 2022, following the lifting of pandemic restrictions. He remarked that acknowledging the contributions of staff and volunteers is an extremely important thing to do.

Moved by Lareina Rising, seconded by Malinda Little,

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

CARRIED.

Audit Committee
Report B-22-96

Vice-Chair Robertson reported that the Audit Committee met on September 19, 2022 and received a presentation on the 2021-2022 Fiscal Year Audit Plan from the external auditor. He noted that the meeting scheduled on October 31 will be rescheduled for another date.

Special Education
Advisory Committee
Report B-22-97

Trustee Barnes reported that the Special Education Advisory Committee (SEAC) met on September 15, 2022 and highlighted discussions on the department name change from Special Education to Student Support Services/Well-Being, and the process for soliciting new SEAC members for a four-year term.

Ontario Public School
Boards' Association
Update (OPSBA)

Trustee Fletcher reported that the Ontario Public School Boards' Association Update (OPSBA) Board of Directors meeting will be held on September 30, 2022 and Trustee Dodman will be in attendance at the meeting.

LKDSB Operational Plan
2021-22
Report B-22-98

Director Howitt explained that the Operational Plan contains goals aligned with the Strategic Priorities, the action steps that will be taken to reach the goals and the expected outcomes. He further explained that this report reflects the actual outcomes from 2021-2022 school year and noted that the Operational Plan for the 2022-2023 school year will be brought to the October 11, 2022 Board Meeting.

Director Howitt reported that work has been completed to reduce the backlog of Health and Safety Policies, Regulations, and Administrative Procedures that require updates, and the Terms and Conditions for the operation of the Joint Health and Safety Committees received an extension and are in process of being reviewed for Ministry of Labour approval.

Associate Director McKay reported that the first single use plastics committee meeting has been held and a terms of reference was reviewed with committee members. He conveyed that a finalized report from a consultant on staffing levels for IT has been received and current and future budget/resource gaps from the report recommendations are being assessed. He noted that the Pupil Accommodation Report and Capital Plan were presented to the Board in the 2021-2022 school year, Forest Area Transition meetings are ongoing and a Forest Area K-12 School website has been launched. He reported that a new approved contract for Wide Area Network and telephone line services has been signed and includes budget savings in the IT department budget. He explained that there is a delay in the five-year capital plan due to increasing construction costs and there is a need to assess the impact of increasing costs on the number of capital projects that can be accomplished each year. He reported that the staff training program for the Facility Operations department held training during March Break with custodial staff members.

Superintendent Mancini reported there were modest gains in graduation rates as per the June 2021 data, and that staff continue to monitor the data and provide support for increases going forward. She explained that the format of the OSSLT and EQAO were changed significantly from the last-reported results, and it is unclear what the impact of the changes will be. She further reported that the LKDSB will discontinue offering adult non-credit ESL and support its community partners with the provision of these services, that Literacy and Basic Skills (LBS) has transitioned from an in-person program to one that meets the needs of learners through in-person and online services, and that Grade 9 de-streaming has provided the opportunity for more students to participate in graduation pathways in their home school.

Superintendent Hazzard reported that during the 2021-2022 school year 85% of Kindergarten to Grade 8 classrooms tracked feedback that documents what teachers noticed about student learning and communicated to students 'where to next' as well as 'how to get there', 6,949 Kindergarten to Grade 8 students received diagnostic numeracy support, 78% of Kindergarten to 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, and 6,474 Kindergarten to Grade 8 students received diagnostic literacy support.

Superintendent Lane reported that staff equity training was completed, the Ontario College of Teachers (OCT) Professional Advisory on Anti-Black

Racism was being implemented, an Inclusive Diversity newsletter is released monthly, and an Inclusive Diversity Consultant K-8 position and a System Coordinator of Equity, Diversity and Inclusion position have been created. She further reported that the student census was completed in March and the results will be available in the Fall of 2022, and that the Ministry has Board Improvement and Equity Plans on hold. Director Howitt added that during the 2021-2022 year, elementary educators and administrators were directed to review report card comments to ensure that these did not reflect a colonized, hierarchical perspective that valued one culture over another via workshops and Elementary Program communications.

Superintendent Barrese reported that the Climate Survey was completed by students, staff, and parent/guardians during October 12-19, 2021 and although the results remained stable it is recognized that there is work to do.

Superintendent Girardi reported that negotiations with the Elementary Teachers' Federation of Ontario (ETFO), ETFO Occasional Teachers, the Ontario Secondary School Teachers' Federation (OSSTF), and the Canadian Union of Public Education (CUPE) were completed, and an updated Administrative Procedure for Teacher Hiring Practices was in put in place.

A Trustee asked what the new format of the OSSLT and EQAO tests is. Superintendents Hazzard and Mancini responded that the tests are now completed electronically and there is more flexibility on when the tests can be taken.

A Trustee asked if the Ministry provided a reason for the postponement of the Board Improvement and Equity Plan. Director Howitt responded that the Ministry moved to combine the Board Improvement Plan and the Equity Plan, as they were originally separate, and asked for feedback from school boards on the draft plan last Fall. He explained that revisions will be made based on this feedback, it will be received by boards in six to eight weeks, and will be in place for the following school year. He remarked that equity work can be difficult, but it is necessary work to ensure our schools are safe and welcoming for all.

A Trustee commented that there was an attempt at destreaming years ago and many were not satisfied and asked what the more recent feedback has been. Superintendent Mancini responded that numerous meetings with teachers have taken place to ensure any concerns they had were addressed before destreaming took effect, and that they are doing everything they can to support teachers in this work. She confirmed that in the past, teachers did not feel supported in the process. Director Howitt added that a number of schools have offered destreamed courses prior to this school year, and that all Kindergarten to Grade 8 classes are destreamed. He noted that this change is necessary for students as the data shows that students who are Black, Indigenous, from low-income households, and/or have disabilities or other special education needs are more often streamed into Applied courses and that graduation rates are lower for those who begin secondary school in Applied courses.

A Trustee asked what impact destreaming has on Alexander Mackenzie Secondary School (AMSS). Superintendent Mancini responded that students who require courses that AMSS does not offer must take them at their home school and noted that Grade 9 enrolment numbers at AMSS have remained

stable. Superintendent Barrese added that home schools provide students with the opportunity to access program pathways not offered at AMSS while also providing the option to take Applied courses in later grades.

Director Howitt remarked that student choice to either attend AMSS or their home school has not been removed and reminded Trustees that there is not a comparable school to AMSS outside of Sarnia within the Board.

Chair Campbell thanked the Senior Team for their work on the Operational Plan.

#2022-125
Involving Student Senate
in Dealing with Strategic
Outcomes in Regard to
Equity and Inclusive
Diversity

Moved by Jack Fletcher, seconded by Ruth Ann Dodman,

“That the Board involves Student Senate in dealing with strategic outcomes in regard to Equity and Inclusive Diversity.”

CARRIED.

Capital Projects Update
Report B-22-99

Associate Director McKay provided Trustees with a chart outlining various capital projects at school locations and their status at August 31, 2022. He reminded Trustees that this report was a follow-up to the verbal report provided at the September 13, 2022 Board Meeting.

Associate Director McKay explained that a number of projects are moving into the fall, with work ongoing on nights and weekends, as there have been supply chain delays.

On behalf of a community member, a Trustee asked if there have been any updates to Wheatley Area Public School. Associate Director McKay responded that he would provide the Trustee with a summary of the work completed and any projects planned for the school.

Elementary Summer
Programs 2022
Report B-22-100

Superintendent Hazzard reported that the Summer Learning Program (SLP) grew significantly with the addition of tutoring funding to supplement the program. He noted that 951 students participated in the summer program, which was an increase of 707 students from 2021. The LKDSB received \$75,000 from the Council of Directors of Education (CODE) to facilitate the SLP, which was an increase in funding from previous years. Additional funding was provided from the Ontario Ministry of Education Tutoring Supports Program and French as a Second Language Action Plan.

Correspondence

None.

New Business

None.

Trustee Questions

In response to a Trustee question on Board Meeting virtual attendance, Director Howitt noted that seven people had joined the meeting electronically that night, which was similar to past meetings.

Notices of Motion

None.

- Announcements The National Day for Truth and Reconciliation is on September 30, 2022. LKDSB will be participating in Orange Shirt Day as a reminder that “Every Child Matters”.
- The next Regular Board Meeting will be held on Tuesday, October 11, 2022 at the Chatham Regional Education Centre at 7:00 p.m.
- Adjournment There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:36 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: Derek Robertson, Vice-Chair and Audit Committee Chair

DATE: October 11, 2022

SUBJECT: Annual Audit Committee Report of the 2021-2022 Year



This report summarizes the Audit Committee's actions for the year ending August 31, 2022 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

Audit Committee Members

The Audit Committee consisted of the members as listed below:

- Derek Robertson – Chair & Trustee representative
- Scott McKinlay – Trustee representative
- Dave Douglas – Trustee representative
- Jonathan Krohn, CPA, CGA – External community member
- Lynne VanderVeeken – External community member (began March 2022)

In addition, attendance at the meetings included:

- Christopher O'Connor – Partner, Pricewaterhouse Coopers LLP (or a representative of the firm)
- Kevin Sabourin – Partner, Bailey Kearney Ferguson LLP

Meetings

Four (4) meeting dates were scheduled for the 2021-2022 year.

<i>Member's Name</i>	<i>Member's Title</i>	<i>Sept. 20 2021</i>	<i>Nov. 1 2021</i>	<i>Mar. 21 2022</i>	<i>June 13 2022</i>
Derek Robertson	<i>Chair</i>	x		x	
Scott McKinlay	<i>Trustee</i>	x	x	x	x
Dave Douglas	<i>Trustee</i>	x	x	x	x
Jon Krohn	<i>Community</i>	x	x	x	x
Lynne VanderVeeken	<i>Community</i>	<i>n/a</i>	<i>n/a</i>	x	x
Pricewaterhouse Coopers LLP	<i>Internal Auditor</i>	x	x	x	x
Bailey Kearney Ferguson LLP	<i>External Auditor</i>	x	x		
Sandy Scott Hillier	<i>Administration</i>	x	x	x	
Brian McKay	<i>Administration</i>	x	x	x	x
John Howitt	<i>Administration</i>	x	x	x	x

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2022. All the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The external auditors, Bailey Kearney Ferguson LLP presented the scope and extent of their work to the committee at the meeting of November 1, 2021. The audit committee recommended the approval of the 2020/2021 Consolidated Financial Statements at this meeting.

Per Ontario Regulation 361/10, the Audit Committee has the duty to review, at least once in each fiscal year, the performance of the external auditor. At the Committee Meeting of March 21, 2022, members expressed no concerns with the Board's external auditing firm, as awarded through the request for quote process (contract term is valid until January 2023). The Board of Trustees approved Bailey Kearney Ferguson LLP as the external auditor for the term of December 2021 to November 2022.

Internal Auditors

At the Audit Committee meeting of March 21, 2022, members provided direction to the internal auditors for the purposes of developing the 2022-2023 Internal Audit Plan. At the June 13, 2022 meeting, members received the draft 2022-2023 Internal Audit Plan.

During the 2021-22 year, the auditors performed the following work:

Planned Audits

- Device Deployment Management audit began in the 2020-21 year. This audit is complete and was reported at the September 20, 2021 meeting.
- Strategic Planning Monitoring Review audit began in the 2021-22 year. The audit is complete and was reported at the June 13, 2022 meeting.

Unplanned Audits

- No unplanned audits were performed in the 2021-22 year.

Summary of the Work Performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2021-2022 year.

- Continued recruitment process and successful appointment of a community member;
- Reviewed committee members terms;
- Reviewed reports and work performed by the external auditors;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Members participated in the annual audit committee self-assessment;
- Selected the dates of the 2022-2023 school year audit committee meetings.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the Audit Committee

Derek Robertson, Trustee - Audit Committee Chair

**Appendix A
Summarized Annual Report**

**Annual Report to the Board of Trustees and Forwarded
to the Ministry of Education
for the year ended August 31, 2022**

District School Board Name: **Lambton Kent District School Board**

Fiscal Year: **2021/22**

Re: **Annual Audit Committee Report to the Ministry of Education,
as per Ontario Regulation 361/10**

During the 2021/22 fiscal year, there were no incomplete internal audits, as of August 31st.

During the 2021/22 fiscal year, the following internal audits were completed by August 31st:

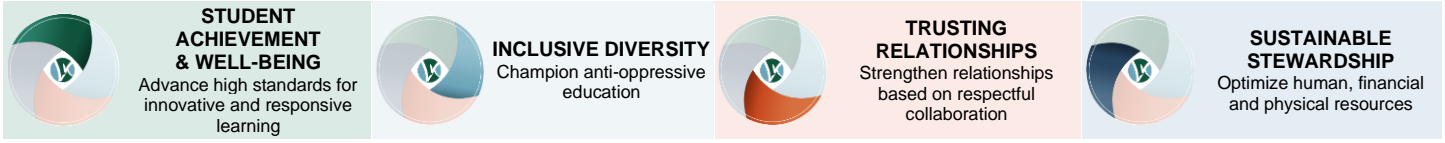
- Device Deployment Management (planned audit)
- Strategic Planning Monitoring Review (planned audit)

Based on the multi-year internal audit plan, we are not expecting any enrolment audits to be performed.

Oct. 11, 2022
Date

Signature

Audit Committee Chair
Title



FROM: Lareina Rising, Trustee

DATE: October 11, 2022

SUBJECT: Indigenous Liaison Committee Report



The September 21, 2022 meeting of the Indigenous Liaison Committee (ILC) was held via TEAMS with Trustee Lareina Rising chairing the meeting.

Minutes from the June 15 meeting were reviewed and approved.

Trustee Lareina Rising welcomed everyone. Principal Carrielyn Smith gave the Traditional Territorial Acknowledgement as part of the opening of the meeting.

Report from the First Nation Communities were received:

Kettle and Stony Point First Nation

Hillside School Vice Principal Bob Bressette reported the school recently purchased 10 canoes through an available grant and staff will be completing related safety programs. Hillside school held a successful open house last week and the school year is off to a great start.

Trustee Lareina Rising stated a procurement contract was approved and the new board meeting schedule was approved with the first organizational meeting taking place in November with the newly elected Trustees.

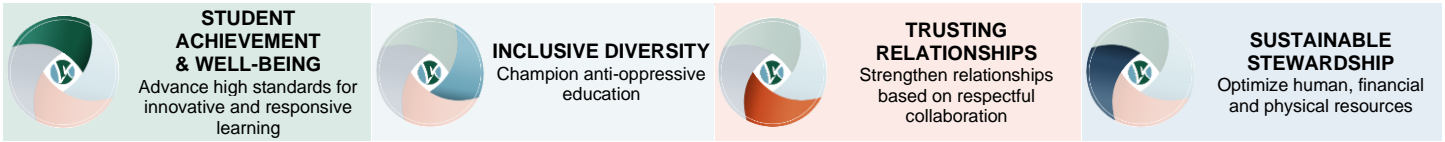
Indigenous Lead Dallas Sinopole stated that he will be contacting the First Nation communities before the October meeting to discuss the format of future meetings. The Elder program which was developed this past year has proven to be very successful. The board however is still looking for an Elder from the Delaware Nation to be part of this program. A summer Integrated Arts Program which is a reach-ahead credit program was held at Hillside school for students entering grade nine. A second reach-ahead credit program for students entering grade nine was also held over the summer at Wallaceburg District Secondary School with students from Bkejwanong First Nation. The Association of Iroquois and Allied Indians held a summer culture camp which included land-based learning which gave some students from the board the opportunity to attend. Dallas reported that he is looking at lining up presenters for Orange Shirt Day and is looking to host some presenters from Bkejwanong First Nation to speak about Treaties during Treaty Week.

Superintendent Lane reported that schools had a wonderful start to the school year. It was also noted that some principals were asked to complete re-organization of classes to even out class

numbers. Written notices were discussed at the June ILC meeting and communication will go out to principals regarding the written notices that are to be submitted to schools from the First Nation communities. Information regarding Orange Shirt Day will be sent out to principals tomorrow (September 22nd). Each school has received a new 'Every Child Matters' Flag which is to be raised on or before September 26 and remain for the entire week. On September 30, they will be lowered in recognition of the students who did not return home. Last weekend the ITEP program held the first set of classes of the school year at Queen Elizabeth School. This is a program held in partnership with the local four First Nations and Queen's University. The first cohort of students have started year two and the second cohort students have just begun last weekend.

Administrators from 51 schools submitted reports from across the district and these reports are now being archived on the staff portal for all LKDSB staff to be able to reference.

The next ILC meeting is tentatively scheduled for Wednesday, October 19th, 2022 at 6:00 p.m. with the location to be determined.



FROM: John Howitt, Director of Education

DATE: October 11, 2022

SUBJECT: LKDSB Operational Plan 2022-23



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.

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.



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>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • M. Mancini • Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2023, increase secondary graduation rates to: <ul style="list-style-type: none"> » Four-year rate from 67.7% in 2018-2019 to 82% in 2022-2023 » Five-year rate from 77% in 2018-2019 to 89% in 2022-2023 	<ul style="list-style-type: none"> • 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. • Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation. • Monitor and support Graduation Goals from School Learning Plans. • Enhance credit accumulation through summer semester programming including reach-ahead and catch-up opportunities. 	<ul style="list-style-type: none"> • 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. • Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements. • Increased credit accumulation rates to support graduation. • Students will have multiple and varied opportunities to attain credit requirements for graduation. 	

**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>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • M. Mancini • A. Barrese • Family of Schools Superintendents 	<ul style="list-style-type: none"> • 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"> » Increase four-year graduation rate from 57.1% in 2018-2019 to 70% » Increase five-year graduation rate from 62.5% in 2018-2019 to 80% 	<ul style="list-style-type: none"> • Monitor participation in Grade 9 locally developed courses and limit non-credit bearing, alternative courses. • Support student course choices which align with their individual needs, strengths and interests. • Review Secondary Special Education programming. • Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students. • Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths. • Provide programming in every secondary school to support the completion of OSSC and OSSD for all students. 	<ul style="list-style-type: none"> • Increased OSSC and OSSD graduation rates for students with special education needs. • Graduation pathways will be available in all secondary schools. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazzard • Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2023, increase the percentage of elementary students achieving level 3 or 4 by: <ul style="list-style-type: none"> » 10% increase as measured by Primary EQAO Math from 58% (2018-2019) to 73% » 15% increase as measured by Junior EQAO Math from 48% (2018-2019) to 63% <p>The EQAO test format has changed in 2022. The validity of the EQAO data analysis and comparison of different test formats will be reviewed, which may lead to a revised goal.</p>	<ul style="list-style-type: none"> • Implement Alex Lawson's math continua in elementary school math instruction. • 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. • Provide a broad range of math professional learning throughout the school year to Principals, teachers, and ECEs. • Specific and targeted professional learning for number talk implementation will focus on 'Open Sharing' and 'Compare and Connect' talk moves. • Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. 	<ul style="list-style-type: none"> • 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. • 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'. • All schools will have a School Learning Plan math goal. 	

**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>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazzard • Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2024, increase the percentage of elementary students achieving level 3 or 4 by: <ul style="list-style-type: none"> » 5% increase as measured by Primary EQAO Reading from 69% (2018-2019) to 74% » 5% increase as measured by Junior EQAO Reading from 76% (2018-2019) to 81% <p>The EQAO test format has changed in 2022. The validity of the EQAO data analysis and comparison of different test formats will be reviewed, which may lead to a revised goal.</p>	<ul style="list-style-type: none"> • 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 & Pinnell's Literacy Continuum in elementary literacy instruction. • 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 & Pinnell's Literacy Continuum. • Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. 	<ul style="list-style-type: none"> • By the end of 2022-2023 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on 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. • 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. • All schools will have a School Learning Plan literacy goal. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • M. Mancini • Family of Schools Superintendents 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. • The literacy plan and literacy goal will be monitored through FOS Superintendent visits. • Secondary Program Department will support literacy plan initiatives/literacy goals and provide professional learning based on needs identified in school learning plans. 	<ul style="list-style-type: none"> • Measure successful completion for fully participating first-time eligible OSSLT writers to meet or exceed the provincial average. • All schools will have a School Learning Plan Literacy Goal. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • M. Mancini • Family of Schools Superintendents 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Measure achievement for writers of the Grade 9 EQAO Assessment of Mathematics to meet or exceed the provincial average. • By June 2023, every secondary school will have participated in professional learning to support the implementation of the Grade 9 de-streamed math curriculum. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazzard • Family of Schools Superintendents 	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • Implement John Hattie's research on providing students with clear and actionable 'where to next' feedback. • 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. • Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. 	<ul style="list-style-type: none"> • 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. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. McKay 	<ul style="list-style-type: none"> • By June 2023, continue the ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices. 	<ul style="list-style-type: none"> • Continue recycling programs, environmental clubs and other school focused activities. • Green team will identify opportunities for environmental performance improvement and implement specific solutions to further the sustainability of our schools in the following areas: environmental education, promotion of sustainable practices, energy conservation, water conservation, waste reduction and chemical reduction. 	<ul style="list-style-type: none"> • Develop a baseline of environmental impacts of the LKDSB and understanding of scope of school-based activities. • Develop environmental education programming for LKDSB secondary schools through the Green team. • Develop environmental education hands-on programming for LKDSB elementary students. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. McKay 	<ul style="list-style-type: none"> • Creation of School Energy Usage and Environmental Impact Plan. 	<ul style="list-style-type: none"> • Procure consultant to assess current energy usage profile and environmental impact of each LKDSB building. • Review of all LKDSB facilities to gain understanding of building needs from a major mechanical capital improvement perspective. • Review of all LKDSB facility condition improvement reports. • Review LKDSB operating criteria for buildings to assess impacts of temperature set points, ventilation and other measures and their associated environmental impact. • Discuss recommendations for energy improvements, including process and capital improvements. This stage links to the long-term capital plan. 	<ul style="list-style-type: none"> • Revision of building operating procedures to include operational criteria, such as temperature set points. • Revisions to LKDSB long-term capital plan to ensure that projects lead to positive impact to the environment. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. McKay 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Update all pupil accommodation phases with 2022-23 enrolment data and current multi-year enrolment forecast data. • 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. • Engage a consultant to assist with the review of future school consolidations for Trustee consideration. 	<ul style="list-style-type: none"> • Updated plan to address the empty pupil spaces in the LKDSB. • 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. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. McKay 	<ul style="list-style-type: none"> • By June 2023, continue the ongoing focus on IT security to ensure protection of the LKDSB's IT infrastructure and Board data. 	<ul style="list-style-type: none"> • Upgrade all application servers to Server 2019 to ensure that application infrastructure is kept up to date. • Implement RA3.0/SASE as per Ministry of Education direction which will help to protect staff and devices whether on or off premises. • Implement any changes from the OSBIE 2022 Cyber Survey including full implementation of Multi-Factor Authentication (MFA). • 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. 	<ul style="list-style-type: none"> • Report to the IT Steering Committee on steps taken to identify security gaps and how those gaps have been addressed. • 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. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • H. Lane • Executive Council 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue to raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities. • Implement professional development and training opportunities for non-teaching staff. • Increase understanding of key terminology needed in order to discuss anti-oppressive education. • Support school-based equity goals in the school improvement plans to address school specific issues. • Provide in-service for administrators and teaching staff on the OCT anti-Black racism document. 	<ul style="list-style-type: none"> • Providing resources, training and requested workshops to personnel in various departments, Board office staff and school staff. • LKDSB book studies, webinars and PD sessions. • Create a readily available glossary of terms and a framework available for staff to work through as situations arise. • Working directly with Principals to address racism, homophobia other hate incidents in schools. • Integrating equity, diversity and inclusionary perspectives into all areas of the curriculum at both the elementary and secondary levels. 	

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

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • H. Lane • Executive Council 	<ul style="list-style-type: none"> • By June 2023, provide a clear pathway to report hate-based incidents. 	<ul style="list-style-type: none"> • Update and develop policies and procedures to support anti-oppressive education. • Create a graphic image and communication to help identify steps to report hate-based incidents. • Update communication and clarify information available to champion anti-oppressive education. • Provide a clear pathway to report hate-based incidents. 	<ul style="list-style-type: none"> • Update current policy and procedures for equity, anti-racism, and gender identity. • Implementation of reporting system for hate-based incidents. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • A. Barrese • G. Girardi • Family of Schools Superintendents 	<ul style="list-style-type: none"> • 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: <p>Sense of Belonging</p> <ul style="list-style-type: none"> » Grade 4-6: from 64% to 75% » Grade 7-8: from 63% to 75% » Grade 9-12: from 57% to 75% <p>Welcoming School Environment</p> <ul style="list-style-type: none"> » Grade 4-6: from 81% to 85% » Grade 7-8: from 72% to 75% » Grade 9-12: from 63% to 75% <p>Connection with a Caring Adult</p> <ul style="list-style-type: none"> » Grade 4-6: from 82% to 93% » Grade 7-8: from 70% to 75% » Grade 9-12: from 62% to 75% 	<ul style="list-style-type: none"> • Develop a strategy to meet the goals in the three areas of foci and review the composition of the MDT Teams. • 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). • 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. • Work with school teams to define measurable goals. 	<ul style="list-style-type: none"> • Demonstrated increase in the results for the three areas of foci. • School MDT Teams will be aligned with LKDSB strategy. • Students will identify actions to fulfill the goal as identified in the School Learning Plan. • Schools will cultivate relationships and community by consistently reflecting on and honoring students' full humanity. • 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. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • G. Girardi • A. Barrese 	<ul style="list-style-type: none"> • 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. <p>Would ask for help with mental/emotional health issues at school:</p> <ul style="list-style-type: none"> » Grade 4-6: from 65% to 85% » Grade 7-8: from 41% to 85% » Grade 9-12: from 33% to 85% <p>Aware of school mental/emotional health supports at school:</p> <ul style="list-style-type: none"> » Parent/Guardian: from 50% to 85% » Staff: from 65% to 85% 	<ul style="list-style-type: none"> • Conduct a survey for the following groups: <ul style="list-style-type: none"> » Parents/Guardians » All LKDSB Staff » Students Grade 7 to 12 • Create an action plan to address the results of the survey. • Enhance and increase awareness of resources and services available for staff, students and families. • Engage Student Senate to identify gaps and support the development of a communication plan for students. • Communicate support available for marginalized students/families. • 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. 	<ul style="list-style-type: none"> • Increased awareness, understanding and use of mental health supports available through the LKDSB and community partners. 	

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

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

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

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



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

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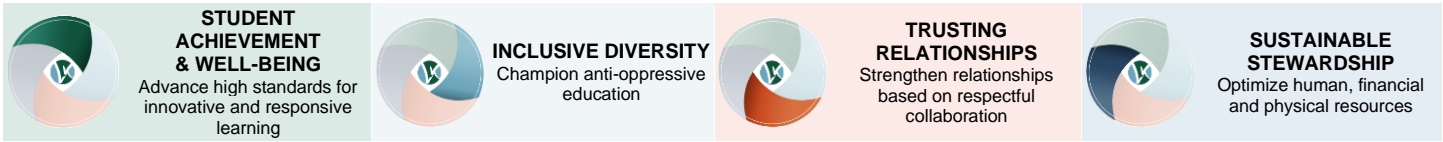
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p>Responsible:</p> <ul style="list-style-type: none"> • J. Howitt • Public Relations Officer 	<ul style="list-style-type: none"> • In preparation of a website refresh, by June 2023, develop a site map/taxonomy of the LKDSB website and Staff Intranet. 	<ul style="list-style-type: none"> • Review and create a site map of existing websites on the LKDSB public website and Staff Intranet. • Work with schools and departments to review and update websites/webpages and Staff Intranet sites/pages as necessary. • Audit webpages for broken links and outdated content. 	<ul style="list-style-type: none"> • Creation of a site map for the public website and Staff Intranet. • Up-to-date school and department websites. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> • B. McKay 	<ul style="list-style-type: none"> • Review structure and operation/activities of LKDSB's charitable foundations. 	<ul style="list-style-type: none"> • Align Board charitable foundations to Board Strategic Plan to support students and programming. • 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. 	<ul style="list-style-type: none"> • Creation of one Board foundation to support LKDSB students with scholarship and bursary opportunities. 	



FROM: John Howitt, Director of Education

DATE: October 11, 2022

SUBJECT: Trustee Confidentiality and Return of Devices



The Ontario Municipal election, including the election for School Board Trustees, will be held on October 24, 2022. The new term for Trustees will begin on November 15, 2022 and end on November 14, 2026. Trustees are asked to review the following information as we move towards the end of the current term and the start of the new term:

Trustee Duty of Confidentiality

As per Section 11.6 of the LKDSB Procedural By-Laws, *Respect for Confidentiality*:

Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.

No Trustee shall use confidential information for either personal gain or to the detriment of the Board. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of their position, except when required by law or authorize by the Board to do so.

Trustees are reminded that this duty of confidentiality continues indefinitely.

Board Materials

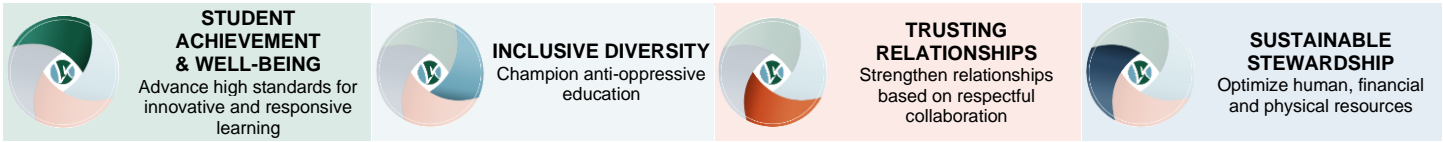
Any confidential Board materials, in both print and electronic form, in the possession of outgoing Trustees must be destroyed. Outgoing Trustees must return any print materials to the Board for proper disposal and delete any electronic files held on a non-Board device. Examples of confidential items include Private Session Agendas, Reports, Minutes, and emails.

Board Devices

Outgoing Trustees who have been assigned board devices must return their device(s) by November 14, 2022. Trustees who are continuing in their position may keep their device(s) until a return is requested.

LKDSB Email Accounts and Network Access

Email account and network access for outgoing Trustees will end at midnight on November 14, 2022.



FROM: Gary Girardi, Superintendent of Education

DATE: October 11, 2022

SUBJECT: Staff Census



The Lambton Kent District School Board (LKDSB) is committed to fostering a diverse, equitable, and inclusive community. The LKDSB is taking steps to identify and celebrate the diversity within the system and the communities served, by fostering a greater understanding of who we are as an organization.

On November 18, 2022, the LKDSB will conduct a Staff Census Day to gather demographic information about the unique and diverse composition of the Board's workforce. The census will remain open until December 12, 2022. The results of the census will help the Board to better understand who its employees are and to identify gaps in representation. This information will support development of programs, resources, and supports to build an even more inclusive, welcoming, and supportive environment for all employees. This information will also be foundational in continuing to develop actionable steps toward creating inclusive environments and practices and supporting all LKDSB hiring practices.

LKDSB contracted with Turner Consulting Group to conduct the Staff Census with the goal of answering the following questions:

1. What is the current demographic makeup of the LKDSB Workforce?
2. What is the representation of employees in various demographic groups, including sex, race, gender identity, disability, religion, and age?
3. How does the diversity of the LKDSB workforce compare with the diversity of the community served based on the Census of Canada data, the LKDSB Count Me In Student Demographic Data Census and other comparative data?
4. Does the data indicate that the equity-seeking groups experience barriers in hiring or advancement within the organization?

The Staff Census was created by the consultant with input from LKDSB Staff, including Human Resources, the Equity and Diversity Inclusion Committee, Lambton Kent Ontario Principals' Council, Canadian Union of Public Employees Local 1238, Elementary Teachers' Federation of Ontario Lambton Kent Teacher Local, the Occasional Teachers of the Elementary Teachers' Federation of

Ontario, and Ontario Secondary School Teachers' Federation District 10.

The Staff Census contains 12 questions and will take less than 10 minutes to complete.