
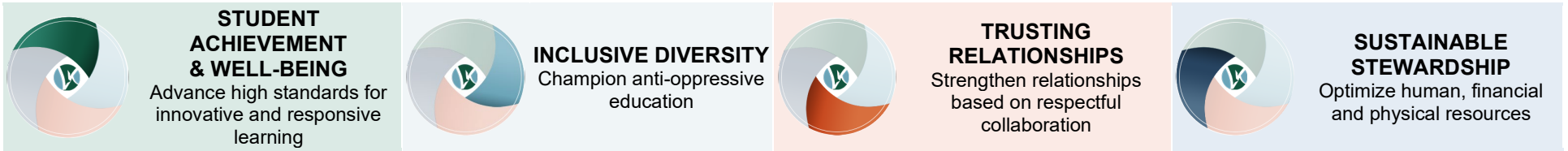











STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• M. Mancini</li> <li>• M. Sherman</li> <li>• Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023 increase secondary graduation rates to:               <ul style="list-style-type: none"> <li>➢ Four-year rate from 67.7% to 82%</li> <li>➢ Five-year rate from 77% to 89%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review data to identify at risk students.</li> <li>• Monitor and develop a plan for students at risk of not graduating because of Literacy and Community Involvement (CI) Hour requirements.</li> <li>• Monitor grade level credit accumulation levels at the end of each semester and develop intervention plans to mitigate credit accumulation barriers to graduation.</li> <li>• Monitor School Learning Plans during regular school visits, MDT and Area Meetings.</li> <li>• Engage students, parents/guardians, communities and Board Committees (ILC, SEAC, PIC) in process to support student success.</li> <li>• Review and grow summer school programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Incremental gains in graduation rates over a three-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.</li> <li>• Updated LKDSB list of summer semester offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gains were made in graduation rates. <u>Preliminary data for 2015-2016 Cohort - finalized data will be posted in coming month(s)</u></b> (students graduating June 2020):               <ul style="list-style-type: none"> <li>➢ Four-year rate: 71.7% (up from 67.7%)</li> <li>➢ Five-year rate: 80.5% (up from 77%)</li> </ul> </li> <li>• In 2020-2021, the literacy requirement was waived for graduating students.</li> <li>• In 2020-2021, all secondary schools identified potential graduates with incomplete CI Hours and developed plans to address the graduation requirement.</li> <li>• Summer program extensions into Credit Recovery, Credit Upgrade and new FNMI Integrated Arts program offered at WDSS.</li> </ul>









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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021 school secretarial staff will have full mobility of their LKDSB assigned IT devices to enable working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>Implement necessary security and identity protocols.</li> <li>Acquire appropriate hardware while maintaining current student device ratio.</li> <li>Develop evergreen timeline for hardware for a five-year implementation and replacement (sustainable from a financial standpoint).</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be able to use LKDSB devices securely to complete their work remotely as required.</li> <li>Login credentials will ensure privacy and confidentiality are maintained.</li> <li>Student ratio to number of devices will not decrease from the current ratio.</li> </ul>	<ul style="list-style-type: none"> <li>Laptops were provided to school secretarial staff to enable remote working capabilities. No impacts to student device ratio as a result of meeting this goal.</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 2023 increase the percentage of elementary students achieving level 3 or 4 by:               <ul style="list-style-type: none"> <li>➤ 10% as measured by Primary EQAO Math</li> <li>➤ 15% as measured by Junior EQAO Math</li> </ul> </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>Implement the revised Ontario Ministry of Education 2020 Math Curriculum.</li> <li>Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs.</li> <li>Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 school year, all schools will begin to use the Lawson math continua to identify student understanding and identify next steps for student learning.</li> <li>By the end of 2020-2021 school year, most classrooms will use a 'number talk' strategy for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding.</li> <li>Evidence of the new math curriculum being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>During the 2020-2021 school year 88% of Kindergarten – Grade 8 classrooms used a 'number talk' strategy for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding. This strategy was implemented during in-person and remote learning.</li> </ul>


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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% to 82%.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a Literacy Team at each school. This team will include at a minimum the English curriculum leader, student success teacher, resource teacher and an Administrator.</li> <li>Develop a Literacy Plan at each school (to include focus on both Grade 9 and Grade 10 students) and submit to Family of Schools Superintendent.</li> <li>Provide professional learning for the Literacy Team to support data collection and analysis, development of student profiles (database), and implementation of targeted literacy support for Grade 9 and 10 Teachers.</li> <li>Develop a diagnostic assessment for Grade 9 students for early identification and monitoring of student learning needs; administer diagnostic; moderating marking and reporting of diagnostic Literacy Team to analyze Grade 6 EQAO and Grade 8 report card data and teacher anecdotal data.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 Literacy Teams will have created a database of student profiles which will include identified literacy learning needs.</li> <li>Ongoing monitoring of Literacy Plan.</li> <li>Creation of and maintenance of resources and best practices repository.</li> <li>Grade 9 and 10 teachers will provide targeted literacy support for students in Grade 9 and 10 courses based on needs identified in student profiles.</li> <li>By the end of 2020-2021 selected schools will trial a diagnostic for full roll-out in Fall 2021-2022.</li> <li>By the end of 2020-2021 each school will have a student profile database to support monitoring of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 and the extended remote learning period, LKDSB, like many other Ontario school boards, did not participate in the OSSLT Field Test in 2020-2021.</li> <li>The Literacy graduation requirement was waived for 2020-2021 graduates.</li> </ul>








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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, 86% of students in Academic Math (up from 74% in 2018-2019), and 47% of students in Applied Math (up from 39% in 2018-2019), will meet or exceed the provincial standard in the EQAO Grade 9 Assessment of Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Grade 9 diagnostic assessment to determine fundamentals of math learning gaps for individual students.</li> <li>Provide one-to-one coaching for Grade 9 teachers, to use evidence-based instructional strategies to address student learning gaps as well as address teacher math content knowledge gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Close achievement gaps.</li> <li>Increased teacher math content knowledge and use of evidence-based instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 and the extended remote learning period, LKDSB, like many other Ontario school boards, did not participate in the Grade 9 Assessment of Mathematics Field Test in 2020-2021.</li> <li>Secondary math teachers and curriculum leaders engaged in professional learning on the use of evidence-based instructional strategies.</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 2023, 80% of teachers at every LKDSB Elementary School will track feedback that 'suggest', 'steer', or 'strengthen' student understanding.</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 classrooms.</li> <li>Provide a broad range of professional learning throughout the school year to principals, teachers, and ECEs including a virtual session with John Hattie on a PA Day.</li> <li>Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 school year, all schools will participate in professional learning about 'where to next' feedback.</li> <li>By the end of 2020-2021 school year, most classrooms will begin to use the feedback categories of 'suggest', 'steer', or 'strengthen' student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>All elementary schools and staff participated in 'where to next' feedback professional learning focused on remote and in-person learning with international author John Hattie.</li> </ul>


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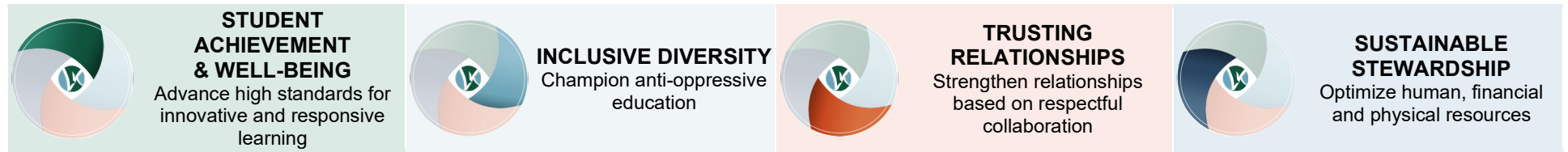
STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, ensure that capital projects focus 70% of annual capital funding on capital projects directly impacting student spaces in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Questica capital planning module for use by the Plant and Maintenance department to track capital projects.</li> <li>Define capital impacts on student areas during Fall 2020 capital planning meetings.</li> <li>Finalize 2020-21 capital project listing.</li> <li>Track capital project results after all summer 2021 capital work has been completed.</li> <li>Consult with project stakeholders as part of the project design stage.</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 finalized capital plan to reflect 70% focus on capital projects that impact school student spaces.</li> <li>2020-2021 capital project listing to be finalized by December 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Questica capital planning module has been implemented.</li> <li>Capital Plan was complete for the 2020-21 school year – completed November 2020. All projects on the plan were tendered and awarded by trustees.</li> <li>On track to meet goal – final percentage to be reported in Fall 2021 after all projects complete and will be completed as part of the year-end audit process.</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. McKay</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices.</li> <li>By June 2021, develop a strategy to reduce LKDSB's use of single use plastics.</li> </ul>	<ul style="list-style-type: none"> <li>Create terms of reference for an environmental awareness steering Committee.</li> <li>Form the committee – need to recruit committee members.</li> <li>First meeting with the committee to introduce and review committee terms of reference.</li> <li>Need to review current year mandate with committee in a Covid-19 environment where the use of PPE and other equipment may not align with plastics reduction strategies.</li> <li>Continue recycling programs, environmental clubs and other school focused activities.</li> </ul>	<ul style="list-style-type: none"> <li>First single use plastics committee meeting to be held in spring 2021.</li> <li>Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with CLASS and SCCDSB on integrated approach for environmental awareness Committee.</li> <li>Group composition and potential members were discussed with the plan approved by Executive Council.</li> <li>Invites to committee members and first committee meeting delayed due to COVID-19 impacts. First meeting to be held in fall 2021 with an in-person meeting being preferred.</li> </ul>





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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, update the Information Technology (IT) Strategic Plan to align with the LKDSB's Strategic Priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the LKDSB's IT planning consultant, on the IT Strategic Plan.</li> <li>Adjust timelines of the IT Strategic Plan to align with the Operational Plan.</li> <li>Monitor development of the IT Strategic Plan through IT Steering Committee.</li> </ul>	<ul style="list-style-type: none"> <li>IT Strategic Plan will be updated and aligned to Strategic Priorities and timelines by June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered all IT requirements through a consultation process with board staff.</li> <li>Assessed timelines and resource requirements in order to meet organizational requirements as gathered through consultation. Feedback from stakeholders collected and integrated into the plan.</li> <li>Review by IBM has been completed. IBM assessed timelines and resource requirements to ensure plan can be carried out by the LKDSB IT department. Have the vision with respect to the organizational requirements.</li> <li>More review needs to be completed to ensure that resources, particularly staffing resources, are in place and in alignment with organizational requirements.</li> </ul>









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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Helen Lane</li> <li>Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus to increase the knowledge and application of knowledge needed to remove systemic inequalities in learning and working practices.               <ul style="list-style-type: none"> <li>By June 2021 develop a strategy to increase knowledge and awareness of systematic inequalities in the education sector, including the LKDSB and the community.</li> <li>By June 2021 develop a resource to assist staff with a critical review of learning resources.</li> <li>By January 2023, implement Ontario's Race-Based Data Collection Framework and Anti-Racism Data Standards.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities.</li> <li>Increase opportunities for student, staff and community voice on topics of equity, inclusion and diversity.</li> <li>Update existing forms, policies, regulations and procedures to remove bias and promote inclusivity.</li> <li>Audit learning resources (for example, novels, electronic resources, library materials, curriculum guides, media etc.) with a critical lens to support anti-oppressive and anti-racist pedagogy.</li> <li>Begin the development of identity-based surveys for students, staff and parents/guardians.</li> <li>Develop a Steering Committee and Sub-Committees to gather voice and provide leadership on the implementation of the strategy.</li> <li>Process will be put in place to enable parents/ guardians and adult students to participate in all Special Education meetings either virtually or in-person to support the needs of the family.</li> <li>Provide education and understanding of LKDSB dates of significance.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry required training completed by the end of 2020-2021.</li> <li>Monthly newsletter distribution.</li> <li>Training to secretarial and clerical staff prior to JK Registration (January 2021) on Self-Identification and Gender Identification.</li> <li>LKDSB Book studies, webinars and PD sessions.</li> <li>A resource to support critical review of learning resources and programming.</li> <li>Gather information and create a multi-year plan and timeline for the implementation of the identity-based surveys.</li> <li>Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline).</li> <li>Increased sense of parent/guardian engagement as noted in the School Climate Survey.</li> <li>Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education.</li> <li>Implementation of plans for initial recognition of International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB) on Monday, May 17, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>All received Ministry training has been completed.</li> <li>Monthly Inclusive Diversity Newsletter initiated in November 2020 and every month since. Information about Days of Significance are incorporated into the monthly newsletter.</li> <li>Book Studies, after-school workshops have been provided throughout the year.</li> <li>Secondary English Curriculum Leaders embarked on a critical review of literature resources currently used in Grade 9 –12 English courses to support anti-oppressive and anti-racist perspectives.</li> <li>Implementation plan moving forward for the voluntary student Demographic Data Census scheduled for February 2022.</li> <li>Equity, Diversity and Inclusion Steering Committee implementation Fall 2021.</li> <li>Information and workshops provided prior to the recognition of International Day Against Homophobia, Transphobia and Biphobia on May 17, 2021.</li> </ul>

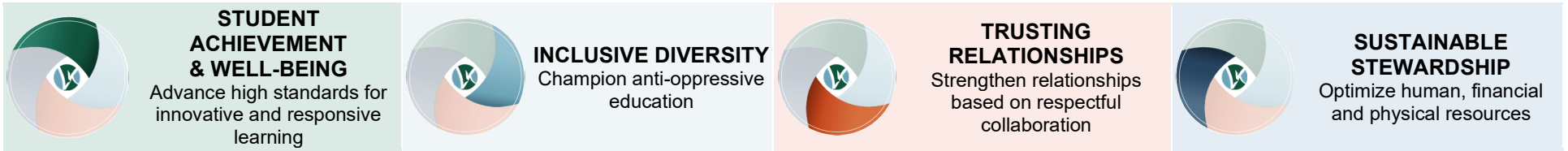



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>By June 30, 2021 revise the scenarios based on current data in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Establish planning meetings to review the remaining proposed pupil accommodation review by phases to see if the proposals are still appropriate to reduce the empty pupil spaces within the LKDSB. Include potential impact of continuation of virtual schools in short/medium/long term.</li> <li>Generate a new planning model based on full-time equivalent and Space Utilization as a foundation for future community input.</li> <li>Review and revise, if necessary, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted.</li> </ul>	<ul style="list-style-type: none"> <li>Updated plan to address the empty pupil spaces in the LKDSB.</li> <li>Ministry contact made to discuss LKDSB empty pupil spaces and to help the LKDSB plan for when the Moratorium is lifted.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing – new Capital Plan released in Spring 2021.</li> <li>New PAR will be created this Fall now that the return to face-to-face learning has taken place and enrollment numbers should stabilize for the end of September.</li> </ul>


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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture.                             <ul style="list-style-type: none"> <li>By June 2021 develop a strategy to increase knowledge and awareness of employee's understanding of the IRS (Internal Responsibility System).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review and revise the operationalization Health and Safety documents.</li> <li>Develop a communication model to raise awareness of Health and Safety awareness for example, the IRS (Internal Responsibility System.)</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety operational documents were reviewed and revised.</li> <li>Regular communication supporting a Health and Safety culture.</li> </ul>	<ul style="list-style-type: none"> <li>A number of Health and Safety documents were revised and updated as part of the review cycle. There was also ongoing revision to PPE protocols following Provincial guidance documents.</li> <li>New training modules implemented.</li> <li>Monthly Health and Safety themes continuing to promote the Internal Responsibility System.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a program/services review for adult learners including a review of provincial structures, program offerings and LKDSB adult summer programming.</li> <li>Gather feedback from community members and LKDSB staff to align programming with community needs.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive strategy to engage and support adult learners.</li> <li>Course offerings and resource allocation that reflect the needs of our adult learners and community.</li> </ul>	<ul style="list-style-type: none"> <li>Several meetings taken place with Program Department and Student Success leaders to start to re-envision our program offerings for Adult and Continuing Education.</li> <li>A 13-point focus sheet was created for planning purposes.</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>• Gary Girardi</li> <li>• Angie Barrese</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2022, 85% of all students in Grades 4 to 12, and 85% of parents/guardians and LKDSB staff will indicate on the LKDSB Climate Survey that they are aware of how to access mental health supports and services at the LKDSB.</li> <li>• Would ask for help with mental/emotional health issues at school:               <ul style="list-style-type: none"> <li>➢ Grade 4-6: from 60% to 85%</li> <li>➢ Grade 7-8: from 38% to 85%</li> <li>➢ Grade 9-12: from 60% to 85%</li> </ul> </li> <li>• Aware of school mental/emotional health supports at school:               <ul style="list-style-type: none"> <li>➢ Parent/Guardian: from 52% to 85%</li> <li>➢ Staff: from 58% to 85%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey for the following groups:               <ul style="list-style-type: none"> <li>➢ Parents/Guardians</li> <li>➢ All LKDSB Staff</li> <li>➢ Students Grade 9 to 12</li> </ul> </li> <li>• Create an action plan to address the results of the survey.</li> <li>• Enhance and increase awareness of resources and services available for staff, students and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness, understanding and use of mental health supports available at the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>• The survey is in progress of development and will be implemented in the 2021-22 school year.</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>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Mary Mancini</li> <li>Angie 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 and improve graduation rates (OSSC and OSSD) and prospects for post-secondary pathways.               <ul style="list-style-type: none"> <li>Increase four-year graduation rate from 57.1% to 70%</li> <li>Increase five-year graduation rate from 62.5% to 80%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase participation in applied and academic 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 needs.</li> <li>Greater student awareness of the OSSC and OSSD pathways.</li> <li>Students will have greater opportunity for peer interactions and skill development.</li> <li>Graduation pathways will be available in all secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate by receipt of special program and services for the 2015-2016 is not available at this time.</li> <li>Secondary schools have limited participation in non-credit-bearing, alternative courses.</li> </ul>

 <p><b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b> Advance high standards for innovative and responsive learning</p>	 <p><b>INCLUSIVE DIVERSITY</b> Champion anti-oppressive education</p>	 <p><b>TRUSTING RELATIONSHIPS</b> Strengthen relationships based on respectful collaboration</p>	 <p><b>SUSTAINABLE STEWARDSHIP</b> Optimize human, financial and physical resources</p>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Gary Girardi</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, 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>Increased understanding of contractual obligations.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiations are completed with three of four bargaining units.</li> <li>Negotiations are ongoing with ETFO Occasional and non-union employee groups.</li> </ul>



STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Gary 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 December 2020, develop LKDSB hiring practices to align with PPM.</li> <li>By June 2021 develop a long-term strategy to address systematic barriers in hiring, promotion and advancement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop hiring practices to reflect the government's removal of Ontario Regulation 274, Hiring Practices and support equitable inclusive hiring, promotion and advancement.</li> <li>Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement.</li> <li>Gather data to determine current level of staff diversity.</li> <li>Increase mobility within the LKDSB and between school boards.</li> </ul>	<ul style="list-style-type: none"> <li>Revised hiring practices to reflect diversity and equity.</li> <li>Greater staff diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Procedure is completed and implemented at the secondary panel.</li> <li>Full implementation will occur after negotiation cycle is completed.</li> </ul>