

STRATEGIC PRIORITIES



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

Achievement of Learning Outcomes in Core Academic Skills

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|---|---|-----------------|
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazard • Family of Schools Superintendents | <ul style="list-style-type: none"> • Over the next three years, by June 2026, increase the percentage of elementary students achieving level 3 or 4 by: <ul style="list-style-type: none"> » 8% increase as measured by Primary EQAO Reading from 65% (2022-2023) to 73% » 5% increase as measured by Junior EQAO Reading from 78% (2022-2023) to 83% | <ul style="list-style-type: none"> • Implement reading instruction that reflects the revised Language Curriculum (2023) and 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 explicit and systematic instruction of phonemic awareness and phonics using an evidence-based resource (e.g., Heggerty and Flyleaf). • An approved Reading assessment tool (e.g., Heggerty Phonemic Awareness screener, Quick Phonics Screener, BAS, GB+) will be used in classrooms to identify students with reading gaps and tier 2 intervention will be implemented. • Provide instructional coaching and individualized release time in K-Gr. 2 classrooms in all elementary schools, through Early Literacy Intervention Coaches in a differentiated manner according to school needs, that support building teacher, ECE, and Principal understanding and implementation of the revised | <ul style="list-style-type: none"> • By the end of 2023-2024 school year, 80% of SK-Grade 2 classrooms will implement tier 1 explicit and systematic instruction of phonemic awareness and phonics daily using an evidence based, systematic resource that aligns with the revised Language Curriculum (2023) (e.g., Heggerty, Flyleaf). • By the end of 2023-2024 school year, most K-8 classrooms will use an approved Reading assessment tool (e.g., Quick Phonics Screener, BAS, GB+) to identify students with reading gaps and support student reading growth. • Early Literacy Intervention Coaches will provide Tier 2 intervention in all schools to support SK-Gr. 2 students to fill gaps in phonemic awareness and phonics. • 50% of SK-Gr. 2 teachers will engage in literacy professional learning with an Early Literacy Intervention Coach. • By the end of 2023-2024 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society. | |

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| | | <p>Language Curriculum (2023) and Scarborough’s Reading Rope (2001).</p> <ul style="list-style-type: none"> • Build instructional leadership at the school and board level in literacy. System coordinators will provide support to principals as they analyze school data and create school specific literacy achievement goals in their school learning plans. • 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"> • All schools will have a School Learning Plan literacy goal that has been collaboratively developed with school staff and a system coordinator. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazzard • Family of Schools Superintendents | <ul style="list-style-type: none"> • Over the next three years, by June 2026, 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 53% (2022-2023) to 63% » 10% increase as measured by Junior EQAO Math from 42% (2022-2023) to 52% | <ul style="list-style-type: none"> • Implement addition/subtraction, multiplication/division, and fair sharing fraction continua in elementary school math instruction. Collect leading student math data based on these tools. • Provide intervention support to all priority Grade 3 and Grade 6 elementary schools, through allocation of Math Facilitators 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. | <ul style="list-style-type: none"> • Student assessment data based on the addition/subtraction, multiplication/division, and fair sharing fraction continua will be entered directly into the LKDSB Student Information System and reports will be generated to display the student math data for teachers and principals. • By the end of the 2023-2024 school year, all math classrooms will provide diagnostic feedback to student(s) based on a math continua. The math continua will be used to identify student understanding and identify next steps for student learning. • By the end of the 2023-2024 school year, 75% of 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 | |

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| | | <ul style="list-style-type: none"> • Build instructional leadership at the school and board level in mathematics. System coordinators will provide support to principals as they analyze school data and create school specific math achievement goals in their school learning plans. • Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. | <p>thinking: 'Open Sharing' and 'Compare and Connect'.</p> <ul style="list-style-type: none"> • 50% of priority grade 3 and grade 6 teachers will engage in mathematical professional learning focused on high impact strategies and the Math Achievement Action Plan goals. • Within the current school year, a 10% increase in the number of students achieving at level 3 or 4, as measured by EQAO, in LKDSB priority schools. • All schools will have a School Learning Plan math goal that has been collaboratively developed with school staff and a system coordinator. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> • B. Hazzard • M. Mancini • Family of Schools Superintendents | <ul style="list-style-type: none"> • Over the next three years, by June 2026, increase the percentage of secondary students achieving level 3 or 4 by: <ul style="list-style-type: none"> » 20.5% increase as measured by Grade 9 EQAO Math from 33.5% (2022-2023) to 54%. | <ul style="list-style-type: none"> • Implement the fair sharing fraction continua in Grade 9 school math intervention. Collect leading student math data based on these tools. • Provide intervention support to all priority Grade 9 secondary schools, through allocation of Math Facilitators in a differentiated manner according to school needs, that support implementing best practices in math classrooms. • Implement a new process for administering the Grade 9 EQAO Math assessment that provides less conflict with other courses, adjusts the student supports, and links the Grade 9 EQAO Math assessment with careers including the math needed for the skilled trades. | <ul style="list-style-type: none"> • Student assessment data based on the fair sharing fraction continua will be entered directly into the LKDSB Student Information System and reports will be generated to display the student math data for teachers and principals. • All priority schools will provide diagnostic feedback to student(s) based on a math continua. The math continua will be used to identify student understanding and identify next steps for student learning. • All priority schools will implement a revised Grade 9 EQAO Math administration process that is focused on supporting greater student success and linking math with careers, including the skilled trades. • 50% of priority grade teachers will engage in mathematical professional learning | |

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|--|--|---|---|--|
| | | <ul style="list-style-type: none"> System coordinators will provide support to principals as they analyze school data and create school specific math achievement goals in their school learning plans. Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. | <p>focused on high impact strategies and the Math Achievement Action Plan goals.</p> <ul style="list-style-type: none"> Within the current school year, a minimum increase of 10% in the number of students achieving at level 3 or 4, as measured by EQAO, in LKDSB priority schools. All schools will have a School Learning Plan math goal that has been collaboratively developed with school staff and a system coordinator. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> M. Mancini Family of Schools Superintendents | <ul style="list-style-type: none"> Over the next three years, by June 2026, increase the percentage of first-time eligible, fully participating students who are successful on the OSSLT 7% increase from 78% (2022-2023) to 85% | <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 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. | |

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SUSTAINABLE STEWARDSHIP
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Preparation of Students for Future Success

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|---|---|---|-----------------|
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> M. Mancini Family of Schools Superintendents | <ul style="list-style-type: none"> Over the next three years, by June 2026, increase secondary graduation rates: <ul style="list-style-type: none"> » Four-year rate – 9% increase from 74.8% to 84% (the 2021-2022 provincial average) » Five-year rate – 7% increase from 82.4% to 89% (the 2021-2022 provincial average) | <ul style="list-style-type: none"> Each secondary school will 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. Each school will monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation. The school Learning Plan goal will be monitored through Superintendent visits. Credit accumulation will be enhanced through summer semester programming including reach-ahead and catch-up opportunities. Develop and pilot a build-a-credit online learning course to enhance credit accumulation. | <ul style="list-style-type: none"> Incremental gains in graduation rates over a 3-year period culminating in a rate of 84% (four-year rate) and 89% (five-year rate). 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. | |
| | <ul style="list-style-type: none"> Over the next three years, improve the percentage of students who earn 16 credits by the end of Grade 10 | <ul style="list-style-type: none"> Each secondary school will identify a baseline percentage of students who earn 16 credits by the end of Grade 10 utilizing Aspen reports. Each secondary school will develop a school goal to support an increased | <ul style="list-style-type: none"> Increased percentage of students who earn 16 or more credits by the end of Grade 10. Credit accumulation rates to support graduation. | |

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> M. Mancini Family of Schools Superintendents | <p>» 7.5% increase from 67.5% in 2022-2023 to 75%</p> | <p>percentage of students who earn 16 credits by the end of Grade 10.</p> <ul style="list-style-type: none"> Each secondary school will develop intervention plans and monitor credit accumulation. School Learning Plan goals will be monitored through Superintendent visits. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <ul style="list-style-type: none"> By the end of June 2024, the Special Education Plan will be completed, in compliance with the Ministry of Education criteria. | <ul style="list-style-type: none"> Post the approved 2023-2024 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"> The completed Special Education Plan is submitted to SEAC no later than June 2024 for approval. The SEAC approved Special Education Plan is submitted to the Ministry of Education no later than June 14, 2024. The Special Education Plan will be posted to the LKDSB website. | |
| | <ul style="list-style-type: none"> Investigate a system-wide plan and software program for Individual | <ul style="list-style-type: none"> Review current program options and establish needs and gaps in programming requirements. | <ul style="list-style-type: none"> Resource teachers will be trained to implement a program by the end of June 2024. | |

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <p>Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation.</p> <ul style="list-style-type: none"> Fully implement a program with resource teachers, educators, and student support services staff by the end of June 2026. Second phase of implementation is parent/ guardian access by June 2026. | <ul style="list-style-type: none"> 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"> Elementary educators will be fully trained and implement the program by the end of June 2025. Secondary educators will be fully trained and implement the program by the end of June 2026. Parents/Guardians will be able to access and use the platform by the end of June 2026. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <ul style="list-style-type: none"> By the end of March 2025, complete a system wide review of the role of the Resource Teacher in Elementary and Secondary and implement outcomes established through the review. | <ul style="list-style-type: none"> Establish a lead committee to conduct the review. Establish focus groups to gather input on current practice and suggestions for ideal practice. Focus groups to include: current resource teachers; administrators; members of SEAC; members of community agencies; parents/guardians; students; senior leadership; school Multi-Disciplinary Team members. Establish a procedure for the Role of the Resource Teacher, that is compliant with the Ministry of Education and local input. | <ul style="list-style-type: none"> The outcomes of the review will be shared with focus groups in April 2025. Resource Teachers will be updated on the revised role expectations by the end of June 2025, for implementation in September 2025. Administrators will be updated on the revised role expectations by the end of June 2025, for implementation in September 2025. The restructuring of the role will result in consistency of practices system-wide and will result in improved access to resource supports for students. | |

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SUSTAINABLE STEWARDSHIP
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Student Engagement & Well-Being

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|---|--|---|-----------------|
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> M. Mancini Family of Schools Superintendents | <ul style="list-style-type: none"> Over the next 3 years, by June 2026 increase the number of students (reported as Attendance 90 for Grade 1-8 and Attendance 90 for Grades 9-12) whose individual attendance rate is equal to or greater than 90 percent. <ul style="list-style-type: none"> » Grades 1 to 8 - 6% increase from 62% in 2021-2022 to 68% » Grades 9 to 12 - 6% increase from 59% in 2021-2022 to 65% | <ul style="list-style-type: none"> Implement an attendance monitoring and student support strategy to support increased Attendance 90 rates. Implement contacting students at 5- and 10-day absences to support return to school. Each LKDSB school will identify a baseline percentage of students whose individual attendance rate is equal to or greater than 90 percent using Aspen reports. Each LKDSB school will develop a school goal to support an increased percentage of students whose individual attendance rate is equal to or greater than 90. School Learning Plan goals will be monitored through Superintendent visits. | <ul style="list-style-type: none"> There will be an increased percentage of students whose individual attendance rate is equal to or greater than 90 percent. All students who are at 5- and 10-day absences will be contacted by the school administration. There will be an increase in credit accumulation rates to support graduation. | |
|  | <ul style="list-style-type: none"> By June 2024, the LKDSB Climate Survey will be completed. The data will be analyzed for distribution to schools and communities in the 2024-2025 school year. | <ul style="list-style-type: none"> LKDSB will create a communication plan to encourage all staff, students, and families to provide their input. School teams will create a structure to ensure all students have the opportunity to complete the LKDSB Climate Survey during academic school time. | <ul style="list-style-type: none"> Increased participation from individual schools and overall board wide from staff and parent/guardians will be realized. Discussions as part of the school council agenda for preparation and follow up of data will be part of the agenda prior to the completion and on the October 2024 agenda. | |

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| <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> • A. Barrese • G. Girardi • Family of Schools Superintendents | | <ul style="list-style-type: none"> • Work with school teams to plan for communicating the need for broad participation in the survey to support student achievement and well-being. • Engage Student Senator to identify gaps and support the development of a communication plan for students. • School Multi-Disciplinary teams will meet to discuss and plan to implement the plan of action to address the items of significance. • Work with school Multi-Disciplinary Teams to define measurable goals related to the results. • Develop a strategy to support school staff to deepen their knowledge and understanding of the student responses. | <ul style="list-style-type: none"> • Use of data to support school learning plans to identify items of significance related to student achievement and well-being, supporting a positive, safe learning environment for all students will be included in the 2024-2025 school learning plan. | |
|  <p>Supervisory Officer(s) Responsible:</p> | <ul style="list-style-type: none"> • By September 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. | <ul style="list-style-type: none"> • The Student Senators will work to identify gaps in understanding and access 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, | <ul style="list-style-type: none"> • The 2024 School Climate Survey results will demonstrate an increase in results as it relates to awareness, understanding, and use of mental health supports available through the LKDSB and community partners. | |

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| <ul style="list-style-type: none"> A. Barrese G. Girardi | <p>The 2024 Climate Survey results will indicate the following data:</p> <ul style="list-style-type: none"> Would ask for help with mental/emotional health issues at school: <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% Aware of school mental/emotional health supports at school: <ul style="list-style-type: none"> » Parent/Guardian: from 50% to 85% » Staff: from 65% to 85% | <p>including School Mental Health Ontario.</p> <ul style="list-style-type: none"> Meet with administrators and resource teachers to outline the Tiered Supports available at LKDSB to support students, staff, and families to support student health and well-being. Create how-to infographics about how support is accessed within the LKDSB and how staff can provide support and connections to supports and services. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <ul style="list-style-type: none"> Implement the MindUp curriculum to provide students, educators and families with the skills and tools to address social emotional learning for students in Kindergarten to grade 2. A goal of including 10 schools in the 2023-2024 pilot has been established. During the 2024-2025 school year, the number of schools included in the implementation of the | <ul style="list-style-type: none"> The Mental Health Leadership team will develop an action plan including goals and resource implementation for the pilot year. Student Support Services/Well-being System Leads will be formally trained to become certified MindsUp Trainers. Complete system overview of MindUp Program purpose and strategy at Principals' Council to Elementary Principals. Seek volunteers to pilot the MindsUp program implementation. | <p>Results comparing a pre and post questionnaire for staff volunteering to implement the MindUp Curriculum will indicate a positive increase in the following areas:</p> <p>Staff confidence with:</p> <ul style="list-style-type: none"> supporting students to feel safe, act kind, and be ready for learning Understanding how the brain works and applying this understanding to support mindfulness | |

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| | <p>MindUp curriculum implementation will increase to 25.</p> <ul style="list-style-type: none"> During the 2025 –2026 school year, all elementary schools will implement the MindUp curriculum in Kindergarten to grade 2. | <ul style="list-style-type: none"> Organize and complete in-service training to school teams/members who have agreed to voluntary pilot and implement the MindUp program. Develop a structure of support for school teams to foster connections between staff and families. Monitor the school implementation learning with the Superintendent of FOS through school visits and discussion of the School Learning Plan, including progress evidence/ data at each of the pilot schools. Create a focus group to determine a proposed plan for how to fully implement the curriculum at all schools and how to increase connections with families. Offer the Social-Emotional Camp for students and families in a variety of school communities during July and August 2024, with a focus on the Home Enrichment portion of the program. | <ul style="list-style-type: none"> Identifying and implementing strategies to support student mindful listening, gratitude, and reflection <p>Observations of student actions and interactions will demonstrate that students have a better awareness related to:</p> <ul style="list-style-type: none"> Acts of kindness support a sense of gratitude and optimism. Strategies that focus on being prepared for learning, attentiveness, and engagement. We all have mental health as part of our overall health. | |
|  | <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. | <ul style="list-style-type: none"> Increased staff understanding of the Mental Health and Addiction Strategy will be demonstrated on the post survey. Strategy documentation on the LKDSB website updated. 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>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | | <ul style="list-style-type: none"> Work collaboratively with the School Mental Health Coach to finalize goals, and establish the action plan, data sources, and monitoring measures. Development of video and social media messages to highlight the goals of the strategy. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <p>By the end of June 2025, educators will provide the following classroom supports and accommodations to students, regardless of whether the student has an IEP:</p> <ul style="list-style-type: none"> additional time in class to complete assessments and/or evaluations preferential seating and/or individual location within the classroom prompts, either a tap on the desk or a verbal signal, for students who are off task reading of instructions and/or questions by an educator demonstration of learning with a conversation and observations | <ul style="list-style-type: none"> The Student Support Services and Well-being team will work with administrators and resource teachers to understand why and how the accommodations can be realized for all students in the classroom setting. School teams will work collaboratively to determine a collective understanding of the importance of providing access to these universal accommodations to all students and how this may impact learning outcomes and learning environments. The school team will determine how these accommodations will be available for all students and assist students in accessing the accommodations as part of their typical learning environment. The Student Support Services and Well-being coordinator will support the implementation of the school generated plan to support all | <ul style="list-style-type: none"> Accommodations will be available to all students. A reduction in accommodated-only IEPs will be realized system-wide over the next two years. Student Senators will report the level of implementation as it relates to their school and experience. | |

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Champion anti-oppressive education




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| | | <p>students to have access to universal accommodations.</p> <ul style="list-style-type: none"> Student Senators will be consulted about how to best communicate with students about their access to the universal accommodations. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> A. Barrese | <p>By the end of June 2025, the requirements for PPM 169, <i>Student Mental Health</i>, to support one system of care will be developed and implemented.</p> <p>Joint Local Planning including Community-based Child and Youth Mental Health Providers and the LKDSB will be formed to:</p> <ul style="list-style-type: none"> Establish and share relevant information between organizations including standardized partnerships, protocols, and processes; Make the best use of mental health resources in each community by clarifying roles and responsibilities at each tier of service and communicating about the available capacity of local community-based child and youth agencies; Establish clear pathways to/through/from mental | <ul style="list-style-type: none"> By December 2023, a joint local planning group will be established to include members of LKDSB, the community mental health lead agencies: LINCK, and St. Clair Child and Youth. The joint planning group will finalize a Multi-Tiered System of Support structure that includes a continuum of services: mental health promotion, early identification, prevention and early intervention, and service pathways / clinical support for more intensive mental health needs. Using the staff available to our agencies, we will define the roles and responsibilities of mental health provider staff to best meet the needs of all students. Using existing data from our School Climate Survey, and data gathered from the mental health lead agencies, a plan of action will address the barriers that students and their families face when accessing mental health care. | <ul style="list-style-type: none"> A common referral process will be established between the LKDSB and the lead mental health agencies. A clear pathway will be established to support how students and families access services both in the school setting and in the community setting. The roles and responsibilities of staff within the LKDSB and in the mental health lead agencies will be communicated to students, staff, families, and community agencies. A LKDSB procedure will be created to share the processes. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING
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Champion anti-oppressive education




TRUSTING RELATIONSHIPS
Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

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| | <p>health care services for students who require services outside of the school setting; and</p> <ul style="list-style-type: none"> Coordinate outreach and engagement with students and their families who may face barriers to accessing mental health care. | | | |
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Human Rights

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> E. Dixon | <ul style="list-style-type: none"> For the 2023-2024 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 to discuss anti-oppressive education. Support school-based equity goals in the school improvement plans to address school specific issues. | <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, advisory committees, and affinity groups. 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. | |

STRATEGIC PRIORITIES



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Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

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| <ul style="list-style-type: none"> Executive Council | | <ul style="list-style-type: none"> Provide in-service for administrators and teaching staff on the OCT anti-Black racism document. Communication plan that includes addressing all members of school board community that its stance on human rights includes human rights for all including; 2SLGBTQI+, Indigenous and racialized peoples (see Equity Audit recommendation 31). | <ul style="list-style-type: none"> Integrating equity, diversity, and inclusionary perspectives into all areas of the curriculum at both the elementary and secondary levels. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> E. Dixon | <ul style="list-style-type: none"> By June 2024, engage with Indigenous staff and leaders to explore ways to decolonize the promotion process to support advancement of Indigenous staff into positions of leadership at the Board (see Equity Audit recommendation 49). | <ul style="list-style-type: none"> Seek input from current Indigenous staff in various staffing groups to gather input. Look at current practices and refine them to include necessary changes. | <ul style="list-style-type: none"> To have the percent of Indigenous staff reflect our community. | |
| | <ul style="list-style-type: none"> By June 2024, increase opportunities for student, staff, and community consultation on topics about equity, diversity, inclusion and justice (see | <ul style="list-style-type: none"> Create a community advisory group to listen, understand and be more responsive to the needs of students, specifically Black Students and 2SLGBTQI+ Students, Staff | <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. Meet with advisory groups three times. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> E. Dixon | <p>Equity Audit recommendation 29).</p> | <p>Committee and Staff Sub-Committees.</p> <ul style="list-style-type: none"> Create opportunities for student voice to be heard in schools and at the Board level (i.e., Student Senate, Indigenous Student Groups, Black Student Voice, 2SLGBTQ+). Deployment of Inclusive Diversity Consultants and System Coordinator in working closely with school-based teams and program departments. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> E. Dixon | <ul style="list-style-type: none"> By June 2024, have plan and begin to implement visual displays of positive spaces to support creation of inclusive, anti-racist, and safe work and school spaces that allow 2SLGBTQI+, Indigenous, and racialized employees and students to bring their full selves to work and school (see Equity Audit recommendation 28). | <ul style="list-style-type: none"> The EDIJ team will co-plan and co-construct displays and spaces in our schools and Education Centres. Input from students, staff and the community is essential. Will reflect the diversity of students, staff, and community. | <ul style="list-style-type: none"> When students, staff and community members walk through our facilities, they will see themselves reflected in a creative way. | |
| | <ul style="list-style-type: none"> By June 2024, provide a clear pathway for staff, students, and community 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. | <ul style="list-style-type: none"> Updated policy and procedures for equity, anti-racism, and gender identity that includes implementation of reporting system for hate-based incidents from pilot schools to all schools. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> E. Dixon | | <ul style="list-style-type: none"> 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"> Confidence in reporting knowing the LKDSB will follow through. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> J. Howitt Executive Council | <ul style="list-style-type: none"> By June 2028, as part of cyclical review of policies, regulations and administrative procedures, review language to ensure it is inclusionary as per Equity Audit recommendation 78 and consistent with the Human Rights Code. | <ul style="list-style-type: none"> Develop capacity in staff such that new policy, regulation, and administrative procedures and those under review will be drafted/updated with inclusionary language. Include the Equity, Diversity, Inclusion, and Justice department in the review process. | <ul style="list-style-type: none"> On a go-forward basis, on the completion of the next review cycle, all policies, regulations, and administrative procedures will contain inclusionary language consistent with Human Rights Code. Greater awareness for all staff involved in reviewing policies, regulations, and administrative procedures of appropriate inclusionary language. New policies, regulations and administrative procedures capture inclusionary language. Stay up to date with inclusionary language consistent with Human Rights. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING
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Champion anti-oppressive education





TRUSTING RELATIONSHIPS
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SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

Human, Financial, Physical Resources

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> B. McKay | <ul style="list-style-type: none"> By June 2024, reduce the number of waste lifts (garbage container dumps) at each LKDSB location. By June 2024, increase adoption rate of Blue Box programs in schools to assist in the reduction of school generated waste. | <ul style="list-style-type: none"> Review of current waste lift costs per board location. Review of current uses and impacts in each location - i.e., enrolment, childcare program, and community use permit volume. Calculation of required waste lifts based on site specific volume. | <ul style="list-style-type: none"> Data shared on reduction of waste lifts and environmental and budgetary impacts of this reduction. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> B. McKay | <ul style="list-style-type: none"> Create a 5-year capital facility accessibility plan to ensure the Board is compliant with AODA standards pertaining to facilities. | <ul style="list-style-type: none"> Research AODA standards for existing buildings. Perform site assessments to review existing building conditions, making note of deficient building elements. Interview school administration to determine the school's current accessibility needs to help prioritize improvements. Set up multi-year capital priority list for accessible facility improvements. | <ul style="list-style-type: none"> By June 2024, ensure all LKDSB properties are fully evaluated based on the AODA standards. By June 2024, a multi-year capital plan will be completed which will include accessibility improvements for all board facilities. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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|  <p>Supervisory Officer(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 2023 and projected student enrolment 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 and related capital projects/improvements with 2023-24 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. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> B. McKay | <ul style="list-style-type: none"> By June 2024, roll out on-line modules on procurement to achieve increased efficiency and minimize risk to the LKDSB. | <ul style="list-style-type: none"> Finalize the modules Assign modules to board staff and communicate with staff regarding expectations. Monitor completion of the modules. Monitor compliance with policies, regulations, and procedures. | <ul style="list-style-type: none"> Online procurement modules to be finalized and delivered to staff by the end of the school year. Continue to monitor compliance with procurement policies, regulations, and administrative procedures to identify potential compliance issues. Monitor cultural changes relating to procurement processes. Update modules based on feedback. | |
| | <ul style="list-style-type: none"> By June 2025, set up preventative maintenance plan for all major mechanical equipment including HVAC, boiler, electrical, plumbing, and other | <ul style="list-style-type: none"> Complete board wide asset management assessment to create master list of all equipment. Review equipment list and create preventative maintenance plan for each piece of mechanical equipment. | <ul style="list-style-type: none"> Have all major mechanical equipment inspected, cleaned, and adjusted once annually. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING
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INCLUSIVE DIVERSITY
Champion anti-oppressive education



TRUSTING RELATIONSHIPS
Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> B. McKay | <p>major mechanical systems.</p> | <ul style="list-style-type: none"> Review budgets to determine available funding for project. Issue RFXs to setup contract with mechanical contractors. Initiate regular preventative maintenance schedule for all sites. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> B. McKay | <ul style="list-style-type: none"> By June 2024, finalize a business continuity plan for the LKDSB. Business continuity plan will include the identification of critical board systems such as SIS and ERP services, and the design of business continuity plans to ensure critical board systems can continue to operate in the event of business interruptions. | <ul style="list-style-type: none"> Issue RFP for a consultant to assist with the creation of a business continuity plan. Engage board departments to collect data on systems that must be included in a business continuity plan. Review business continuity draft plan with Exec Council. Review business continuity plan with OSBIE to ensure that it addresses identified needs from the board's insurers. Finalize the plan. | <ul style="list-style-type: none"> By August 2024, Finalize a business continuity plan for the board. | |
| | <ul style="list-style-type: none"> By June 2024, complete negotiations with: <ul style="list-style-type: none"> » Union partners and implement the terms of the collective agreements. » Non-union employee | <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. | <ul style="list-style-type: none"> Ratified contracts for each employee group. Training for administrators (Principals, Managers, Supervisors) to implement the new collective agreements. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <p>groups and implement terms and conditions of employment.</p> | <ul style="list-style-type: none"> Coordinate changes with Provincial Counterparts where necessary to comply with Central Agreements. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi E. Dixon Executive Council | <ul style="list-style-type: none"> Issues of equity and human rights be embedded into all training provided to employees, including leadership and development, so that staff can see its connection to all the work they do and that the connection to student success is continuously reinforced (see Equity Audit recommendation 4). | <ul style="list-style-type: none"> Engage training development with equity, diversity, inclusion, and justice staff. Communicate myths and misconceptions about employment equity (see Equity Audit recommendation 10). | <ul style="list-style-type: none"> Equity, diversity, inclusion, and justice becomes a focal point in all learning that takes place by LKDSB staff. All Training provided will have an opportunity for reflection on equity and human rights. | |
| | <ul style="list-style-type: none"> Continue ongoing recruitment efforts to increase community outreach and encourage applications in hiring with | <ul style="list-style-type: none"> Input and track all absences. Release time requests go through Human Resources. Human Resources will be allotting permission for release time based on | <ul style="list-style-type: none"> Reduction in the number of unfilled jobs and an increase in the wellbeing of staff due to workload. Increase public awareness of LKDSB job opportunities | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

| | | | | |
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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <p>the LKDSB to minimize unfilled jobs daily.</p> <ul style="list-style-type: none"> Update a central plan to track staff absences and deploy staff to minimize unfilled jobs daily. | <p>the projected number of available occasional staff on a daily basis.</p> <ul style="list-style-type: none"> Maximize hiring and onboarding process to streamline movement for schooling to employment with the LKDSB. Review required onboarding items to streamline process. Partner with colleges, universities, and other community partners to raise visibility of Board hiring. | <ul style="list-style-type: none"> Reduce wait time for duration between posting and hiring process. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <ul style="list-style-type: none"> By June 2025, review and update the LKDSB workplace discrimination, workplace harassment, workplace sexual harassment and workplace violence prevention policy, regulation and admin procedure be revised (see Equity Audit recommendation 67). Ensure that the updated process is open to all submissions, outlining rights of participating staff, with detail of protected grounds covered by the Human Rights Code. | <ul style="list-style-type: none"> Create a working group to review the present process with board working group. Contract support from legal partners to assist in update to the process. | <ul style="list-style-type: none"> A new policy, regulation and admin procedure will be approved and implemented with posting on the boards website. A safer work environment for all LKDSB staff with increased trust in the process to manage conflict. | |
| | <ul style="list-style-type: none"> By June 2024, develop and implement a communications plan for | <ul style="list-style-type: none"> Engage with schools to develop social media communications, including videos, which highlight the LKDSB | <ul style="list-style-type: none"> Development of videos focused on each Strategic Priority. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education





TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> J. Howitt Public Relations Officer | <p>highlighting student and staff successes in LKDSB communications platforms.</p> | <p>Strategic Priorities, student, and staff achievements.</p> <ul style="list-style-type: none"> Provide support to schools and departments regarding the use of social media. Prepare inventory of social media platforms by school. | <ul style="list-style-type: none"> Increased content shared on LKDSB, and school social media platforms focused on supporting student success and well-being. | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> J. Howitt B. McKay Public Relations Officer | <ul style="list-style-type: none"> By June 2024, conduct consultations and develop an implementation strategy in preparation of a website refresh. | <ul style="list-style-type: none"> Continue to 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. Survey school administrators and Board departments regarding current and future website and Staff Intranet needs. Review website for equitable representation of student and staff. Review for AODA and Accessibility standards. | <ul style="list-style-type: none"> Up-to-date board, school, and department websites. A consolidation of website and social media communications utilized by LKDSB staff. | |
| | <ul style="list-style-type: none"> By June 2026, review and update the Emergency Procedures Guidelines for each Board facility. | <ul style="list-style-type: none"> Determine standards to be included across all plans. Standardize floor and site plans. Standardize Fire Safety Plans. | <ul style="list-style-type: none"> Schools and Board sites in all municipalities will share a common template and consistent legend for emergency and fire plans supported by | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING
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Champion anti-oppressive education



TRUSTING RELATIONSHIPS
Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

| | | | | |
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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> J. Howitt | | <ul style="list-style-type: none"> Standardize Emergency Plans. | <p>the various Fire and Emergency response partners in each community.</p> | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> J. Howitt | <ul style="list-style-type: none"> By June 2024, complete a Health & Safety audit of Secondary School Technology Shops. | <ul style="list-style-type: none"> Develop scope of work and work with MLITSD partners to complete audit. Auditor will work with curriculum team at each location and Health & Safety Department. Update controlled products and chemical inventories. | <ul style="list-style-type: none"> Completed audit with plan and timelines to address any recommendations. Consistency of controlled products (chemicals and products) across system. Published list of banned controlled products. | |
| | <ul style="list-style-type: none"> The board will complete a multi-year accessibility plan prior to December 2023 to outline how it will identify, prevent, and | <ul style="list-style-type: none"> The Board will address the need to create individualized emergency response plans for employees with disabilities (see Equity Audit recommendation 63) | <ul style="list-style-type: none"> By January 2024, the board will communicate and begin implementation of the accessibility plan. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING
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Champion anti-oppressive education



TRUSTING RELATIONSHIPS
Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

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|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <p>reduce barriers for persons with disabilities.</p> | <ul style="list-style-type: none"> Convene a working group inclusive of all LKDSB departments to provide input on plan and to implement recommendations. | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi E. Dixon | <ul style="list-style-type: none"> By June 2024, update the teacher hiring process and complete a new non-teaching hiring process admin procedure. | <ul style="list-style-type: none"> The Teacher Hiring Process Administrative Procedures will be revised to address the identified issues from the equity audit (see Equity Audit recommendation 54). The Non-Teaching Hiring Process Administrative Procedures will be revised to embed the equity considerations included in the Teacher Hiring Process Administrative Procedures and address the identified issues (see Equity Audit recommendation 55). | <ul style="list-style-type: none"> Increased trust in the LKDSB hiring process. A more representative staff demographic on the next staff census. | |
|  | <ul style="list-style-type: none"> By December 2024, update the administration promotion process to reflect the items outlined in the Equity Audit. Revise the Principal and Vice-Principal promotion process to embed equity | <ul style="list-style-type: none"> HR to meet with Indigenous leaders and equity deserving groups with goal to remove barriers identified in the promotion and advancement in LKDSB leadership positions. HR to revise the principal and vice principal promotion process with | <ul style="list-style-type: none"> Leadership positions in the LKDSB will be more representative of the community we serve when the next staff census is completed. | |

STRATEGIC PRIORITIES



STUDENT ACHIEVEMENT & WELL-BEING

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Champion anti-oppressive education




TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

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| <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <p>related skills, inform accommodation needs, and refer to experience with Indigenous, diverse racial and 2SLGBTQ+ communities. See Rec 51, 52 and 53.</p> | <p>input from appropriate staff, legal and best practices.</p> | | |
|  <p>Supervisory Officer(s) Responsible:</p> <ul style="list-style-type: none"> G. Girardi | <ul style="list-style-type: none"> By June 2025, hiring committees will include people from diverse backgrounds where possible and guidance will be provided on feedback. See Rec 43, 44 and 45. This will include addressing unconscious bias in the hiring process (see Equity Audit recommendation 47). | <ul style="list-style-type: none"> HR and Supervisory Officers will review make up of hiring committees and follow a consistent process to ensure hiring committees are as representative as possible. Constructive feedback will be given to unsuccessful candidates. HR will create a checklist of items to be shared at the beginning of interviews. HR will update interview question development to ensure consistent criteria that removes the opportunity for bias. | <ul style="list-style-type: none"> There will be greater consistency across all hiring at the LKDSB Increased staff confidence in the LKDSB hiring process. An interview guide consisting of a pre-interview checklist, and guidance on developing questions will be in place for all hiring committees. | |