



#### STUDENT ACHIEVEMENT & WELL-BEING

Advance high standards for innovative and responsive learning



#### INCLUSIVE DIVERSITY

Champion anti-oppressive education





#### TRUSTING RELATIONSHIPS

Strengthen relationships based on respectful collaboration



#### SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, increase secondary graduation rates to:               <ul style="list-style-type: none"> <li>» Four-year rate from 67.7% in 2018-2019 to 82% in 2022-2023</li> <li>» Five-year rate from 77% in 2018-2019 to 89% in 2022-2023</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Monitor students at risk of not graduating because of Literacy and Community Involvement Hour requirements and develop plans to support achievement of these graduation requirements.</li> <li>Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation.</li> <li>Monitor and support Graduation Goals from School Learning Plans.</li> <li>Enhance credit accumulation through summer semester programming including reach-ahead and catch-up opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Incremental gains in graduation rates over a four-year period culminating in a rate of 82% (four-year rate) and 89% (five-year rate) by June 2023.</li> <li>Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements.</li> <li>Increased credit accumulation rates to support graduation.</li> <li>Students will have multiple and varied opportunities to attain credit requirements for graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Gains in graduation rates continue to be made. Preliminary data for 2017-2018 Grade 9 cohort (students graduating by August 2022):</li> <li>Four-year rate: 74.8% (up from 67.7% for the 2014-2015 Grade 9 cohort)</li> <li>Five-year rate: 82.4% (up from 77% for the 2014-2015 Grade 9 cohort)</li> <li>Final data will be received by late October</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>A. Barrese</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, revise programming for secondary students with exceptionalities (excluding gifted) in all LKDSB secondary schools that promotes increased opportunity to meet their full potential, access the post-secondary pathway of their choice and improve graduation rates (OSSC and OSSD).               <ul style="list-style-type: none"> <li>» Increase four-year graduation rate from 51% in 2018-2019 to 70%</li> <li>» Increase five-year graduation rate from 62.5% in 2018-2019 to 80%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Monitor participation in Grade 9 locally developed courses and limit non-credit bearing, alternative courses.</li> <li>Support student course choices which align with their individual needs, strengths and interests.</li> <li>Review Secondary Special Education programming.</li> <li>Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students.</li> <li>Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths.</li> <li>Provide programming in every secondary school to support the completion of OSSC and OSSD for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Increased OSSC and OSSD graduation rates for students with special education needs.</li> <li>Graduation pathways will be available in all secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate by receipt of special program and services for 2016-2017 Grade 9 cohort (students graduating by August 2021):</li> <li>Four-year graduation rate is 54.5% up from 51% in 2018-2019</li> <li>Five-year graduation rate is 67.7%, up from 62.5% in 2018-2019</li> <li>Disaggregate data for 2017-18 cohort available in October</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. Hazzard</li> <li>• Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2024, increase the percentage of elementary students achieving level 3 or 4 by:               <ul style="list-style-type: none"> <li>» 5% increase as measured by Primary EQAO Reading from 69% (2018-2019) to 74%</li> <li>» 5% increase as measured by Junior EQAO Reading from 76% (2018-2019) to 81%</li> </ul> </li> <li>• The EQAO test format has changed in 2022. The validity of the EQAO data analysis and comparison of different test formats will be reviewed, which may lead to a revised goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement reading instruction that reflects Scarborough’s Reading Rope (2001), specifically word recognition and strategic thinking. Word recognition, which typically develops in early primary grades, will be focused on the implementation of phonemic awareness screeners and instruction using Heggerty’s phonemic awareness resources. Strategic thinking will be improved, as a next step from word recognition, by implementing the diagnostic reading tool Benchmark Assessment System (BAS) and Fountas &amp; Pinnell’s Literacy Continuum in elementary literacy instruction.</li> <li>• Provide individualized release time to all elementary schools, through Instructional Coaches in a differentiated manner according to school needs, that support building teacher, ECE, and Principal focus on reading instruction that reflects Scarborough’s Reading Rope (2001), specifically word recognition and strategic thinking via Heggerty and/or Benchmark Assessment System/Fountas &amp; Pinnell’s Literacy Continuum.</li> <li>• Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2022-2023 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on a phonemic awareness screener, BAS or an approved reading diagnostic assessment identify student understanding. The Heggerty (phonemic awareness) and/or Literacy Continuum (strategic thinking) will be used to identify next steps for student learning and instruction.</li> <li>• By the end of 2022-2023 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society.</li> <li>• All schools will have a School Learning Plan literacy goal.</li> </ul>	<ul style="list-style-type: none"> <li>• During the 2022-2023 school year 93% (+6% from 2021-2022) of Kindergarten – Grade 8 classrooms provided diagnostic literacy feedback to student(s) based on a phonemic awareness screener, BAS or an approved reading diagnostic assessment.</li> <li>• The number of K-8 students who received diagnostic literacy support during the 2022-2023 school year was 9,951 (+3,477 students from 2021-2022).</li> <li>• All Grade 3 and Grade 6 classrooms displayed the ‘SLOWER’ poster and completed intentional practice assessments with their classes before the actual digital EQAO assessment.</li> <li>• All elementary schools were provided with diverse resources via the K-8 Inclusive Diversity Consultant.</li> <li>• The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• M. Mancini</li> <li>• Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, the percentage of students achieving level 3 or 4 in the Grade 9 EQAO Assessment of Mathematics will be at or above the provincial average.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on availability, schools will utilize sample tasks for the new de-streamed Grade 9 math course to prepare students to participate in the Grade 9 EQAO Assessment of Mathematics.</li> <li>• Secondary Program will provide professional learning and release to build teacher capacity to support the implementation of the de-streamed curriculum for students to participate successfully in the Grade 9 EQAO Assessment of Mathematics in 2022- 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure achievement for writers of the Grade 9 EQAO Assessment of Mathematics to meet or exceed the provincial average.</li> <li>• By June 2023, every secondary school will have participated in professional learning to support the implementation of the Grade 9 de-streamed math curriculum.</li> </ul>	<p>For the 2021-2022 school year, Semester 1 Grade 9 math students did not participate in the assessment due to the extended period of remote learning at the end of the semester.</p> <p>For 2021-2022 Semester 2, 788 students participated with the following results:</p> <ul style="list-style-type: none"> <li>➤ 33.6% LKDSB students at or above provincial standard compared with 52.3% province</li> </ul> <p>The 2022-2023 EQAO results will be reported in the LKDSB Student Achievement Plan Report.</p>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, continue the ongoing focus on reducing LKDSB’s environmental impact through awareness, action and review of practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue recycling programs, environmental clubs and other school focused activities.</li> <li>• Green team will identify opportunities for environmental performance improvement and implement specific solutions to further the sustainability of our schools in the following areas: environmental education, promotion of sustainable practices, energy</li> <li>• conservation, water conservation, waste reduction and chemical reduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a baseline of environmental impacts of the LKDSB and understanding of scope of school-based activities.</li> <li>• Develop environmental education programming for LKDSB secondary schools through the Green team.</li> <li>• Develop environmental education hands- on programming for LKDSB elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>• The position at CLASS responsible for the Green Team and environmental education programming for elementary and secondary schools is currently vacant. CLASS is currently working on the posting process for this position. This goal is an ongoing multi-year goal and will continue for the 2023-24 operational plan.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of School Energy Usage and Environmental Impact Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Procure consultant to assess current energy usage profile and environmental impact of each LKDSB building.</li> <li>• Review of all LKDSB facilities to gain understanding of building needs from a major mechanical capital improvement perspective.</li> <li>• Review of all LKDSB facility condition improvement reports.</li> <li>• Review LKDSB operating criteria for buildings to assess impacts of temperature set points, ventilation and other measures and their associated environmental impact.</li> <li>• Discuss recommendations for energy improvements, including process and capital improvements. This stage links to the long-term capital plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of building operating procedures to include operational criteria, such as temperature set points.</li> <li>• Revisions to LKDSB long-term capital plan to ensure that projects lead to positive impact to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Plant department is currently working on an inventory of all major mechanical systems in board buildings. This work is expected to be completed in late fall 2023. This information will be used to set up a preventative maintenance program.</li> <li>• Update to the Board’s 5 year capital plan reflects focus on energy/major mechanical projects. Projects in the capital plan link to reduction of energy usage in board buildings with positive impacts to carbon emissions and operational utility budgets.</li> </ul>





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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, continue the ongoing focus on IT security to ensure protection of the LKDSB's IT infrastructure and Board data.</li> </ul>	<ul style="list-style-type: none"> <li>Upgrade all application servers to Server 2019 to ensure that application infrastructure is kept up to date.</li> <li>Implement RA3.0/SASE as per Ministry of Education direction which will help to protect staff and devices whether on or off premises.</li> <li>Implement any changes from the OSBIE 2022 Cyber Survey including full implementation of Multi-Factor Authentication (MFA).</li> <li>Assess current and future budget impacts/deficiencies of funding IT security improvements. Ensure that Ministry of Education funding streams that support IT security are permanent.</li> </ul>	<ul style="list-style-type: none"> <li>Report to the IT Steering Committee on steps taken to identify security gaps and how those gaps have been addressed.</li> <li>Ensure that required IT security improvements, as identified in the OSBIE Cyber Survey are implemented and reported back to OSBIE. The report back to OSBIE is in support of the Board's continued requirements under the OSBIE enhanced cyber security coverage.</li> </ul>	<ul style="list-style-type: none"> <li>Updates were provided to the IT Steering Committee (June meeting) on security gaps and plans on how gaps will be addressed. Phishing campaigns and MFA implementation were discussed.</li> <li>OSBIE IT survey for the 2023-24 school year has been completed and returned to OSBIE.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>H. Lane</li> <li>Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>For the 2022-2023 school year, while developing a mid- and long-term equity plan, continue to increase the knowledge and application of understanding needed to remove systemic inequalities in learning and working practices.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities.</li> <li>Implement professional development and training opportunities for non-teaching staff.</li> <li>Increase understanding of key terminology needed in order to discuss anti-oppressive education.</li> <li>Support school-based equity goals in the school improvement plans to address school specific issues.</li> <li>Provide in-service for administrators and teaching staff on the OCT anti-Black racism document.</li> </ul>	<ul style="list-style-type: none"> <li>Providing resources, training and requested workshops to personnel in various departments, Board office staff and school staff.</li> <li>LKDSB book studies, webinars and PD sessions.</li> <li>Create a readily available glossary of terms and a framework available for staff to work through as situations arise.</li> <li>Working directly with Principals to address racism, homophobia other hate incidents in schools.</li> <li>Integrating equity, diversity and inclusionary perspectives into all areas of the curriculum at both the elementary and secondary levels.</li> </ul>	<ul style="list-style-type: none"> <li>Providing books resources for Elementary and Secondary schools to support school-based equity improvement goals to support school improvement plans.</li> <li>Supported 30 educators with acquiring the Anti-Black Racism Additional Qualification Course through Lakehead University.</li> <li>April 28<sup>th</sup> PD Day for Elementary Teachers and Administrators focus on Equity, Diversity and Inclusion, "In the Spirit of Water".</li> <li>Secondary Teachers and Administrators supported with</li> <li>June 23<sup>rd</sup> PD Session for Board Office Staff on Indigenous Education held at Aamjiwnaang First Nation</li> <li>Providing information to support the implementation of the OCT Anti-Black Racism Advisory with all OCT members.</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• H. Lane</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, increase opportunities for student, staff and community consultation on topics about equity, diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a community advisory group to listen, understand and be more responsive to the needs of students.</li> <li>• Create opportunities for student voice to be heard in schools and at the Board level (i.e. Student Senate, Indigenous Student Groups, Black Student Voice, 2SLGBTQ+).</li> <li>• Deployment of Inclusive Diversity Consultants in working closely with school-based teams and program departments.</li> <li>• Hiring System-Coordinator to support Equity, Diversity and Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and working with key voices in schools and the community that need to be amplified.</li> <li>• Identifying and working with champions of anti-oppressive education in schools.</li> <li>• Dedicated system administrator to work directly with school administration on matters related to anti-oppressive education.</li> </ul>	<ul style="list-style-type: none"> <li>• Hired System Coordinator of Equity, Diversity and Inclusion to support the anti-oppressive education goals and assist administrators with school specific needs.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• H. Lane</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, analyze and communicate the results of the Voluntary Student Demographic Census from March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform all stakeholders about the data results.</li> <li>• Utilize the data available to create an understanding about the diversity which exists across the Board and identify and remove any barriers that exist.</li> <li>• Communicate with all stakeholders the data gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate information gathered into an action plan at the Board level.</li> <li>• Create a communication plan to ensure all stakeholders are informed about the information collected and the actions moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Final Voluntary Student Demographic Data Census Report received in March 2023. Information has been shared with all stakeholders via communication plan. Information from this baseline report will be instrumental in setting operational goals for the 2023-24 school year and planning for the next census to be implemented in 2024 – 2025.</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• H. Lane</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, provide a clear pathway to report hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Update and develop policies and procedures to support anti-oppressive education.</li> <li>• Create a graphic image and communication to help identify steps to report hate-based incidents.</li> <li>• Update communication and clarify information available to champion anti-oppressive education.</li> <li>• Provide a clear pathway to report hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Update current policy and procedures for equity, anti-racism, and gender identity.</li> <li>• Implementation of reporting system for hate-based incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal reporting system for incidents of reporting hate-based incidents through the school incident reporting system and suspension reports</li> <li>• External reporting system on website under Safe schools. Making it easier to find.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• A. Barrese</li> <li>• G. Girardi</li> <li>• Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• By November 2024, the LKDSB Climate Survey results will reflect an increase from 2021 levels in the key areas of foci of the Multi-Disciplinary Team (MDT) as per the numerical values below:</li> </ul> <p>Sense of Belonging</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 64% to 75%</li> <li>» Grade 7-8: from 63% to 75%</li> <li>» Grade 9-12: from 57% to 75%</li> </ul> <p>Welcoming School Environment</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 81% to 85%</li> <li>» Grade 7-8: from 72% to 75%</li> <li>» Grade 9-12: from 63% to 75%</li> </ul> <p>Connection with a Caring Adult</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 82% to 93%</li> <li>» Grade 7-8: from 70% to 75%</li> <li>» Grade 9-12: from 62% to 75%</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a strategy to meet the goals in the three areas of foci and review the composition of the MDT Teams.</li> <li>• Develop a strategy to support school staff to deepen their knowledge and understanding of the student responses in the three areas of foci (based on the results of the 2021 School Climate Survey).</li> <li>• Develop a strategy to support school staff to enhance their knowledge and understanding of how personal and systemic bias influences and impacts our interpretation of data and our response.</li> <li>• Work with school teams to define measurable goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated increase in the results for the three areas of foci.</li> <li>• School MDT Teams will be aligned with LKDSB strategy.</li> <li>• Students will identify actions to fulfill the goal as identified in the School Learning Plan.</li> <li>• Schools will cultivate relationships and community by consistently reflecting on and honoring students' full humanity.</li> <li>• MDT Teams will provide opportunities for teachers, students and families to evaluate supports offered by schools. This will support everyone to create an environment that is reflective of our students, families and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The Board-level MDT visited all elementary schools and participated in School Team Meetings, to support the team to identify their areas of focus to strategically enhance the outcomes of the School Climate Survey. School teams engaged in conversation as part of their action plan to be more precise and specific as they focus on how to realize the three areas of focus.</li> <li>• The Board-Level MDT provided presentations, and small group and individual student were provided explicit instruction to support lagging skills and student goals.</li> <li>• 5 of the 12 secondary schools invited the MDT System Coordinator to collaborate on School Learning Plans to define goals and gather student input.</li> <li>• Most elementary schools completed student surveys to gather student voices related to well-being and the three areas of foci. Questions were worded in simple language that was specific and to the point.</li> <li>• The Board-level MDT worked with the school team to better understand parental involvement and learn more about how community partners and parents/guardians can be accommodated to increase engagement and reduce systematic bias.</li> </ul>



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### 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>• G. Girardi</li> <li>• A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>• By November 2024, 85% of all students in Grades 4 to 12 and 85% of parents/guardians and LKDSB staff will indicate on the LKDSB Climate Survey that they are aware of how to access mental health supports and services at the LKDSB.</li> </ul> <p>Would ask for help with mental/emotional health issues at school:</p> <ul style="list-style-type: none"> <li>» Grade 4-6: from 65% to 85%</li> <li>» Grade 7-8: from 41% to 85%</li> <li>» Grade 9-12: from 33% to 85%</li> </ul> <p>Aware of school mental/emotional health supports at school:</p> <ul style="list-style-type: none"> <li>» Parent/Guardian: from 50% to 85%</li> <li>» Staff: from 65% to 85%</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey for the following groups:               <ul style="list-style-type: none"> <li>» Parents/Guardians</li> <li>» All LKDSB Staff</li> <li>» Students Grade 7 to 12</li> </ul> </li> <li>• Create an action plan to address the results of the survey.</li> <li>• Enhance and increase awareness of resources and services available for staff, students and families.</li> <li>• Engage Student Senate to identify gaps and support the development of a communication plan for students.</li> <li>• Communicate support available for marginalized students/families.</li> <li>• Leverage LKDSB Communications Department, Board and school websites, and social media accounts to raise awareness about mental health and well-being resources, including School Mental Health Ontario.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness, understanding and use of mental health supports available through the LKDSB and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Senate completed a project about supporting the transition of students from grade 8 to 9 with a focus on:               <ul style="list-style-type: none"> <li>• Caring adults in the secondary school</li> <li>• Services available to students at the secondary students</li> <li>• How to support personal well-being during this significant transition</li> <li>• A presentation that could be shared at the elementary school by key secondary teaching staff to welcome students</li> </ul> </li> <li>• The Survey will be completed during the 2023-2024 school year.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and implement a system-wide plan to address social and emotional learning for students in Grades 1-3.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Climate Survey data and the Mental Health and Addiction Survey to determine areas of lagging skills related to social and emotional learning.</li> <li>• Review the data and anecdotal stories gathered during the Social-Emotional Learning Camp offered during July and August 2023.</li> <li>• Develop an action plan including goals and resource implementation.</li> <li>• Work with School Mental Health Ontario to investigate possible resources to assess and teach to support lagging skills related to social- emotional learning.</li> <li>• Monitor the school implementation learning with the Superintendent of SO school visits and through discussion of the School Learning Plan and evidence/ data at each of the pilot schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot the screener and social-emotional program with a cross-section of elementary schools by the end of June 2023.</li> <li>• Offer the Social-Emotional Camp for students and families in a variety of school communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Locating a resource to address social and emotional learning for students has proven challenging.</li> <li>• LKDSB will be purchasing the “Mind’s Up” Resource to support students. The program is evidence-based and supported by SMHO.</li> <li>• Training for Trainers will be in September 2023. The implementation model will be developed to support a pilot plan for the 2023-2024 school year.</li> </ul>





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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>Build on the existing Mental Health and Addiction Strategy and develop the three-year action plan, in compliance with the Ministry of Education criteria, and School Mental Health Ontario direction.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a survey to gather voices from all LKDSB staff to assist with the updated goals for the three-year strategy.</li> <li>Create an action plan and establish goals related to school and Board areas of needs.</li> <li>Gather input from the LKDSB Mental Health Leadership team.</li> <li>Work collaboratively with the School Mental Health Coach to finalize goals, establish the action plan, data sources and monitoring measures.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a survey and develop action steps and goals related to the three-year strategy.</li> <li>Increased staff understanding of the Mental Health and Addiction Strategy.</li> <li>Development of a video and social media message to highlight the goals of the strategy.</li> <li>Update strategy documentation on the LKDSB website.</li> <li>An increase in Climate Survey results specifically related to Mental Health and Well-being: knowing how to access mental health support and access the supports.</li> </ul>	<ul style="list-style-type: none"> <li>The survey will be completed in Fall 2023.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>By the end of June 2023, the Special Education Plan will be completed, in compliance with the Ministry of Education criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Post the approved 2022 Special Education Plan to the LKDSB website and in school newsletters and invite feedback from stakeholders and the public.</li> <li>Review feedback that is received and implement, as appropriate.</li> <li>Present the framework for Special Education Plan review to SEAC during the September meeting indicating the sections to be brought forward to SEAC for approval.</li> <li>Present approved monthly sections to Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>Present the completed Special Education Plan to SEAC no later than June 2023 for approval.</li> <li>Submit the approved Special Education Plan to the Ministry of Education no later than June 3, 2023.</li> <li>Post the approved Plan to the LKDSB website.</li> </ul>	<ul style="list-style-type: none"> <li>The completed Special Education plan was presented to SEAC on June 15, 2023. The plan was approved.</li> <li>The plan was submitted to the Ministry in July 2023.</li> <li>The Plan was posted to the LKDSB website in July 2023.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>A. Barrese</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a system-wide plan and program for Individual Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation.</li> <li>Fully implement a program with resource teachers, educators and student support services staff by the end of June 2025.</li> <li>Second phase of implementation is parent/guardian access by June 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Review current program options, and establish needs and gaps in programming requirements.</li> <li>Investigate available program options.</li> <li>Transition from e-Lite to a new program.</li> <li>Implement the program at the system and school level.</li> <li>Establish procedures and provide staff training for shared responsibility and access to Individual Education Plans.</li> <li>Establish procedures and provide staff training for shared responsibility for Individual Student Profiles.</li> <li>Establish procedures and provide staff training for shared responsibility for Student Support Services referrals, documentation and reports.</li> </ul>	<ul style="list-style-type: none"> <li>Resource teachers will be trained to implement a program by the end of June 2023.</li> <li>Elementary educators will be fully trained and implement the program by the end of June 2024.</li> <li>Secondary educators will be fully trained and implement the program by the end of June 2025.</li> <li>Parents/Guardians will be able to access the platform by the end of June 2025.</li> </ul>	<ul style="list-style-type: none"> <li>The LKDSB has not yet purchased a system-wide program to support the creation of Individual Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation.</li> <li>The estimated purchase time is late fall 2023.</li> <li>The goals, action steps and expected outcomes will remain the same, however, the dates will be adjusted.</li> </ul>



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, complete negotiations with:               <ul style="list-style-type: none"> <li>» Union partners and implement the terms of the collective agreements.</li> <li>» Non-union employee groups and implement terms and conditions of employment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Conduct negotiations.</li> <li>Implement new collective agreements and terms and conditions of employment with all applicable staff and in all applicable areas of the LKDSB.</li> <li>Coordinate changes with Provincial Counterparts where necessary to comply with Central Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Ratified contracts for each employee group.</li> <li>Training for administrators (Principals, Managers, Supervisors) to implement the new collective agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Ratification is completed for CUPE.</li> <li>Negotiations are ongoing with other unions and employee groups.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing support for equitable and inclusive hiring, promotion, advancement and accountability for equity and human rights at all levels, and to build diverse and inclusive workplaces with equitable outcomes for all.               <ul style="list-style-type: none"> <li>» By June 2023, complete Staff Census</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement.</li> <li>Gather data to determine current level of staff diversity.</li> <li>Use Staff Census to determine the current demographic makeup of the LKDSB workforce and its representation of various demographic groups including sex, race, gender identity, disability, religion and age.</li> <li>Determine how does the diversity of the LKDSB workforce compare with the diversity of the community served and other comparative data.</li> <li>Determine if Board data indicates that equity seeking groups experience barriers in hiring or advancement.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a baseline understanding of our workforce.</li> <li>Greater staff diversity in all areas of the LKDSB.</li> <li>Develop a long-term strategy to address systematic barriers in hiring, promotion and advancement by June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Census completed and results reviewed and made public April 2023.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>Partner with Administrators to create a mentoring program to support newly promoted Principal and Vice-Principal leadership in the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning opportunities and resources to engage new leadership.</li> <li>Increase leadership capacity for promoting the role to increase future applicants.</li> <li>Provide formal and informal mentoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity for effective leadership.</li> <li>Administrators will learn diverse perspectives from a K-12 model.</li> <li>Maintain job satisfaction to ensure staff</li> <li>remain in the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring program completed first year. Response from participating new administration and Senior Leadership positive. Second year of program initiated.</li> </ul>

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• H. Lane</li> <li>• G. Girardi</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an equity audit following the results of the Staff Census.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a consultant to develop and implement an equity audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a comprehensive equity action plan based on the recommendation of the equity audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity audit in process. Results pending from consultant following completion of analysis.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a central plan to track staff absences and deploy staff to minimize unfilled jobs daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and track all absences for the following:               <ul style="list-style-type: none"> <li>» All illness related vacancies in LKARS or normal process.</li> <li>» Elementary Program release time filled through Elementary Program Support LTO teachers (4 positions). Elementary Program scheduled specific days for School Improvement/ MDT for each school.</li> </ul> </li> <li>• Other release time requests go through Human Resources.               <ul style="list-style-type: none"> <li>» Human Resources will be allotting permission for release time based on projected number of available occasional staff on a daily basis.</li> </ul> </li> <li>• » Maximize hiring and onboarding process to streamline movement for schooling to employment with the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of unfilled jobs.</li> <li>• Reduce wait time for duration between posting and hiring process.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff absences are tracked centrally by Human Resources and staff placement is managed daily to maximize efficiency of occasional staff placement. Process effective in minimizing significant deficiencies in student support and negating student safety.</li> <li>• Decision to apply resources to continue with this process for 2023-34 school year.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• G. Girardi</li> <li>• Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor recently implemented Work from Home Administrative Procedure Pilot which is in place from June 1, 2022 to June 30, 2023.</li> <li>• LKDSB allows flexible work arrangements, for eligible employees, to assist in meeting strategic priorities as well as operational requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to properly implement and track the understanding and use of the procedure.</li> <li>• Maintain process for safety of operations and staff, and for security and confidentiality of work in the LKDSB.</li> <li>• Gather and provide feedback for management and staff to support proposal for directions for completion of pilot and determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased flexibility will make the LKDSB a more attractive environment for work and will increase applicants and maintain staffing.</li> </ul>	<ul style="list-style-type: none"> <li>• Process was deemed successful by Senior Administration, Managers and Supervisors. Made permanent June 2023.</li> </ul>



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 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, develop and implement a Health &amp; Safety Training Matrix.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute and raise awareness of Health &amp; Safety training matrix.</li> <li>• Inform all staff of training required and provide them the necessary training.</li> <li>• Update training software to include matrix items to track completion of required training.</li> </ul>	<ul style="list-style-type: none"> <li>• Board will notify and provide required training to staff.</li> <li>• Staff will be aware of their required Health &amp; Safety training, and it will be completed within expected timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• The Training Matrix has been finalized and is posted on the staff website in the Health &amp; Safety section for all staff to review.</li> <li>• The roll out of the training as shown in the matrix is in its initial stages.</li> </ul>
 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• G. Girardi</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, provide Opioid Overdose treatment kits (NARCAN) and back pack search kits to all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand distribution from secondary schools to include elementary schools.</li> <li>• Offer training through Bluewater Health to school administration on proper and safe use and storage.</li> </ul>	<ul style="list-style-type: none"> <li>• NARCAN kits and back pack search kits distributed to all schools and staff trained in their use.</li> </ul>	<ul style="list-style-type: none"> <li>• Two NARCAN kits have been provided to all elementary schools.</li> <li>• Expired NARCAN kits were replaced with two new kits at all secondary schools.</li> <li>• NARCAN kits are also in place at both Education Centres and the Maintenance Shop.</li> <li>• Training has been provided to all school administrators.</li> <li>• The two NARCAN kits were sent out with a backpack search package which included a protective desk mat and 5mil Nitrile gloves.</li> </ul>
 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>• J. Howitt</li> <li>• Public Relations Officer</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023, review and develop a strategy to increase school and department public communications engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey to better understand main tools of communications used by schools and departments to engage with community.</li> <li>• Provide professional learning opportunities in the area of website and PDF accessibility for departments and school administration.</li> <li>• Review and update documentation to support school and departments' use of social media.</li> <li>• Engage with schools to develop social media communications, including videos, which highlight the LKDSB Strategic Priorities, student and staff achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a survey and develop action steps for main communications tools utilized by schools and departments to engage with community.</li> <li>• Increased staff understanding and awareness of AODA requirements related to websites and PDF documentation.</li> <li>• Updated documentation on use of social media.</li> <li>• Increased use of LKDSB TikTok and other social media platforms.</li> <li>• Development of videos focused on each Strategic Priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed a survey of schools to understand main tools of communication. Continue to review results and recommendations in the development of communications support and planning for the 2023-2024 school year.</li> <li>• Held Professional Development for Administrative Assistants on AODA requirements related to PDF documentation. Information about accessibility requirements and resources were included in the April Director's Staff Newsletter.</li> <li>• Information and resources shared through the Director's Staff Newsletter regarding social media guidelines and requests for content submissions for LKDSB social media platforms. There were nine new social media account requests in the 2022-2023 school year.</li> <li>• Updated documentation for use of social media, including guidelines and content/issues management.</li> <li>• Continued focus in 2023-2024 on developing videos focused on each Strategic Priority.</li> </ul>



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 <p><b>Responsible:</b></p> <ul style="list-style-type: none"> <li>J. Howitt</li> <li>Public Relations Officer</li> </ul>	<ul style="list-style-type: none"> <li>In preparation of a website refresh, by June 2023, develop a site map/taxonomy of the LKDSB website and Staff Intranet.</li> </ul>	<ul style="list-style-type: none"> <li>Review and create a site map of existing websites on the LKDSB public website and Staff Intranet.</li> <li>Work with schools and departments to review and update websites/webpages and Staff Intranet sites/pages as necessary.</li> <li>Audit webpages for broken links and outdated content.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of a site map for the public website and Staff Intranet.</li> <li>Up-to-date school and department websites.</li> </ul>	<ul style="list-style-type: none"> <li>Site map for the public website and Staff Intranet completed.</li> <li>Ongoing support for schools and departments to ensure websites are up-to-date.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>Review structure and operation/activities of LKDSB's charitable foundations.</li> </ul>	<ul style="list-style-type: none"> <li>Align Board charitable foundations to Board Strategic Plan to support students and programming.</li> <li>Assess ability to consolidate the Board's charitable foundations into one foundation, thereby creating a more efficient one-stop location for student scholarship and bursary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of one Board foundation to support LKDSB students with scholarship and bursary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>The Board is finalizing the consolidation of the two School Foundations into one Board foundation. A July 2023 meeting completed the sign off from CKSAF Directors to permit the transfer of the investments and scholarships/bursaries to LEF. Once the transfer is completed, LEF will be renamed to the Lambton Kent Education Foundation (LKEF)</li> <li>The Foundation auditor and LKDSB Board lawyer attended the July 2023 meeting and have supported the transition process.</li> <li>Once the consolidation is complete, the Foundation website will be updated.</li> </ul>