



STUDENT ACHIEVEMENT & WELL-BEING
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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
 Supervisory Officer(s) Responsible: B. Hazard - Family of Schools Superintendents Goal 1	- Over the next three years, by June 2026, increase the percentage of elementary students achieving level 3 or 4 by: » 8% increase as measured by Primary EQAO Reading from 65% (2022-2023) to 73% (the 2022-2023 provincial average) » 6% increase as measured by Junior EQAO Reading from 78% (2022-2023) to 84% (the 2022-2023 provincial average).	- Implement reading instruction that reflects the Language Curriculum 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 resources (e.g., Heggerty and Flyleaf). - An approved Reading assessment tool (e.g., Acadience, 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 that support building teacher, ECE, and Principal understanding and implementation of Acadience Benchmark Screener data and explicit instruction that builds students' reading skills, the Language Curriculum	- By the end of 2024-2025 school year, 95% of K-Grade 1 classrooms will implement tier 1 explicit and systematic instruction of phonemic awareness using an evidence based, systematic resource that aligns with the Language Curriculum (e.g., Heggerty). - By the end of the 2024-2025 school year, 80% of K-Gr. 2 classrooms will implement daily tier 1 explicit and systematic instruction of phonics using an evidence-based resource that aligns with the Language curriculum (e.g., Flyleaf). - In the fall of 2024, all SK-Gr. 2 students will have an Acadience Benchmark Screener completed by their classroom teacher. All students who do not meet the benchmark will have a second Acadience Benchmark Screener completed by mid-March. - By the end of the 2024-2025 school year, 75% of SK-Gr. 2 classroom teachers will implement Tier 2 intervention (small group instruction based on screener and assessment data) at least once per week. - By the end of the 2024-2025 school year, 50% of Gr. 3-8 teachers will complete an approved reading assessment tool (e.g., Quick Spelling Survey, BAS, GB+) to	- By the end of 2024-2025 school year, 95% of K-Grade 1 classrooms implemented tier 1 explicit and systematic instruction of phonemic awareness using an evidence based, systematic resource that aligns with the Language Curriculum (e.g., Heggerty). - By the end of the 2024-2025 school year, 96% of K-Gr. 2 classrooms implemented daily tier 1 explicit and systematic instruction of phonics using an evidence-based resource that aligns with the Language curriculum (e.g., Flyleaf). - All eligible SK-Gr. 2 students received Acadience Benchmark Screener completed by their classroom teacher during the term 1 of the 2024-2025 school year. All students who did not meet the benchmark received a second Acadience Benchmark Screener by mid-March 2025. - By the end of the 2024-2025 school year, 93% of SK-Gr. 2 classroom teachers implemented Tier 2 intervention (small group instruction based on screener and assessment data) at least once per week. - Based on PA Day plans during the 2024-2025 school year, all Gr. 3-8 teachers completed an approved reading assessment tool (e.g., Quick Spelling



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		and Scarborough's Reading Rope (2001). - 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.	identify students with reading gaps and tier 2 intervention will be implemented at least once a week. - 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. 80% of SK-Gr. 2 teachers will engage in literacy professional learning with an Early Literacy Intervention Coach. - By the end of 2024-2025 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society. - All schools will have a School Learning Plan literacy goal developed with school staff and a system coordinator.	Survey, BAS, GB+) with students. - All schools were provided with Tier 2 (small group) intervention for early primary students via Early Literacy Intervention Coaches to support phonemic awareness and phonics. 94% of SK-Gr. 2 teachers engaged in literacy professional learning with an Early Literacy Intervention Coach during the 2024-2025 school year. - All classrooms were provided literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society. The literature included providing decodable books that shared an Indigenous perspective. - All schools had a School Learning Plan literacy goal developed with school staff and a system coordinator during the 2024-2025 school year.
 Supervisory Officer(s) Responsible: B. Hazzard - Family of Schools Superintendents Goal 2	- Over three academic years from 2023-2024 to June 2026, increase the percentage of elementary students achieving level 3 or 4 by: » 10% increase as measured by Primary EQAO Writing from 55% (2022-2023) to 65% (the 2022-2023 provincial average) » 7% increase as measured by Junior EQAO Writing from 77% (2022-2023) to 84% (the 2022-2023 provincial average).	- Forms of writing will be taught in K-8 classrooms according to the suggested writing plan guideline outlined in Elementary Program Notes. - Teachers will provide feedback to students in alignment with the Language curriculum to inform students' next steps.	- By the end of the 2024-2025 school year, most K-8 classrooms will provide instruction that supports the forms of writing outlined in the Language Curriculum (2023) and the Elementary Program Notes' writing plan guideline. - By the end of the 2024-2025 school year, all K-8 classrooms will provide writing feedback to student(s) and support student(s) next steps in writing development.	- By the end of the 2024-2025 school year, most K-8 classrooms provided instruction supporting the forms of writing outlined in the Language Curriculum (2023) and the Elementary Program Notes' writing plan guideline. - By the end of the 2024-2025 school year, most K-8 classrooms provided writing feedback to student(s) and supported student(s) next steps in writing development.



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Supervisory Officer(s) Responsible:

- B. Hazzard
- Family of Schools Superintendents

Goal 3

- Over the next three years, by June 2026, increase the percentage of elementary students achieving level 3 or 4 by:
 - » 10% increase as measured by Primary EQAO Math from 53% (2022-2023) to 63% (above the 2022-2023 provincial average)
 - » 10% increase as measured by Junior EQAO Math from 42% (2022-2023) to 52% (above the 2022-2023 provincial average).

- 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 that support specific students, and 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 intentional talk strategies in addition to 'Open Sharing.'
- 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.

- 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 the student math information will be displayed for teachers and principals.
- By the end of the 2024-2025 school year, all math classrooms will provide diagnostic feedback to student(s) based on a math continuum. The math continua will be used to identify student understanding and identify next steps for student learning.
- Most classrooms will implement Tier 2 intervention as a small group in the classroom at least once per week.
- By the end of the 2024-2025 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 intentional talk strategies to improve student mathematical thinking in addition to 'Open Sharing'.
- 80% 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

- Student assessment data was entered directly into the LKDSB Student Information System during the 2024-2025 school year. Revised continuum assessment information was collected via alternate secure digital forms.
- Based on PA Day plans during the 2024-2025 school year, all math classrooms provided diagnostic feedback to student(s) based on a math continuum.
- Most classrooms implemented Tier 2 intervention as a small group in the classroom at least once per week.
- By the end of the 2024-2025 school year, the vast majority of classrooms used think alouds for the purpose of teaching number sense 60 minutes per week during the full school year.
- 90% of priority grade 3 and grade 6 teachers engaged in mathematical professional learning focused on high impact strategies and the Math Achievement Action Plan goals.
- All schools had a School Learning Plan math goal that has been collaboratively developed with school staff and a system coordinator during the 2024-2025 school year.



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			collaboratively developed with school staff and a system coordinator.	
 Supervisory Officer(s) Responsible: • B. Hazzard • M. Mancini • Family of Schools Superintendents Goal 4	• Over the next three years, by June 2026, increase the percentage of secondary students achieving level 3 or 4 by: » 20.5% increase as measured by Grade 9 EQAO Math from 33.5% (2022-2023) to 54% (the 2022-2023 provincial average).	• Implement the diagnostic assessment in Grade 9 school math classes and collect leading student math data based on this tool. • Provide intervention support to all priority Grade 9 secondary schools, through allocation of Math Facilitators that support implementing best practices in math classrooms. • Implement the revised process for administering the Grade 9 EQAO Math assessment that provides less conflict with other courses, provides additional student supports, and includes the results as 10% of the final course mark. • 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.	• All priority schools will conduct a diagnostic assessment and provide tier 2 intervention (small group) support to students based on the findings. • All priority schools will implement a revised Grade 9 EQAO Math administration process that provides less conflict with other courses, provides additional student supports, and includes the results as 10% of the final course mark. • 80% of priority grade 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 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 the has been collaboratively developed with school staff and a system coordinator.	• All priority schools conducted a diagnostic assessment and provided tier 2 intervention (small group) support to students based on the findings. • All priority schools implemented a revised Grade 9 EQAO Math administration process that provides less conflict with other courses, provides additional student supports, and includes the results as 10% of the final course mark. • 70% of priority grade teachers engaged in mathematical professional learning focused on intentional math talk strategies. • All priority schools had a School Learning Plan math goal that has been collaboratively developed with school staff and a system coordinator.



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 Supervisory Officer(s) Responsible: • M. Mancini • Family of Schools Superintendents Goal 5	• 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% (the 2022-2023 Provincial Average)	• 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. • The Secondary Program Department will support literacy plan initiatives/literacy goals and provide professional learning based on needs identified in school learning plans.	• 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.	• All schools developed a school learning plan literacy goal. • Secondary program has supported implementation of best practices, including the use of diagnostic tools to provide targeted feedback and support for students. • While published results for Successful completion of OSSLT for First-time eligible students have not yet been released for the 2024-2025 school year, preliminary data suggests progress continues to be made in increasing the percentage of first-time eligible, fully participating students who are successful on the OSSLT.
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Preparation of Students for Future Success

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 Supervisory Officer(s) Responsible: M. Mancini - Family of Schools Superintendents Goal 6	- Over the next three years, by June 2026, increase secondary graduation rates: » 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)	- 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. - Schools will focus on re-engagement of early leavers	- 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.	- Students are provided with multiple opportunities to attain credits towards graduation, including credit recovery and summer learning programs including online courses and co-operative education opportunities. - Preliminary data indicates that the four- and five-year graduation rate has dropped. 4-yr rate decreased from 72.7% to 70.9%, up from 67.7% 6 years ago 5-yr rate decreased from 82.5% to 80.5% from previous cohort, up from 77% 6 years ago



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 Supervisory Officer(s) Responsible: M. Mancini - Family of Schools Superintendents Goal 7	Over the next three years, improve the percentage of students who earn 16 credits by the end of Grade 10 » 7.5% increase from 67.5% in 2022-2023 to 75% (the 2022-2023 Provincial Average)	- 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 percentage of students who earn 16 credits by the end of Grade 10. - Each secondary school will develop intervention plans and monitor credit accumulation. - School Learning Plan goals will be monitored through Superintendent visits.	- Increased percentage of students who earn 16 or more credits by the end of Grade 10. - Credit accumulation rates to support graduation.	For the 2024-2025 school year, the percentage of students who earned 16 credits by the end of Grade 10 was 70.6%, an increase over previous years.
 Supervisory Officer(s) Responsible: A. Barrese Goal 8	By the end of June 2025, the Special Education Plan will be completed, in compliance with the Ministry of Education criteria.	- Post the approved 2024-2025 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.	- The completed Special Education Plan is submitted to SEAC no later than June 2025 for approval. - The SEAC approved Special Education Plan is submitted to the Ministry of Education no later than July 1, 2025. - The Special Education Plan will be posted to the LKDSB website.	The LKDSB Special Education Plan was approved by SEAC on May 29, 2025, and submitted to the Ministry of Education.



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 Supervisory Officer(s) Responsible: A. Barrese Goal 9	- Investigate a system-wide plan and software program for Individual Educational Plans, Individual Student Profiles, Student Support Services Documentation and Well-being documentation. - Fully implement a program with resource teachers, educators, and student support services staff by the end of June 2026. - Second phase of implementation is parent/ guardian access by June 2026.	- Review current program options and establish needs and gaps in programming requirements. - Investigate available program options. - Transition from e-Lite to a new program. - Implement the program at the system and school level. - Establish procedures and provide staff training for shared responsibility and access to Individual Education Plans. - Establish procedures and provide staff training for shared responsibility for Individual Student Profiles. - Establish procedures and provide staff training for shared responsibility for Student Support Services referrals, documentation, and reports.	- Resource teachers will be trained to implement a program by the end of June 2024. - 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.	- The transition to the software program Clevr was fully started in June 2025. - The initial implementation of the program involved all Resource Teachers, and SSS/WB system teams. - Critical workflow documents to support the implementation of Clevr by Resource Teachers, SSS/WB Teams and Administrators have commenced. - Elementary classroom teachers will begin the co-creation of IEPs with accommodations for the second IEP of the 2025-2026 school year.
 Supervisory Officer(s) Responsible: A. Barrese	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.	- 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 Resource Teacher Role compliant	- 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 support for students.	- The system-wide review is complete. The outcome of the review has been finalized. - Implementation of the revised role is scheduled to begin September 2025. - Precise training and specific workflows and documentation are being created and instituted.



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Goal 10		with the Ministry of Education and local input.		
 Supervisory Officer(s) Responsible: E. Dixon Goal 11	By the end of June 2025, have the first year of a 3-year plan completed in developing a comprehensive resource to support Indigenous language revitalization for both Ojibwe and Lenape languages	- Develop a list of language speakers from our First Nation communities to assist in designing content for our resource - Complete an initial phase of content design	Have phase one of the resource available for all students, staff, and community members	- A list of language speakers from our First Nation communities to assist in designing content for our resource has been completed. - The initial phase of content design has been completed.
 Supervisory Officer(s) Responsible: A. Barrese M. Mancini Goal 12	- By the end of June 2026, curriculum continua, including course content, skills development and life applications will be developed for all 16 alternative courses as permitted by the Ministry of Education. - Alternative courses and alternative expectations are developed to assist students to acquire knowledge and skills not represented in the Ontario Curriculum.	Establish a working group of Teachers of ALLP, ABA Specialists, Administrators and SSS/WB staff to establish the alternative expectations for all courses to guide educators to develop students' skills and knowledge related to functional educational and life skills development.	16 course curriculum continua will be created - Teachers of ALLP classrooms will work collaboratively to design tasks, skill development opportunities for learning within and outside of the school setting related to life skills - Course implementation will begin February 2025. - Course organization structures to support student connections with a variety of educators.	To date, 6 alternative curriculum continua have been developed. The implementation of the two newest and the four existing curricula will be an area of staff training.



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Student Engagement & Well-Being

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 Supervisory Officer(s) Responsible: M. Mancini - Family of Schools Superintendents Goal 13	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. » 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%	- 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.	- There will be an increased percentage of students whose individual attendance rate is equal to or greater than 90 percent. - All students who are on 5- and 10-day absences will be contacted by the school administration. - There will be an increase in credit accumulation rates to support graduation.	- In 2024-2025 all students who were at 5- and 10-day absences were contacted by school administration. - School administrators identified and shared best practices to support increased attendance rates. - For 2023-2024 Attendance Level 90 was: - Grades 1-8: 61.1% - Grades 9-12: 64.7 %
	By the end of October 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.	- 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 can complete the LKDSB Climate Survey during academic school time. - Work with school teams to plan for communicating the need for broad	- 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.	- Schools received data from the 2023/2024 Climate Survey – August 2024 - School teams created support plans based on specific data



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Supervisory Officer(s) Responsible: A. Barrese G. Girardi - Family of Schools Superintendents Goal 14		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.	Use of data to support school 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.	
 Supervisory Officer(s) Responsible: A. Barrese G. Girardi Goal 15	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. The 2024 Climate Survey results will indicate the following data:	- 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, including School Mental Health Ontario. - Meet with administrators and resource teachers to outline the Tiered Supports available at LKDSB	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.	- The results of the 2023-2024 Survey indicate that the following groups would ask for help with mental/emotional issues at school: - Students Grade 4 to 6: 59% - Students Grade 7 to 8 :10% - Students Grade 9 to 12:7% - The following groups indicated they are aware of school mental/ emotional health supports at school: - Parent/Guardian: 58% - Staff: 59%



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	- Would ask for help with mental/emotional health issues at school: » 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: » Parent/Guardian: from 50% to 85% » Staff: from 65% to 85%	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.		
 Supervisory Officer(s) Responsible: A. Barrese Goal 16	- 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. - During the 2024-2025 school year, the number of schools included in the implementation of the MindUp curriculum will increase from 50% to 75%. - During the 2025 –2026 school year, all elementary schools will be encouraged to implement the MindUp	- The Mental Health Leadership team will update the action plan to refine the goals and resources to include feedback from those who participated in the pilot year. - A refresher overview of MindUp Program purpose and strategy will be shared at Principals' Council to Elementary Principals. - Will seek additional school teams to volunteers to participate in the MindUp program implementation. - Organize and complete in-service training to school teams/members who have agreed to voluntary implement the MindUp program. - Refine the structure of support for school teams to foster connections between staff and families.	Results comparing a pre and post questionnaire for staff volunteering to implement the MindUp Curriculum will indicate a positive increase in the following areas: Staff confidence with: - supporting students to feel safe, act kind, and be ready for learning - Understanding how the brain works and applying this understanding to support mindfulness - Identifying and implementing strategies to support student mindful listening, gratitude, and reflection	- Staff who completed the staff survey indicated an increased understanding and confidence in all areas. - In addition, staff report an increase in positive peer to peer interactions between students who participated in the program. - The implementation plan will continue to include additional staff, including Educational Assistants.



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	curriculum in Kindergarten to grade 2. All schools will be eligible to implement the MindUp curriculum up to and including grade 6, however our focus will continue to be on implementation K- 2.	- 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. - Continue with the 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 2025, with a continued focus on the Home Enrichment portion of the program.	Observations of student actions and interactions will demonstrate that students have a better awareness related to: - 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.	
 Supervisory Officer(s) Responsible: A. Barrese Goal 17	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.	- Conduct a survey to gather voices from all LKDSB staff to assist with the updated goals for the three-year strategy. - Create an action plan and establish goals related to school and Board areas of needs. - Gather input from the LKDSB Mental Health Leadership team. - Work collaboratively with the School Mental Health Coach to finalize goals, and establish the action plan, data sources, and monitoring measures. - Development of video and social media messages to highlight the goals of the strategy. - Analyze the results of the Climate Survey to determine how to better	- Increased staff understanding of the Mental Health and Addiction Strategy will be demonstrated in 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.	The Mental Health and Addiction Strategy, including the three-year action plan, has been created and submitted to the Ministry of Education.



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SUSTAINABLE STEWARDSHIP

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		support students to access mental health services within LKDSB and the community.		
 Supervisory Officer(s) Responsible: A. Barrese Goal 18	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: - 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	- 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 school-generated plan to support all students accessing universal accommodations. - Student Senators will be consulted about how to best communicate with students about their access to the universal accommodations.	- Accommodation 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.	- This goal continues to be a critical focus for our students in schools. - Administrators and school staff indicate this has not yet become an embedded practice.



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 Supervisory Officer(s) Responsible: A. Barrese Goal 19	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. Joint Local Planning including Community-based Child and Youth Mental Health Providers and the LKDSB have been created and collaborate to: - 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; - Finalize clear pathways to/through/from mental health care services for students who require services outside of the school setting; and - Coordinate outreach and engagement with students and their families who may face barriers to accessing mental health care.	- The joint local planning including members of LKDSB, the community mental health lead agencies: LINCK, and St. Clair Child and Youth will continue to meet regularly to plan the implementation of PPM 169. - 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 from 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.	- A common referral process will be established between the LKDSB and the leading 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.	- To date, ten of the eleven requirements of PPM 169, <i>Student Mental Health</i>, have been satisfactorily implemented. - The Right Time, Right Care Community document has been created and is ready to be introduced and implemented.
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Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: A. Barrese Goal 20	By the end of June 2025, a review of the departments of Blind/Low Vision and Deaf and Hard of Hearing will be completed.	- A review committee, including SSS/WB staff, Blind/Low Vision and Deaf and Hard of Hearing Staff, SEAC members and Administrators will be formed to review existing data and input provided by the current staff and student records. - Input will be gathered from school staff, students, and parents/guardians. - An evaluation of the time ratio of direct student and indirect supports. - Identify service provided by the Itinerant Teachers of Blind/Low Vision and the Deaf and Hard of Hearing. - By the end of March 2024, a current job description within the multi-tiered service delivery model will be created.	- Determine the current focus of resources and time spent supporting students, staff, and families. - A Tier Service Model of services for students accessing Blind/Low Vision and the Deaf and Hard of Hearing supports will be finalized for implementation. - Recommendations will be shared with the committee, schools, parents/guardians, and students. - Implementation of the review will be started in September 2025.	Review of Programs has been postponed to the 2025-2026 school year.
 Supervisory Officer(s) Responsible: A. Barrese Goal 21	- By the end of June 2025, School Based Services will be extended to include an Occupational Therapy team. - Data has been analyzed to determine the need of this support within LKDSB schools	- Create a profile that reflects the analysis of the data and student needs. - Develop an outline of responsibilities focusing on Tier 1 universal accommodations and Tier 3 sensory assessments.	- The addition of occupational therapists will support in-board sensory based assessments for our students. - Increase effectiveness of sensory breaks, inside, outside classrooms and within sensory rooms. - Reduce wait lists as identified as a Ministry of Education priority.	Despite a plan to engage Occupational Therapists at the LKDSB, we have been unsuccessful in hiring staff. We will continue recruiting to provide services for students.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

Human Rights

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 Supervisory Officer(s) Responsible: E. Dixon - Executive Council Goal 22	For the 2024-25 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.	- 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 learning plans to address school specific issues. - 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).	- 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, transphobia, and other hate incidents in schools. - Integrating equity, diversity, and inclusionary perspectives into all areas of the curriculum at both the elementary and secondary levels, as well as both Chatham and Sarnia education centres.	This goal was achieved through providing many learning opportunities to staff and students on topics such as; human rights, harmful language, restorative justice, and monthly primers on topics supporting inclusive learning and working environments.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: E. Dixon Goal 23	By June 2025, continue to 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 51).	- Seek input from current Indigenous staff in various staffing groups to gather input. - Look at current practices and refine them to include necessary changes.	To have the percent of Indigenous staff reflect our community.	Through this engagement we have developed a process to support the hiring of permanent Indigenous staff.
 Supervisory Officer(s) Responsible: E. Dixon Goal 24	By June 2025, continue to increase opportunities for student, staff, and community consultation on topics about equity, diversity, inclusion, and justice (see Equity Audit recommendation 29).	- Continue to meet with community advisory groups to listen, understand and be more responsive to the needs of students, specifically Black Students, Muslim Students and 2SLGBTQI+ Students, Staff Committee and Staff Sub-Committees. - 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+, Muslim Student Voice). - Deployment of Inclusive Diversity Consultants and System Coordinator in working closely with school-based teams and program departments.	- 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 multiple times.	Through this intentional consultation, we have been able to identify and meet specific concerns at schools, and vet important learning aspects that have increased engagement of marginalized community members



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: E. Dixon Goal 25	By June 2025, complete year-1 of the Ontario Arts Council grant work 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).	- The EDIJ team will co-plan and co-construct and consult to bring 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.	When students, staff and community members walk through our facilities, they will see themselves reflected in a creative way.	Workshops and learning opportunities occurred in our schools as well as in our education centres. Visual representation is increasing because of this learning.
 Supervisory Officer(s) Responsible: E. Dixon Goal 26	By June 2025, provide a clear pathway for staff, students, and community to report hate-based incidents.	- Update and develop policies and procedures to support anti-oppressive education. - Work with IT to design efficient method to report. - Create a graphic image and communication to help identify steps to report hate-based incidents. - Update communication and clarify information available to champion anti-oppressive education. - Provide a clear pathway to report hate-based incidents.	- 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. - Confidence in reporting knowing the LKDSB will follow through.	This was piloted. The pilot did not create sufficient efficiencies and the Board returned to its previous method of reporting hate-based incidents.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: G. Girardi - Executive Council	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.	- 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.	- On a go-forward basis, on the next review cycle's completion, 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.	- The Director's Office maintains a cyclical review of Policies, Regulations and Administrative Procedures. This process includes a review of inclusionary language consistent with the Human Rights Code through the Executive Council. - A Human Rights Committee has been established by the Board to initiate reviews and provide support where necessary.
 Supervisory Officer(s) Responsible: G. Girardi Goal 27	By June 2025, the Board will develop a guide on addressing domestic violence in the workplace, including addressing provisions of the Occupational Health and Safety Act and the availability of leaves for employees experiencing domestic violence (Recommendation 23)	- Coordinate discussions with Union Partners - Update Staff Portal - Work with community partners - Develop flow chart for support	- Greater awareness by staff - Process to support staff - Coordination with community	- The Lambton Kent District School Board annually outlines the Employment Standards Act (ESA), with specific information relating to Domestic or Sexual Violence Leave for all staff. - Leadership makes available leave options for victims of domestic violence as this is crucial for providing support and safety. - Conducted training for staff in conjunction with union and community partners.

LKDSB OPERATIONAL PLAN

2024-2025

STRATEGIC PRIORITIES



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: G. Girardi Goal 28	The board will train management to support a bias-free hiring process and implement strategies to minimize unconscious bias. (Recommendation 13)	- Coordinate discussion with all Leadership groups - Reduce staff concerns for Nepotism and Favoritism outlined in the Equity Audit	- Continued update to the LKDSB Hiring Process - Incorporate as part of the Leadership Mentoring process for new Administration	- Training for Leadership was conducted with the LKDSB Human Rights Legal counsel. - The hiring process was altered to reduce opportunity for nepotism and increased scrutiny for conflict of interest. - In process to create a manual to support learning for hiring staff.
 Supervisory Officer(s) Responsible: G. Girardi Goal 29	The board will follow up with an anonymous survey for employees who have requested accommodation and participated in the Return-to-Work Program to assess their experiences. (Recommendation 16)	- Discuss with Union Partners - Coordinate survey with Return-to-Work Process - Coordinate with support providers	The board will conduct a survey and evaluate responses so that, if necessary, improvements can be made.	The Board has acquired a survey process that will be used to support staff informing the Board about their experiences beginning this year.



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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
 Supervisory Officer(s) Responsible: B. McKay Goal 30	By December 2025, replace and upgrade all alarm panels at all LKDSB locations (schools and board offices).	- Receive quotes on replacement cost of all alarm panels. - Installation plan will prioritize LKDSB buildings due to current repair condition and urgency of network/cell phone connectivity. - Funding of project through LKDSB long-term capital plan. - Installation and testing of alarm panels through the next 16 months at all LKDSB locations.	- Consistency of alarm panels in all LKDSB buildings – one model of panel. - All alarm panels will be network connected with cell phone backup. - Minimize the number of services calls on outdated alarm panels which will save budget dollars. - All alarm panels will be under an extended warranty to further reduce ongoing operating costs.	- As of September 2025, 36 alarms and fire panels have been replaced. - Panel replacement will continue during the 2025-26 school year. - This project will extend beyond December 2025 due to the complexity of the replacement work and the difficulty of scheduling contractors to do the replacement work. - The Board focused on schools with outdated systems to ensure that alarm panel connectivity remains intact for all schools.
 Supervisory Officer(s) Responsible: B. McKay Goal 31	By June 2025, create a 5-year capital facility accessibility plan to ensure the Board is compliant with AODA standards pertaining to facilities.	- 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 a multi-year capital priority list for accessible facility improvements.	- By March 2025, ensure all LKDSB properties are fully evaluated based on the AODA standards. - Engage with consultant to help define AODA required capital work that will populate site assessment plan. - By June 2025, a multi-year capital plan will be completed which will include accessibility improvements for all board facilities.	- The school board engaged a consultant to review secondary schools and provide a report on accessibility capital requirements. - The first report was received during the 2024-25 school year. - This work will continue during the 2025-26 school year with more school accessibility reviews to occur. - The Ministry has provided accessibility capital funding to support accessibility capital projects. - This goal will be an ongoing annual goal.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: B. McKay Goal 32	Continue to review/revise the pupil accommodation scenarios, based on current fall 2025 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.	- Update all pupil accommodation phases and related capital projects/improvements with 2024-25 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 help review future school consolidations for Trustee consideration.	- Updated plan to address the empty pupil spaces in the LKDSB. - Presentation to Trustees on Pupil Accommodation Plan	- Presentation to Trustees on Pupil Accommodation Plan occurred during the 2024-25 school year. 2024-25 Long Term Capital and Accommodation Plan was completed and issued during the 2024-25 school year.
 Supervisory Officer(s) Responsible: B. McKay Goal 33	By June 2025, roll out on-line modules on procurement to achieve increased efficiency and minimize risk to the LKDSB.	- 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.	- Finalize LKDSB procurement audit results with Board's internal auditors. Recommendations will drive content finalization for the procurement modules. - 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.	- Procurement modules were completed. - Training to be delivered to staff during the 2025-26 school year.

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2024-2025

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 Supervisory Officer(s) Responsible: B. McKay Goal 34	By June 2025, set up preventative maintenance plan for all major mechanical equipment including HVAC, boiler, electrical, plumbing, and other major mechanical systems.	- 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. - Review budgets to determine available funding for project. - Issue RFXs to setup contract with mechanical contractors. - Initiate regular preventative maintenance schedule for all sites.	Have all major mechanical equipment inspected, cleaned, and adjusted once annually.	- Contracts are being completed to address major preventative maintenance areas. - Major mechanical equipment inspection and cleaning to start during the 2025-26 school year.
 Supervisory Officer(s) Responsible: B. McKay Goal 35	By March 2025, 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.	- Issue RFP for a consultant to help create 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.	By March 2025, Finalize a business continuity plan for the board.	- Business continuity plan was completed during the 2024-25 school year. - This plan is a living document with ongoing engagement, testing and modification occurring annually to ensure that all business continuity risks are properly catalogued and reviewed with board staff.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: G. Girardi Goal 36	- Continue ongoing recruitment efforts to increase community outreach and encourage applications in hiring with the LKDSB to minimize unfilled jobs daily. - Update a central plan to track staff absences and deploy staff to minimize unfilled jobs daily.	- Input and track all absences. - Release time requests go through Human Resources. - Human Resources will be allotting permission for release time based on the projected number of available occasional staff daily. - 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.	- 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 - Reduce wait time for duration between posting and hiring process.	- The LKDSB increased its community outreach in areas where most staff were found. This included neighbouring universities, colleges, and local communities. - The LKDSB has increased the opportunity to hire staff and support their career journey earlier. - The LKDSB minimized delays and reduced inefficiencies to expediate the hiring process.
 Supervisory Officer(s) Responsible: G. Girardi Goal 37	- 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.	- 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.	- 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.	The LKDSB has completed workplace harassment, workplace sexual harassment and workplace violence prevention policy, regulation and administrative procedure review and update. This is in process to post.

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 Supervisory Officer(s) Responsible: G. Girardi B. McKay - Public Relations Officer Goal 38	By June 2024, develop and implement a communications plan for highlighting student and staff successes in LKDSB communications platforms.	- Engage with schools to develop social media communications, including videos, which highlight the LKDSB Strategic Priorities, student, and staff achievements. - Provide support to schools and departments regarding the use of social media. - Prepare inventory of social media platforms by school.		36 individual spotlights were published on behalf of the board including Students/Staff/Facility Spotlights and Alumni in the News articles highlighting LKDSB achievements. - Inventory of school social media platforms was created. - All school administration/office staff have been trained on Thrillshare platform and received basic social media training. - Support has been provided to staff in various capacities including large group (GOAL, Admin Council), school specific, small group, and one-on-one training sessions.
 Supervisory Officer(s) Responsible: G. Girardi - Public Relations Officer Goal 39	By January 2025, officially launch new LKDSB board site, (62) corresponding school sites and MyLKDSB app	- Continue to engage with school administration and appropriate board representatives to ensure website content is ready for migration - Develop visual design concept for board and school sites in conjunction with Apptegy - Host website training opportunities for LKDSB communication staff and school administrators to ensure proper - Develop communication plan to successfully market the LKDSB website and supporting MyLKDSB App	- Board and school sites will strengthen LKDSB brand identify and provide an enhanced user experience where information is easier to navigate to and interact with 50% of LKDSB families will be accessing the MyLKDSB App by June 2025	- Board website + 62 corresponding school websites were launched in December of 2024 - The MyLKDSB App has achieved 6,000 unique downloads, enabling families to access timely school updates, calendars, and notifications in a centralized and user-friendly format - Feedback from administrators and staff has informed ongoing refinements to site content and platform/ app functionality post-launch



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 Supervisory Officer(s) Responsible: G. Girardi B. McKay - Public Relations Officer Goal 40	Utilize newly developed communication plan and supporting campaigns to continue to highlight LKDSB students, staff, and facilities with an emphasis on Secondary Schools and the family of schools' connection	- Ensure school websites clearly identify the school of families on both elementary and secondary sites - Increase the number of features of Secondary students, staff, teams, programs, and facilities shared through media releases, social media posts, and website highlights - Continue to engage with school administration to create a culture of communication and encourage the sharing of positive stories and school successes	An increase in the percentage of students that continue to enroll at LKDSB secondary after grade 8	Data is being collected.
 Supervisory Officer(s) Responsible: G. Girardi Goal 41	By June 2026, finalize update of the Emergency Procedures Guidelines for each Board facility.	- Standardize floor and site plans. - Schools update their Standardized Emergency Plans following guidelines provided by H&S Department - Complete photos of each site for inclusion in new standardized fire safety plans - Prepare plan for annual update to plans.	- Schools and Board sites in all municipalities will share a common template and consistent legend for emergency and fire plans supported by the various Fire and Emergency response partners in each community. - Shared digital folders will be available through Teams for school administration	- The LKDSB board-wide document is completed and has been distributed to all sites. - Administration will complete the document for individual sites by October 31, 2025.



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SUSTAINABLE STEWARDSHIP

Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: G. Girardi Goal 42	The board will complete a multi-year accessibility plan prior to December 2025 to outline how it will identify, prevent, and reduce barriers for persons with disabilities.	- The Board will address the need to create individualized emergency response plans for employees with disabilities (see Equity Audit recommendation 63) - Convene a working group inclusive of all LKDSB departments to provide input on plan and to implement recommendations.	By January 2026, the board will communicate and begin implementation of the accessibility plan.	- Committee has been established. - An audit was completed by a third party to inform decisions to be made by the committee
 Supervisory Officer(s) Responsible: G. Girardi E. Dixon Goal 43	By June 2025, update the teacher hiring process and complete a new non-teaching hiring process admin procedure.	- 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).	- Increased trust in the LKDSB hiring process. - A more representative staff demographic on the next staff census.	This process is ongoing.



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SUSTAINABLE STEWARDSHIP
Optimize human, financial and physical resources

 Supervisory Officer(s) Responsible: G. Girardi Goal 44	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).	- 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.	- 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.	- The process for having consistency with hiring committees is overseen by HR Officers to increase representation - HR has coordinated a process to support timely and constructive feedback for unsuccessful candidates in the hiring process
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