



Multi-Year Strategic Plan

2020-2025

Year 4 – 2023-2024

Priority #2 – Equity and Well-Being Index

Priority #2ddd	Equity and Well-Being	Key Results Score	Evidence of Progress and Impact
Strategic Direction #1	Promote a culture of equity in ALCDSD.		
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.		
Action #1	Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSD community.		
Strategy/Key Result #1	Implement and monitor the departmental actions outlined in the ALCDSD Equity Plan.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	Plan and implement professional development that aligns with the Equity Plan priorities.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Board Office staff receive professional development specific to equity considerations in their roles.	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #4	Establish a Community Equity Advisory Committee (CEAC).	0.0	Mid-Year Report (Year IV)
Action #2	Develop a consistent Board-wide response to the Truth and Reconciliation Commission's (TRC) Calls to Action that are reflected in each school Improvement Plans for Student Achievement and Well-being (SIPSAW) to ensure systematic structural change.		
Strategy/Key Result #1	Develop and build a responsive board wide Land Acknowledgement that educates, makes connections, and includes collaboration with community expertise.	0.2	Mid-Year Report (Year IV)
Strategy/Key Result #2	Complete and communicate current Aboriginal Self-Identification Policy and begin consultation process for an Indigenous Education Policy.	0.9	Mid-Year Report (Year IV)
Strategy/Key Result #3	Continue to build teacher capacity and confidence K-12 to further develop the understanding of Indigenous Pedagogical Practices, the "Why" of connecting Cultural Consultants, Indigenous Educators, Knowledge Holders, and curriculum.	0.9	Mid-Year Report (Year IV)
Action #3	Develop an Indigenous Education Team to best support Indigenous students and be responsible to Indigenous Student Success, needs and wellness.		
Strategy/Key Result #1	Build a K-12 approach to Indigenous Education with a focus on Assessment and Evaluation, Wellness and Relationship in classrooms	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #2	Ensure cultural and "real life" education for Indigenous students.	0.7	Mid-Year Report (Year IV)

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Strategy/Key Result #3	Develop the voice of the Indigenous Student Trustee to support students K-12.	0.7	Mid-Year Report (Year IV)
Action #4	Build capacity in Indigenous Education through sound pedagogical approaches.		
Strategy/Key Result #1	Intentional use of First Nations Metis Inuit Educational Association of Ontario (FMNIEAO) of Ontario Guidelines and resources.	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #2	Expand on Indigenous Brilliance through sound pedagogy K-12.	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #3	Implement C3 Inquiry based learning focused on the True History of Indigenous Peoples for Grade 7/8 students.	0.7	Mid-Year Report (Year IV)
Action #5	Increase school leader and educator capacity to address specific individual student needs.		
Strategy/Key Result #1	Build staff capacity to recognize students' strengths, nurture students' social and emotional growth, notice and respond to well-being concerns that arise and participate in students' circle of support	0.3	Mid-Year Report (Year IV)
Strategy/Key Result #2	The speech and language team work with school educators to build capacity to support literacy through phonological awareness, language structure, and narrative skill development	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #3	Occupational Therapist trains and coaches Grade 3-8 educators in teaching cursive writing.	0.7	Mid-Year Report (Year IV)
Strategy/Key Result #4	Train and build capacity with school teams to use Skill-Based Teaching (SBT) to develop communication, cooperation, and regulation in students.	1.0	Mid-Year Report (Year IV)
Strategy/Key Result #5	Expand learning from the Math Intervention Project framework to train and build capacity with school teams around inclusive math instruction practices through a special education lens.	0.5	Mid-Year Report (Year IV)
Strategy/Key Result #6	Train and build capacity for Life Skills Developmental Centre (LSDC) Special Education Resource Teachers (SERT) in the area of program development using the ALCDSB LSDC Framework	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #7	Facilitate and coach educator-led inquiry projects related to furthering inclusive practices in ALCDSB.	0.4	Mid-Year Report (Year IV)
Action #6	Refine and further promote a Student Success system of tiered supports and interventions to address system wide needs and ensure equity of opportunities for all students.		
Strategy/Key Result #1	Enhance the building of alternative education opportunities that address individual student needs by better integrating Child and Youth Worker and Social Worker supports, experiential learning, community agency partners and co-constructed learning plans.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	Review and streamline Caring and Safe Schools referral process to consistently include transitions and data sharing that fortifies the Student Action Plan (SAP) that includes community agency partners for improved engagement.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Communicate the policy and procedural changes to Suspension and Expulsion and Supervised Alternative Learning process (SAL).	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #4	Refine and fortify attendance processes aligning K-12 support and interventions ensuring the awareness of Student Success Teachers and SATs as well as Caring & Safe Schools.	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #5	Support the reduction of barriers for students facing credit accumulation challenges.	0.6	Mid-Year Report (Year IV)

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Priority #2	Equity and Well-Being	Key Results	Evidence of Progress and Impact
Strategic Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.		
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.		
Action #1	Promote self-regulation and positive mental health and well-being using a trauma informed approach.		
Strategy/Key Result #1	Students have access to a comprehensive pathway to internal and external mental health supports.	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #2	Create an ALCDSB Youth Advisory Group that meet quarterly to highlight student voice for mental health, addiction and wellbeing practices in schools.	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #3	Create an ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #4	School teams use a set of Universal Protocols (UP) to support students who engage in severe challenging behaviour be happy, relaxed, and engaged at school.	0.7	Mid-Year Report (Year IV)
Strategy/Key Result #5	Pilot Preventure, an evidence-based program to promote mental health and prevention of substance in four schools with grade 7 and 8 students	0.5	Mid-Year Report (YEAR IV)
Strategy/Key Result #6	Build staff capacity to support a whole school trauma assumed approach in two identified schools.	0.6	Mid-Year Report (YEAR IV)
Strategy/Key Result #7	Promote staff well-being in ALCDSB.	0.5	Mid-Year Report (YEAR IV)

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