Algonquin & Lakeshore

Catholic District
School Board

Equity Plan

2020-2024

DISCIPLESHIP | SCHOLARSHIP | STEWARDSHIP

Our Vision: We imagine a world where all are empowered to reach their full potential through faith and service.

Our Mission: The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.

Our Values:

- Our Catholic faith and the joy that comes from living Christ-centered lives
- Responsibility and Stewardship
- Equity and Well-being
- Individual success and accomplishment

Priority	Faith							
MYSP Directions	Support the seamless integration of the Catholic faith into all system priorities. Build intentional Catholic environments that express the richness of our faith.							
Goal	ALCDSB will ensure that our pastoral themes will be evident in all work that we do. Community traditions and perspectives will be honoured and represented and a focused and intentional effort to develop reciprocal relationships with families and community partners will be at the forefront of all we do. Link to United Nations' Sustainable Development Goals: #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged							

Actions (To Achieve Goals)	Timeline					Measurement/Key Performance Indicators	Monitoring	Resources
	20/21	21/22	22/23	23/24	Dept. Responsible			
Increase staff and student understanding of LGBTQ2S+ issues through a pastoral approach.	Review language in communication from Assembly of Catholic Bishops of Ontario for June Pride Month.	Develop an inclusive language guide and pastoral resources that inform and support staff and students in identifying and using language that is equity focused.	Develop a list of resources that educators can use to support students identifying as LGBTQ2S+. Align board tools, e.g. Aspen to support students and families.	Support ongoing learning for students and staff by developing guidelines for supporting students, staff and families that identify as gender non-conforming or on the transgender spectrum.	Equity Religion and Family Life Education (RFLE)	Qualtrics survey gauging staff comfort with LGBTQ2+ conversations distributed by the end of year 1. Focused Plan based on Qualtrics data survey will be developed by the end of Year 2. (i.e. creation of ALCDSB Pastoral Approach and Inclusive Language Document). By end of Year 2, Aspen will ensure flexibility in recording personal information in a way that represents the diversity of family composition. For example: non-gender defined parental fields, multiple spaces to record parents/guardians beyond 2. By end of year 3, schools will have and report on visual representation of LGBTQ2S+ students and families in schools as determined by focus group.	Who: Superintendents of Education Co-Ordinator of RFLE School Leaders Chaplaincy Leaders Board Social Workers How: Focus Groups Pd Groups Resource Completion Student Survey Data	Human: Superintendents of Education Co-ordinator of RFLE SAT RFLE/Equity School Leaders Chaplaincy Leaders Child and Youth Worker Board Social Workers Capital: Budget to Support Purchasing of LGBTQ2S+ resources Guest speaker presentations

						By the end of year 3, 75% of staff responding to the post survey will state that they are comfortable with articulating the pastoral approach. Tracking number of staff that reach out for support and resources in supporting LGBTQ2S+ students.		
Ensure that all school names, school team names and symbols are reflective of building inclusive communities and are free of any discriminatory language, symbols or historical events. (Policy A-2015-04-2)	Review all school names, school team names, and symbols, considering our Gospel values, and a current equity lens.	Develop a guideline for any new schools including a renewed opportunity to use our school team names as a way to evangelize. Develop a plan to support the transition of team names that do not align with our call as a Catholic institution rooted in faith and equity as a foundation.	Create a cyclical plan for review of naming opportunities and potential changes.	Establish a vetted bank of names through stakeholder engagement with pastoral supports.	Director's Office Equity RFLE	School Name, School Team Name and Symbol Audit completed by the end of Year 1. School Naming Guidelines will be created and distributed to school leaders by Year 3. 100% of school names, team names and logos will be inclusive and reflective of Catholic ideals and teaching by Year 4. 100% of schools will have a description of school names and team names for public information to be used on the school website by Year 4.	Who: Superintendents of Education Co-ordinator of RFLE SAT RFLE/Equity School Leaders How: Audit of all elementary and secondary team names and associated images Create guidelines for naming school teams Support plan to transition school names that need to be updated	Human: Superintendents of Education Coordinator of RFLE SAT RFLE/Equity School Leaders Community Advisors Capital: Budget for schools who need to rebrand (uniforms, signs, promotional materials)

Increase family engagement and involvement in all areas of school life using secure, board approved software.	Compile information about what is being used now to communicate to families. (various platforms) Ensure Aspen transition includes more inclusive qualifiers and expanded fields to represent student's families.	Develop Best Practices for building relationships with all families in ALCDSB. Language used in all forms and communication will be inclusive of all families.	Create a standard list of resources in consultation with stakeholders to accurately reflect contemporary family compositions.	Establish a communi-cation plan/template around family engagement, best practices for use by schools.	Director's Office Communication Office Learning Technology Services (LTS) Equity	Schools will track parent/guardian participation at school events and create a school goal for increased participation based on a percentile increase. Use of Early Development Index and municipal data to inform the acquisition of resources and supports by schools based on demographic data they gather regarding the families/students they serve. Continued use of School Messenger to ensure families are receiving regular communications from School and Central Office. Increase use of social media tools that cross post consistent information for all families in all demographics.	Who: Superintendents of Education SAT Equity Communication Officer Manager of LTS School Leaders How: Annual board Calendar review Family engagement survey (pre and post) Inclusivity review for: Aspen Communication All policy	Human: Director of Education Superintendents of Education SAT Equity Communication Officer Manager of LTS School Leaders Capital: N/A
Determine who our students, families and staff are, using Demographic Data Collection.	Develop Demographic Data team. Collect and identify sources of staff data we already have access to Compass Secure contract with Qualtrics.	Promotion tied to Student Data Collection (Sept.-Nov.). Identity teaching resources supplied to schools and families to support the survey. Student Demographic data collection (November 2021-February 2022).	Demographic Data shared to intention-ally inform the Equity Goals for BIPSAW and SIPSAW planning. Continued Demographic Data Collection for new students and staff. Create Professional Development and Teaching plan based on data.	Provide system level guidance around resource and staff alignment based on demographic data results. Students and staff need to see themselves. Maintain statistics from employment equity groups and look for trends to inform practice.	Equity Data and Research Communications Indigenous Education Human Resources	By year 1, the steering committee will be struck, and consultations will begin. By November of Year 2, 50% of students from K-Adult will complete the demographic data survey.	Who: Superintendents of Education SAT Equity SAT Data and Research SAT Indigenous Education	Human: Superintendents of Education Human Resources SAT Equity SAT Data and Research SAT Indigenous Education

	Conduct community focus groups for student demographic data collection process. Conduct family focus groups for student demographic data collection process.	Data Analysis. Conduct community focus groups for staff demographic data collection process. Conduct family focus groups for staff demographic data collection process.				By the end of Year 2 Steering Committee for staff demographics data collection will be established. By the end of Year 3, 50% of staff will have completed the demographic data collection survey.	OECTA CUPE Communications Human Resources How: Community focus groups held Data collection promote Data collection collected Board and School Demographic Data collection shared for planning purposes	Communications Consultation Focus groups Survey Development Capital: Qualtrics 2yr contract Promotional materials Paper and Mailing Survey distribution costs Potential data entry supports
Develop and deepen relationships with local Indigenous communities, and through cultural consultation, create programs in Indigenous education that are centered on the well-being and success of all students, Indigenous and non-Indigenous.	Develop an ALCDSB Indigenous Education Advisory Council (IEAC) to guide the work of Indigenous programs across the board, K-12.	Continue to develop and establish the ALCDSB IEAC committee.	In collaboration with consultants and local Indigenous community members, develop a school reflection tool for a deeper understanding of how to support the success and well-being of students.	Establish Board reviews plan and template for schools.	Director's Office Indigenous Education	By the end of Year 1 the IAEC Shadow Cabinet will co-develop Terms of Reference and Roles and Responsibilities document. By the end of Year 2 the IAEC will have membership reflective of the families it serves in ALCDSB. By the end of Year 3 ALCDSB schools will be using a pilot version of the school reflection tool.	Who: Director of Education How: Revision of Board Composition Policies	Human: Director of Education Capital: Potential legal and consultation fees

Priority	Equity and Well-Being							
MYSP Directions	Promote a culture of equity in ALCDSB. Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.							
Goal	ALCDSB will ensure that all students should learn in an environment where all staff have been given opportunities to challenge their own biases and privilege. Staff will adopt Self Regulation and trauma informed practices and learn how to respond when supporting mental health and addictions. Link to United Nations' Sustainable Development Goals: #4 – Quality Education; #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged							

Actions (To Achieve Goals)	Timeline					Measurement/Key Performance Indicators	Monitoring	Resources
	20/21	21/22	22/23	23/24	Dept. Responsible			
Ensuring learning opportunities and available services and resources for students and families across geographical regions of the board are as equitable as possible.	Gap analysis survey for staff and families re: resources they are aware of in the community and school board.

Continue to consult with all treaty partners (IEC, administrators, teachers, and cultural consultants). | Develop current list of essential services that all schools will provide or connect families to.

Promote all post-secondary pathways on a more equal basis – including that of apprenticeships. | Establish relationships in the west (possible Loyalist connection) to provide similar experiential learning opportunities currently offered in collaboration with post-secondary institutions in the east. School Within A College (SWAC).

If the services don't exist how do we find solutions as a system? | Establish central level partnerships with community partners to articulate services to be delivered to students in underserved areas. | Caring and Safe Schools

Student Success

OYAP

Student Services

Mental Health and Addictions Lead

Indigenous Education | All staff and families across ALCDSB will be aware of the community resources available to support students and families.

School Leaders can effectively message how they are the "First Door" for families, by establishing a tracking template for external partner referrals by school staff and successful parent engagements with these services.

By the end of Year 2 all grade 10 students will experience the Civics and Citizenship course (CHV 20) virtually, tailored to local community experiential learning opportunities and curriculum directly related to school-based OYAP, Dual Credit and SHSM programs. | Superintendents of Education

Coordinator of Student Services

SAT Student Services

SAT Caring and Safe Schools

SAT Student Success

SAT OYAP

SAT Indigenous Education

Mental Health Lead | Human: SAT Student Services

SAT Safe and Caring Schools

SAT Student Success

SAT OYAP

SAT Indigenous Education

Mental Health Lead

Capital: Visual Production

Media Production |

							Alternative Education and Caring and Safe Schools programs will undergo a Stakeholder Review in 2022/2023 looking at program delivery, access and entry points to programs, based on student needs data from schools.	How: Gap analysis survey of resources

Track frequency and number of schools who have accessed support from cultural consultants

Creation of staff resource lists | |
| Creation of a plan of action to educate and establish consistency in staff responses to substance use. | Board committee is established (staff, parents, students).

Support and education for parents.

PD planned for senior team, principals, and staff.

SMHO connection to guide work. | Systematic Professional Development for school staff.

Collect data on student suspension for use at school (vape, cigarettes, drugs); keep data on students referred to school social worker and/or KAIROS for addictions.

Compile a list of resources and community supports that are available for schools and families. | Communication strategies and plan for families starting in the Primary grades.

Collect data on student suspension for use at school (vape, cigarettes, drugs);

Keep data on students referred to school social worker and/or KAIROS for addictions. | Analyze and interpret data. | Student Services | Pre and post surveys, measure staff confidence in staff responses.

Examine suspension data.

Reduce suspensions due to substance abuse by 25% year over year. | Who: Superintendent of Education

Mental Health Lead

Board Committee

How: Plan of action established

PD for principals, staff, students, families, and community partners | Human: School Leaders

Mental Health Lead

Attendance Counsellors

Youth Workers

Chaplains

Social Worker

Kairos Counsellors

School Mental Health Ontario

Capital: Release time for professional development

Promotional material |

Create an Educator Resource and Framework (Gr.5-12) to support a safe classroom culture that is essential for having conversations about equity.	Complete "4 Pillars" Resource. Create a common understanding with schools of what the elements needed to create what a Safe Space is. for student learning.	Pilot "4 Pillars" in Elementary (Gr.5-8) panel and Secondary Understanding Contemporary First Nations, Metis & Inuit Voices (NBE3) course in order revise and customize.	Roll out "Safe Spaces" resource to all schools with PD.	Consolidate resources for student use to empower "voice" in the classroom. Create a Student Voice/Equity Symposium by and for students in our system.	Equity Indigenous Education Religion and Family Life Education	By the end of Year 1, 4 Pillars Resource will be completed. Pilot schools and Educator teams will be selected and pre and post data gathered based on experience using the 4 Pillars resource by the end of year 2. 50% of educators from the pilot schools will report using the training and tools provided to create classroom culture that supports having necessary conversations about unconscious bias, racism, and oppression.	Who: Superintendents of Education SAT Equity SAT Indigenous Education Cultural Consultants Schools Leaders Pilot teachers How: Bimonthly working group meetings Resource completion Pre and Post surveys for pilot group	Human: SAT Equity SAT Indigenous Education Cultural Consultants Schools Leaders Pilot teachers Capital: Cultural Consultants Release teachers for feedback on pilots and planning next steps Promotional materials
Use Self-Regulation and Trauma-Informed Practices to ground all equity and student-centered learning discussions in schools.	Engage in CRRP process with 3 schools (elementary east and west and 1 secondary school). Trauma-Informed resource website will be added under Educational Resources already completed.	Integrate Self Reg Profiles and Trauma considerations into student centered learning approach and transitions (St. Michael/NCC pilot). Create target schools re: Trauma-Informed Practice.	All staff receive trauma informed training on a PD day. Ongoing CYW training will provided. In class coaching and consultation at target schools.	All staff receive trauma informed training on a PD day. Ongoing CYW training will provided. In class coaching and consultation at target schools.	Student Services, Mental Health and Addictions Religion and Family Life Student Success Teacher Librarian Alternative Ed	By the end of year 2 a clear definition of what CRRP means for us in AL-CDSB will be established and shared on Board Webpage. By the end of Year 2, schools involved with the CRRP project will share their learning with the system and school leaders.	Who: Superintendents of Education SAT RFLE/Equity CRRP School Leaders and Staff Student Success Teacher Librarian Alternative Ed Mental Health Leader Occupational Therapists	Human: SAT to deliver Self Reg PD and in class coaching Coaching consultant for CRRP Dr. Sian Phillips to deliver PD and monitor the website

						Dyadic Developmental Psychotherapy part one will be offered to school administrators and student services staff and a trauma informed approach will be implemented in: 30% of schools by June 2022 70% of schools by June 2023 100% of schools by June 2024	School Leaders and Staff How: Track views on Trauma informed website Ongoing feed-back collection from school staff from coaching Pre and Post Survey for transition pilot and CRRP	Capital: Self Reg Modules for CYW staff Consultant fees Release time
Provide relevant and ongoing Anti Oppression, Anti Racist and Anti Bias Professional Development to staff.	Ongoing Equity resources will be created and shared system wide to support Anti Oppression, Anti Racist, and Anti Bias work. Establish a communication strategy. Gap analysis to see what resources are needed.	Develop a planning team to decide on training format, platform, and consultation model. Develop focus, frequency, and writing team for resource sharing.	Begin roll out for Equity and Inclusion Training.	Develop School Self-Evaluation Template for use by School Administrators and all school level leaders.	HR Equity Curriculum RFLE Communications	Planning team will be developed by the October of Year 2. By the end of Year 2 100% of Secondary Staff will have engaged in ongoing Equity PD with DR. ABC. By the end of Year 3, 50% of Elementary staff will have engaged in ongoing Equity PD. By the end of Year 4, 100% of Elementary staff will have engaged in ongoing Equity PD. By the end of Year 4 all Board office staff will have engaged in ongoing Equity PD.	Who: Superintendents of Education Superintendent of Human Resources Human Resources Equity Lead Coordinator Curriculum SAT RFLE/Equity Communications How: Embedded surveys in training Gap analysis Resource creation and distribution Feedback survey	Human: Consultants Resource gap analysis and resource creation Capital: Consultant fees Staff Release time

Priority	Achievment and Innovation							
MYSP Directions	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning. Empower students' capacity to lead their own learning, in order to embrace their God-given talents.							
Goal	ALCDSB will ensure that all students should see themselves reflected in the curriculum and have equitable access to learning and assessment that is engaging, authentic, relevant, bias free and connected to local and global issues. Link to United Nations' Sustainable Development Goals: #4 – Quality Education; #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged							
Actions (To Achieve Goals)	Timeline					Measurement/Key Performance Indicators	Monitoring	Resources
	20/21	21/22	22/23	23/24	Dept. Responsible			
Ensure that classroom resources used to support curriculum reflect a variety of diverse perspectives - students should see themselves and diverse perspectives in the resources in the classroom.	Provide education for Administrators regarding: Classroom resource diversity audits. Weeding policy and replenishing focus, to keep resources current and relevant. Compiling resource lists and purchasing. Begin Student generated resource pilot project in intermediate.	Provide PD based on resources and share resources with schools. Use student demographic data results to align resource focus areas.	Develop a tool, resource, and PD cycle.	Develop a Board template for resource selection to be used system wide for implementing and purchasing materials, resources and programs used by students.	Equity Curriculum	By the end of year 1, the weeding policy will be reviewed and updated and shared with LRA's. By the end of year 2, an audit will be created, and resources collections will be updated. By the end of year 2, all schools will have comprehensive lists of the English Language Learners in their schools using data from Aspen. By the end of Year 2, each school will have comprehensive demographic data to support resource distribution list.	Who: Superintendents of Education Curriculum Coordinator SAT Equity SAT Data and Research How: Survey question in data collection survey to set baseline. (Do you feel represented? Reflected? Lived experiences re-flected in class-room content?) Resource Gap analysis Classroom Resource List generated, and purchases made Post PD feedback form	Human: Human resources to review and evaluate surveys and audits and compile the data. Educator and student committee members to co-construct resource lists. Deliver Professional Development Capital: Purchase resources Release time for PD

Re-align Secondary School Practices to promote more equitable learning experiences for all.	Look at enrolment of current technology courses to determine reasons for gender imbalance. Develop planning team and plan to support de-streaming of Secondary Programming. Ensure consistent message around de-streaming as equity.	Supporting educators with current pedagogical approaches and resources to teach all students as a part of Gr. 9 Math De-streaming. Explore options for alternative classrooms for other areas of the board (e.g.Belong, Student Support). Continue to promote more balanced ratios of male/female numbers in technology classes across the board – particularly manufacturing technology programs; and encourage enrolment in non-traditional pathways for males and females in Dual Credit, OYAP and Specialist High Skills Major (SHSM) programs.	Supporting educators with current pedagogical approaches and resources to teach all students as a part of Gr. 9 De-streaming. Track and evaluate options & strategies for alternative classrooms (both physical and pedagogical).	Survey students and parents on the success/effectiveness of our practices and planning for next Equity Plan.	OYAP Caring and Safe Schools Student Success SHSM Curriculum Equity	100% of all secondary schools will have de-streaming teams established to guide the work by the end of Year 1. De-streaming Teams from each secondary school will meet a minimum of 6 times by the end of year 2. By the end of year 2, grade 9 math teachers will report increases in self-efficacy specific to teaching de-streamed math. By the end of year 2, 10% more students will enroll in grade 10 academic math than in years prior. Increase in Specialist High School Major courses and dual credit programs. Higher achievements of student certification. Use of board-developed diagnostic in My Blueprint at the beginning of the course to bring student assets to the forefront, allowing educators to engage in evidence-based planning. Ongoing use of culturally responsive instruction, assessment and evaluation in all grade 9 courses by June of 2023. Individual student profiles are effectively used to support students in all grade 9 courses.	Who: Superintendent of Education Co-ordinator of Student Success SAT –Student Success SAT-OYAP SAT-Student Success, Secondary De-streaming Board Team How: Survey re: opportunities to partake in more equitable tech/trade courses in both sides of the board Collect data re: student engagement/satisfaction and credit accumulation in students who are taking tech/trades courses	Human: Superintendents of Education De-streaming Planning Team Data collection and Gap analysis team Capital: Program fees Consultant equity training

| | | | | | | A yearly graduation rate increase of 10% for at-risk students to transition into post-secondary education including college, university and apprenticeship programs. | Survey of needs for de-streaming

Demographic data linked to student achievement

Track referrals made, referrals accepted, etc. To identify the number of students that would benefit from an alternative learning model

Track & evaluate re-engagement and credit accumulation rate changes in students who step into this alternative delivery platform/ approach | |
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Priority	Resource Management								
MYSP Direction	Efficiently and Effectively Allocate the Resources of the ALCDSB.								
Goal	ALCDSB will ensure that all staff and students should have equitable access to environments, resources and opportunities that are responsive to meeting their needs. Link to United Nations' Sustainable Development Goals: #3 – Good Health and Well Being; #4 – Quality Education; #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged.								

Actions (To Achieve Goals)	Timeline					Measurement/Key Performance Indicators	Monitoring	Resources
	20/21	21/22	22/23	23/24	Dept. Responsible			
Apply an equity lens to all decision-making processes (I.e. facility renewal process and overall budget discussions).	Include equity as a consideration in budget review committee conversations (BRC) and discussions over resource allocation.	Do a deep dive into feedback data on spending in K212, and school pressure areas spreadsheet in collaboration with Senior Team. Ensure that equity is considered in the facility renewal process which is also in the MYSP.	Create a cyclical review plan based on key metrics around equity.		Finance Plant and Planning Senior Team	Implementation of a consistent and transparent process for school leaders to work in conjunction with Plant and Planning to prioritize the system's highest facility renewal needs within the Board's funding constraints. Conduct a purchasing audit in of 10% of our schools, looking for data trends. Upon analysis of data provide feedback to administrators regarding next steps to achieve equity goals.	Who: Finance Plant and Planning Senior Team How: Minutes and notes will be taken for each of these committees, and it will be evident that equity is considered at all steps in the process	Human: Staff time Input and discussions Capital:
Student Services Allocation Goal E.A and CYW	Regional internal audit team on process for human resource allocation. Re-evaluation for CYW allocation. Re imagine purpose of school pressures data.	Implement recommendations from auditor's report. Re-evaluation for CYW allocation and role based on data collected at the end of year one.			Student Services Mental Health and Addictions Finance (Breanne mentioned possibility of collaborating on E.A. piece)	If successful, we will see a 50% reduction in temporary EA's added each year. Reduce temporary EAs from previous year of 14 added positions to 10 after the first year.	Who: Superintendents of Education SAT Student Services Mental Health Leader Attendance Counsellor	Human: Coordinator of Student Services Supervisor of Youth Workers Attendance Counsellor Youth Workers

		Implement changes to the school pressures data.				Reduce temporary EAs from previous year of 10 added positions to 5 after the second year. Reduce temporary EAs from previous year of 5 added positions to 0 by the end of year three. Youth worker pre and post surveys, measuring the youth workers comfort level and confidence. Staff and pre and post survey. By the end of year 3, 75% would engage in this work and complete the survey, rate themselves out of 5 in confidence, comfort, and knowledge, average of 4.5 on post survey.	How: HNS Spreadsheet consultations Coordination with community partners about incoming students in the spring Schools to inform Student Services when they have a new student with high needs register, this will inform spring discussions	SAT Student Services Mental Health Lead Capital: Internal Auditor
Provide school-based equipment inventories to ensure that all students have access to the technology they need.	Spring -LTS will go to schools to start inventory.	Asset database will be used to create a detailed report. LTS will work with Senior team to address technological gaps that may be found across the Board.	Action Plan developed based on findings of report. Create a decsion-making process which promotes Equitable use of funds for school and system-based technology choices.		LTS	LTS plans to complete elementary school audits by Spring 2022. Gap analysis will be conducted in 2021/22 and a report will be generated for Senior Team. 2022/23 An action plan to be created which outlines an equitable purchasing matrix.	Who: Manager of LTS How: Report presented to the senior team and school admin Action plan to follow based on findings	Human: LTS staff to go to schools and collect inventory Report Creation Capital: Transportation Cost-Mileage

Attracting a more diverse staff and removing barriers to inclusion.	Draft and ask for feedback on an Equity and Inclusion statement to add to our job postings. Where possible, strive to showcase a diverse interview panel (i.e. age, gender, ethnicity, etc.). Onboarding planning and data collection.	Add an Equity and Inclusion statement to add to our job postings. Re-establish interview question bank focus group. (following the completion of Job Description and Performance Management focus group.) Onboarding program to begin. Begin a living document section for employees that are relocating (i.e. list cultural agencies and possibly engage with employment resource agencies and Loyola). Look at supports for staff with barriers. E.g. LD.			Human Resources	By the end of Year 1, a multi-stakeholder team will be developed. By the end of Year 2, the team will develop a comprehensive strategy for attracting more diverse staff. By the end of Year 3, baseline demographic data will be collected and analysed. By year 4, our demographic data will be reflective of our efforts of trying to attract and support a more diverse staff.	Who: School Leaders Managers and Supervisors from all Departments Human Resources Senior Team How: Measure the training by reviewing records, recruitment records (applicants, successful applicants - how did you hear about us, where did you see us advertised, etc.)	Human: External vendor for Advertising Focus Group Capital: External vendor for Advertising costs Implementation will require time and input from other board stakeholders (i.e. other departments, unions)