

## RCDSB Work Plan for Staff for the 2020-2021 School Year Mid-Year Update

<b>Guiding Principle</b>	<b>EXCELLENCE IN TEACHING AND LEARNING</b> Search out, develop and reflect on best practices that constantly improve engagement, exploration and achievement.
<b>Goal Statements</b>	<b>E.1 Develop, communicate and implement a Board Improvement Plan that sets high standards of achievement and well-being for all students and staff.</b>
	<b>E.2 Use innovative programming and technology to expand and enhance student engagement, participation and character development in all aspects of school life.</b>
	<b>E.3 Create authentic and contemporary learning and life experiences that empower students with a deeper understanding of, and respect for, both community and global citizenship.</b>

### Commitment to Measurement

*Bi-annual report on achievement strategy, using qualitative and quantitative data, including: school-level monitoring of progress related to achievement through SIPs leading to system-level monitoring of progress through BIP; status of creation and implementation of F4L and professional learning opportunities for staff; update on provision of educational experiences for students and staff; and, progress in achievement through comparative and/or other measures.*

Actions	Responsibility Centre	Description of Actions	Timelines	Not Yet Started/Completed/In-Progress/Ongoing
Develop and implement School Improvement Plans (SIPs) that reflect the guiding principles and are based upon the System Improvement Learning Cycle, with SIPs informing/being informed by the Board Improvement Plan (BIP).	<b>Renald Cousineau (Lead)</b> Jacqueline Poirier Stephen Blok	As part of the annual improvement planning processes, each school will be tasked with developing a common understanding of the recently-released framework for learning, <i>Inspired Learning</i> , by unpacking the document through the lens of guiding questions. The various components of <i>Inspired Learning</i> will be explored at staff meetings using centrally-developed supports. Key learnings will be shared at Meetings of Senior Administration, ACES and CASS.	September 2020 - June 2021	<b>In-Progress:</b> With the interruption to school and board improvement planning this school year, as a result of the global pandemic, staff in Program Services and Special Services are taking the opportunity to review and refine the nature of the improvement planning processes at the school and system levels in preparation for a resumption of this collective work next school year. A key aspect of future improvement planning processes will be the dynamic interplay between core skills of literacy and numeracy, global competencies (including critical thinking and creativity, collaboration and communication, character and citizenship) and the “big ideas” of the curriculum as outlined in the <i>Inspired Learning</i> resource.  Note: The RCDSB’s <i>Inspired Learning</i> document was introduced to all staff during the Professional Activity (PA) Days of 02-04 September 2020.
		An Improvement Planning Review Team will be established to examine the strengths as well as the limitations of the current BIP and SIP processes and envision the next iteration of this important work in alignment with the <i>Inspired Learning</i> resource and current research related to best practices for improvement planning.	November 2020 - April 2021	

Professional Development in the Core Skills (Literacy & Numeracy), Global Competencies (Character, Citizenship, Collaboration, Communication, Creativity & Critical Thinking) and the Big Ideas of *The Ontario Curriculum* in Support of Student Achievement::

The Program Services Department considers achievement, equity and well-being of students and staff through a holistic approach to education. As such, professional learning opportunities for staff focus on the provision of foundational skills in literacy and numeracy, global competencies, and the big ideas of the curriculum, as well as opportunities for students to contextualize learning in authentic, relevant and experiential ways.

The objective of the System Team for the 2020-2021 school year (System Principals and Instructional Coaches) is to collaborate with school teams to support them in meeting the learning goals identified at each site. In order to achieve this objective, the System Team has been organized by panel and through a geographic model as follows:

By Panel

- Instructional Coaches (6) and System Principal (1) at the elementary level;
- Instructional Coaches (5) and System Principal (1) at the secondary level;
- Technology-Enabled Teaching & Learning Coaches (3) and System Principal (1) for Experiential Learning and Leveraging Digital;
- English as a Second Language teachers (2); and,
- System Principal of Equity and Anti-Racism.

Through a Geographic Model

- Instructional Coaches (4-6) for the three geographical areas (Arnprior & Renfrew; Opeongo & Pembroke; Deep River, Madawaska & Petawawa).

Note: Each geographical area is being supported by an Elementary Bilingual Literacy Coach, an Elementary Numeracy Coach, a TELT-C, and a Secondary Literacy and Numeracy coach. The Consultants/Coaches in the Special Services Department, Indigenous Consultant/Coach, SHSM and OYAP Coordinators, as well as the Grade 7&8 Guidance Teacher will continue to support the entire system.

**Capacity building through the Tenets of the Framework for Learning (F4L), *Inspired Learning***

System-level teams will support schools to further embed the principles of experiential learning across the curriculum and explore how teaching and learning environments, learning partnerships, pedagogical practices and leveraging digital impact student achievement, as well as how these tenets can enhance the learning experience for students.

**Capacity building in the area of 'Elementary Numeracy'**

An introduction of the new mathematics curriculum for Grades 1-8, including:

- develop an understanding of the changes from the previous curriculum;
- share and promote the use of embedded tools of the dynamic curriculum document (long range plans, scope and sequence, sample activities);
- support elementary educators to appreciate the continuation of recent work as core elements of the new curriculum (Mathematics Strategy, Focus on Fundamental in Mathematics (FFM), 'Lawson Continuum', and effective strategies such as 'Number Talks');
- school-based professional learning support by the instructional coaches (geographic model) with a focus on new concepts (financial literacy, coding); and,
- development of resources to support short professional development segments at staff meetings.

Note: Instructional Coaches, TELT-Cs, and Coaches/Consultants in Program Services and Special Services will support classroom teachers in the delivery of the language and mathematics curricula, and will work with school teams to implement research-based instructional practices to support student achievement.

**Capacity building in the area of 'Secondary Numeracy'**

System-wide supports for school teams in regards to the mathematics curriculum at the secondary level include:

- school-based professional learning supported by the instructional coaches including a focus on the Ministry of Education's Mathematics Strategy, *Focus on Fundamental in Mathematics (FFM)* and in response to identified school and student needs;
- support for the the transition to a de-streamed Grade 9 mathematics program (for September 2021) and the implementation of the new Grade 9 Math curriculum as resources are released by the Ministry of Education;
- in-school support by Instructional Coaches in preparation for provincial assessments (field testing to take place for Grade 9 applied and academic); and,
- support for individuals and school teams in developing engaging environments for building skills in mathematics, with a focus on authentic tasks and learning in context, as well as the expansion of Assessment and Evaluation practices used in our classrooms.

Note: Instructional coaches, TELT-Cs, and Coaches/Consultants in Program Services and Special Services will support classroom teachers in the delivery of the language and mathematics curricula, and will work with school teams to implement research-based instructional practices to support student achievement.

**Capacity building in the area of 'Elementary Literacy'**

System-wide supports for school teams in regards to the language curriculum at the elementary level include:

- using the Science of Reading research, implement key components (decoding, phonics, fluency, vocabulary) in K-3 classes with a strong focus on grades 1 and 2;
- implement a balanced language approach to literacy that encompasses both french and english;
- continue to support the use of the Barton System (for reading and spelling) with all schools now having access to this resource;
- development of a protocol to support literacy interventions for students engaged in remote synchronous learning;

	<ul style="list-style-type: none"> <li>• support of French as a Second Language (FSL) programming through a partnership with l'Association Canadienne des Professionnels d'Immersion (ACPI) and targeted interventions provided by Instructional Coaches; and,</li> <li>• school-based and virtual support for Kindergarten Teams (Classroom Teachers and Early Childhood Educators) on the development of literacy behaviours.</li> </ul> <p>Note: Instructional Coaches, TELT-Cs, and Coaches/Consultants in Program Services and Special Services will support classroom teachers in the delivery of the language and mathematics curricula, and will work with school teams to implement research-based instructional practices to support student achievement.</p> <p><b>Capacity building in the area of 'Secondary Literacy'</b> System-wide supports for school teams in regards to the language curriculum at the secondary level include:</p> <ul style="list-style-type: none"> <li>• promotion of disciplinary literacy in order to support a school-wide approach to supporting literacy;</li> <li>• in-school support by Instructional Coaches in preparation for provincial assessments (OSSLT - Ontario Secondary School Literacy Test);</li> <li>• in-school support for delivery of language instruction through diverse and engaging reading materials and in authentic contexts that inspire students to develop literacy skills;</li> <li>• in-school support for the ongoing expansion and refinement of Assessment and Evaluation practices in classrooms; and,</li> <li>• support of French as a Second Language (FSL) programming through a partnership with l'Association Canadienne des Professionnels d'Immersion (ACPI) and targeted interventions provided by Instructional Coaches.</li> </ul> <p>Note: Instructional coaches, TELT-Cs, and Coaches/Consultants in Program Services and Special Services will support classroom teachers in the delivery of the language and mathematics curricula, and will work with school teams to implement research-based instructional practices to support student achievement.</p>			
<p>Create a system-wide 'Framework for Learning' (F4L) that supports the enhancement of core skills in literacy and numeracy, global competencies, and deep learning, including leveraging digital, in teaching and learning environments.</p>	<p><b>Stephen Blok (Lead)</b> Renald Cousineau Jacqueline Poirier</p>	<p>ACTION COMPLETED FOR 2017-2020 STRATEGIC PLAN</p>	<p>SPRING 2020</p>	<p><b>Completed:</b> The 'Framework for Learning' document, <i>Inspired Learning</i> (2020), has been created as a resource for system-wide reference and utilization in professional learning contexts, including future improvement planning processes, as noted above.</p>
<p>Offer professional learning opportunities for all staff that are inquiry-based and built upon a shared commitment to collaborative professionalism.</p> <p>Support an approach to student success that is responsive to all students and school communities, including English language learners, students with special needs, students of Aboriginal ancestry, as well as students facing challenges due to a multitude of factors.</p>	<p><b>Jacqueline Poirier (Lead)</b> Stephen Blok Renald Cousineau Jennifer Barnes</p>	<p><b>Provision of Virtual Professional Learning Opportunities for Staff</b> The provision of professional learning sessions, virtually, include:</p> <ul style="list-style-type: none"> <li>• supporting blended learning through D2L (Desire2Learn) and Google Classroom platforms;</li> <li>• supporting synchronous learning;</li> <li>• supporting outdoor learning-Evergreen partnership/Project Wild (K-6);</li> <li>• supporting 'critical thinking in the classroom' facilitated by Garfield Gini Newman of The Critical Thinking Consortium (TC2);</li> <li>• navigating the IEP in the virtual platform – regional IEP collaboration, SERT and Special Education class staff training and strategies for dual instruction of school based and RSL programming;</li> <li>• Behaviour Management System (BMS) – implementation of virtual training process – central staff district level trainers;</li> <li>• Special Education Amount (SEA) - program and guideline review – virtual tech support and video;</li> <li>• Literacy Software Pilot - program implementation and data collection (ie Lexia);</li> <li>• Special Education virtual connections – SERT, Special Education class and ESP meetings supporting department policy and staff-led inquiry-based learning;</li> <li>• K-12 development of a 'scope and sequence' of functional/foundational learning expectations for students requiring alternative programming.</li> <li>• virtual Sessions led by Peter Liljedahl to support ongoing development of Thinking Classroom practices, with emphasis on Thinking Classrooms in the Covid-19 era and Assessment; and,</li> <li>• virtual Professional learning opportunities on Assessment and Evaluation from Connect2Learning (Sandra Herbst and Anne Davies) <a href="https://academy.connect2learning.com/">https://academy.connect2learning.com/</a>.</li> </ul> <p>The following professional learning opportunities will be provided to support staff:</p> <ul style="list-style-type: none"> <li>• Summer 2021 - Finance to lead a PA Day session with office staff (re: financial procedure best practices for schools);</li> <li>• Spring 2021 - Support Staff Professional Learning Day (D. Fiebig); and,</li> <li>• Spring 2021 - CUPE 1247 Professional Learning Day (B. Murray, R. Remus, S. Wagner).</li> </ul>	<p>September 2020 - June 2021</p>	<p><b>In-Progress:</b> Professional learning opportunities related to this guiding principle continue to take place in either an in-person and/or on-line setting, depending on the context, with a number of sessions shifted to a predominantly virtual learning environment as a result of the global pandemic.</p>

Provide outstanding educational experiences for students and staff that enhance both community connections and global citizenship.	<b>Stephen Blok (Lead)</b> Renald Cousineau Jacqueline Poirier Jonathan Laderoute Pino Buffone	Childcare Modernization: The District was approved for the development of a new Childcare Centre at Herman Street Public School to address the urgent need for more daycare spaces in the Petawawa area by the Ministry of Education in Summer 2020.  The following dates are tentative based on operational need as well as factors related to the pandemic. Final Design Approved - Dec 18, 2020 Tender Released - January 13, 2021 Tender Close - February 25, 2021 Tender Award - March 26, 2021 Construction Start - July 2, 2021 Completion - August 19, 2022	September 2020 - June 2021	<b>Ongoing:</b> The construction of the childcare centre at Herman Street Public School will begin in the Summer of 2021.
		Extra-Curricular Opportunities: A review of extra-curricular opportunities continues, system-wide, in order to ensure 'value-addedness' in support of the success of our students, including: Destination Imagination (DI), Junior Achievement (JA) Canada, and Regional Science Fair(s), for instance.	September 2020 - June 2021	Note: The 'Me to We' initiative has been discontinued. The potential shift of support for a 'School Day Game' for the Pembroke Lumber Kings to a late afternoon/evening game or weekend matinee will continue to be explored by staff.
		International Education: The District will continue to build partnerships established at the regional, provincial, national and international levels, including membership in OASDI (Ontario Association of School Districts International) and CAPS-I (Canadian Association of Public Schools - International), in order to enhance the network of professional colleagues experienced in student and staff exchanges.  In August 2020, the Ministry released requirements for school boards in Ontario (Federal Public Health Institutional Readiness Requirements for International Students) to create a safety plan related to the admission of international students and COVID-19 safety protocols. The plan must be approved by the Board and then submitted to the Ministry for approval prior to school boards being able to accept international students.  The District has established a partnership with Muskoka Language International (MLI) and Yes Canada to provide services related to international fee-paying students, including: recruitment; homestay; and registration. We continue to work with our partners in anticipation of the approval of our safety plan and travel rules relaxing so that the district can once again welcome international students.  In addition, the Memorandum of Understanding (MoU) established with l'Académie Clermont-Ferrand will continue, in earnest, upon federal and/or provincial approval if/as required.	September 2020 - June 2021	<b>Ongoing:</b> The District's plan for welcoming international students was approved by the Ministry of Education through the Government of Canada's 'Federal Public Health Institutional Readiness Requirements for International Students' on 24 November 2020. As such, the District has resumed acceptance of international students with the first student placed at Fellowes High School for the balance of the current school year.  Note: As noted in the description, as soon as it is safe and sensible to do so, the District will resume the MoU with l'Académie Clermont-Ferrand regarding both student exchanges and exchanges of members of staff.

## RCDSB Work Plan for Staff for the 2020-2021 School Year Mid-Year Update

<b>Guiding Principle</b>	<b>SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS</b> Build healthy bodies and minds and compassionate hearts in an environment that promotes and develop all the benefits of wellness, equity and inclusion.
<b>Goal Statements</b>	<b>S.1 Understand and respond to the factors affecting well-being so that truly active minds and bodies can be fully engaged in teaching and learning.</b>
	<b>S.2 Provide a safe and inclusive environment that supports and protects the instructional learning time of students and staff.</b>
	<b>S.3 Enhance and expand our health and safety practices so that injuries and illness can be measurably reduced.</b>

### Commitment to Measurement

*Bi-annual report on well-being strategy, using qualitative and quantitative data, including: school-level monitoring of progress related to well-being through SIPs leading to system-level monitoring of progress through BIP; status of engagement survey for all staff (as baseline data to start) with consideration of components based on Pathways to Thrive/Mental Well-being (including key elements of committee work on character education); update on initiatives in support of Indigenous students and communities; and, progress in well-being through comparative and/or other measures.*

Actions	Responsibility Centre	Description of Actions	Timelines	Notes/Resources
Coordinate and communicate a 'Tiered System of Support for Well-being' that is responsive to the needs of students, staff and school communities and includes cross-departmental integration of initiatives and community-based partnerships.	<b>Renald Cousineau (Lead)</b> Stephen Blok Jacqueline Poirier Brent McIntyre	The system work will continue to align with the pillars for well-being established through the provincial strategy: <ul style="list-style-type: none"> <li>• Healthy Schools;</li> <li>• Positive Mental Health;</li> <li>• Safe and Accepting Schools; and,</li> <li>• Equity and Inclusive Education.</li> </ul> Capacity building opportunities related to well-being for principals, vice-principals and managers will be established on a monthly basis at Meetings of Senior Administration, as well as site-based opportunities for schools through staff meetings. The Mental Health Lead will facilitate capacity building for principals, vice-principals and managers, as well as school staff. Development of applications and/or video links for the district website will be supported by the Communications Manager.	September 2020 - June 2021	<b>In-Progress:</b> The 'Lead with CARE - Create A Responsive Environment' approach continues in Year III+ of the Mental Health/Well-Being Action Plan.
		<b>Healthy Schools</b> A series of actions will be established to support healthy and vibrant schools across the District, including: <ul style="list-style-type: none"> <li>• mandatory training for all staff related to health and safety matters, including: Anaphylaxis - Sabrina's Law; Asthma - Ryan's Law; Concussion Protocols - Rowan's Law; Diabetes; Epilepsy/Seizures; Slips, Trips and Falls; Workplace Violence and Harassment; WHMIS;</li> <li>• additional training for all staff regarding: naloxone administration; principles of medication training; suicide prevention, intervention and postvention; emergency procedures; incident reporting; and,</li> <li>• ensure health and safety-related protocols, enhanced as a result of the global COVID 19 pandemic, are understood and adhered to by students and staff.</li> </ul>	September 2020 - June 2021	<b>In-Progress:</b> Professional learning opportunities related to this guiding principle continue to take place in either an in-person and/or on-line setting, depending on the context, with a number of sessions shifted to a predominantly virtual learning environment as a result of the global pandemic.  Provincial resources developed by School Mental Health Ontario (SMHO) are shared on an ongoing basis with staff in schools and central departments.

		<p><b>Positive Mental Health</b> A series of actions will be established to support the positive mental health of students and staff across the District, including:</p> <ul style="list-style-type: none"> <li>● Database: implementation of a secure data management system for storing, sharing and reporting student mental health information;</li> <li>● Pathway: review and update Tiered Pathway and the Planning Document for Suicide Prevention, Intervention and Postvention;</li> <li>● Support: the system and school teams with resources for tiered support, which includes: <ul style="list-style-type: none"> <li>○ MHL and SO attend provincial and regional SMHO meetings</li> <li>○ capacity building opportunities related to well-being for principals, vice-principals and managers will be established on a monthly basis at Meetings of Senior Administration, as well as site-based opportunities for schools through staff meetings led by the Mental Health Lead</li> <li>○ development of applications and/or video links for the district website will be supported by the Communications Manager</li> <li>○ MHL to lead distribution of return to school resources, including, SMHO mental health promotion posters, RCDSB dice, and activities to School Support Counsellors to disseminate and promote mentally healthy school communities</li> <li>○ MHL to support implementation, training and processes for Social Workers</li> <li>○ MHL to support mental health teams with responding to evolving needs for student mental health, including virtual care</li> <li>○ virtual family of school meetings with Social Workers and School Support Counsellors coordinated by MHL</li> <li>○ MHL to outline a plan to support #RCDSBeMindful, KHST/Stress Lessons, ASIST, SafeTalk</li> <li>○ collaborate with internal/external stakeholders to enhance strategies, and resources to support specific populations and pandemic related responses relevant to student mental health - student and parent engagement, (including, Moving on Mental Health Initiative, and local partnerships (Renfrew County Youth Network; Renfrew County Parenting Network; and Student Trustees and Student Senate</li> </ul> </li> </ul> <p>Note: The objectives outlined in the RCDSB Mental Health &amp; Well-Being Strategy 2019/2020 (Year III+) will form the basis of the 'tiered system of support for well-being' and will be led by Lisa LaRiviere as Mental Health Lead. Updated version of Year III+ for <a href="#">2020/2021 here</a>.</p>	September 2020 - June 2021	<p>Note: The school climate survey, OurSCHOOL Survey of The Learning Bar Inc., mandated by the Ministry of Education to be conducted every two years will take place in the period from 06-20 April 2021, system-wide.</p>
		<p><b>Safe and Accepting Schools</b> A series of actions will be established to support the safe and caring school climates across the District, including:</p> <ul style="list-style-type: none"> <li>● supporting the implementation of recent changes to Safe Schools Act (K-3)</li> <li>● pilot project (Collaborative and Proactive Solutions) at elementary (tentative)</li> <li>● School Climate Survey: Middle Years Development Instrument (MDI) - tool developed by the Human Early Learning Partnership at UBC. Working session at Sr. Admin to assess whether MDI might be a viable alternative to the OurSCHOOL survey</li> <li>● start laying the groundwork for a student/staff census</li> <li>● conduct School Climate Survey (Parents) in Spring 2021</li> </ul>	September 2020 - June 2021	<p>Note: The 'Responding to Discrimination' guide has been distributed widely across the system. The System Principal of Equity and Anti-racism has met with several staff to deepen our collective understanding and build capacity.</p>

		<p><b>Anti-Racism, Equity and Inclusive Education</b> A series of actions will be established to support Ontario's Education Equity Action Plan (2017) across the District:</p> <p><i>Data Collection, Integration &amp; Reporting</i></p> <ul style="list-style-type: none"> <li>• submit grant proposal for demographic data project (student/family and/or employee data)</li> <li>• collect data around PD needs for the system</li> </ul> <p><i>School &amp; Classroom Practices</i></p> <ul style="list-style-type: none"> <li>• review resources at schools for resources no longer culturally responsive or relevant</li> <li>• provide resources to school leaders and teachers to combat Islamophobia, anti-Semitism, racism, sexism, homophobia and transphobia</li> <li>• begin conversations about adding NBE3U and NBE3E to build on our NBE3C grade 11 English course offering</li> <li>• strengthen and improve understanding and bridges with LGBTQI2S communities</li> <li>• in response to the Truth and Reconciliation Commission of Canada's calls to action, enhance educator capacity and knowledge related to Indigenous histories and ways of knowing</li> <li>• begin project to address Period Poverty/Menstrual Equity for students in all RCDSB sites</li> </ul> <p><i>Leadership, Governance and Human Resource practices</i></p> <ul style="list-style-type: none"> <li>• create a System Principal role for Community, Culture, Caring, Equity and Anti-Racism</li> <li>• incorporate human rights and equity content into NTIP</li> <li>• ongoing equity, inclusion and human rights training for staff and school leaders</li> <li>• create an explicit Anti-Racism strategy and/or AP, and begin review of pertinent RCDSB APs</li> <li>• create a process for complaints that need to address human rights matters</li> <li>• identify opportunities to promote the education (and related) profession(s) and remove barriers to entry for underrepresented communities</li> <li>• purchase flags for all sites (eg:Pride flags to be raised in June, Algonquin flag)</li> </ul> <p><i>Organizational Culture Change</i></p> <ul style="list-style-type: none"> <li>• establish school based Equity Leads</li> <li>• create a system calendar for all equity Dates/Events</li> <li>• establish a district multi-disciplinary equity advisory group</li> <li>• strengthen relationships and bridges with parent and community groups</li> </ul>	2020-2021 (and beyond in some cases)	
Conduct an engagement survey/focus groups for staff, to complement existing school climate surveys, in order to support the provision of dynamic, inclusive and respectful environments.	<b>Brent McIntyre (Lead)</b> Renald Cousineau Jonathan Laderoute	ACTION COMPLETED FOR 2017-2020 STRATEGIC PLAN	WINTER 2020	<b>Completed:</b> The Guarding Minds @ Work survey and follow-up focus group sessions for staff have taken place. The recommendations from the initiative will be integrated into the operational objectives of the renewed strategic planning process.
Refine health and safety practices on a continual basis in order to ensure classrooms, schools, office spaces and/or other workspaces are acceptable.	<b>Brent McIntyre (Lead)</b> Jonathan Laderoute Shane Holiday	<p>The Health and Safety Department has developed plans and guidelines for a safe and healthy work and school environment within the current global pandemic. This work will be iterative, and the content of this action plan can be found at <a href="http://www.rcdsb.on.ca/en/resources/2020/RCDSB-Return-to-School-and-Work-Resource-Guide.pdf">http://www.rcdsb.on.ca/en/resources/2020/RCDSB-Return-to-School-and-Work-Resource-Guide.pdf</a> Please note this is a living document and will change as direction from the Ministries of Health, Labour and Education evolves.</p> <p>AODA Committee to lead the process of retaining a third-party audit of facilities, system-wide, with a focus on identifying the immediate, near-term and long-term investments aimed at meeting our obligations under 2025 legislation.</p>	September 2020 - June 2021	<b>Ongoing:</b> The work of the Health and Safety Department continues in close collaboration with the Renfrew County and District Health Unit, as well as the Ministries of Education, Health and Labour.

## RCDSB Work Plan for Staff for the 2020-2021 School Year Mid-Year Update

<b>Guiding Principle</b>	<b>WISE USE OF RESOURCES</b> Constantly strengthen the efficiency and sustainability of all operations and infrastructure in the support of both student and staff development and economic responsibility.
<b>Goal Statements</b>	<b>W.1</b> Conduct cyclical systematic reviews to maximize day-to-day savings, and, ensure the effectiveness and appropriateness of environmental standards in all our operations.
	<b>W.2</b> Invest in best practices in staff recruitment, development, retention and succession planning so that all staff are enabled to be their personal best at all times.
	<b>W.3</b> Build partnerships that create a wide base of teaching and learning opportunities for staff and students and ensure that the Board is a good citizen in all the communities it serves.

### Commitment to Measurement

*Annual update on phase(s) of multi-year LTAP, including: enrolment trends, facilities conditions indices, and operational savings*  
*Annual reports on facilities, financial and human resources management, including: Energy Management and Conservation (Green Energy Act) Report; Budget Plan; Report of the Audit Committee; ICT Plan; as well as, a report on personal and professional growth of all staff (academic and non-academic).*

Actions	Responsibility Centre	Description of Actions	Timelines	Notes/Resources
Establish a 'Long-Term Accommodation Plan' (LTAP) in order to ensure right-sizing of the organization, including all school sites and administrative buildings.	<b>Jennifer Barnes (Lead)</b> Pino Buffone Jonathan Laderoute Stephen Blok	<b>Long-Term Accommodation Planning:</b> Review of attendance boundaries within families of schools and between families of schools to offset enrolment pressures. And, review cross boundary transfer survey data to better understand the needs of students and families (child care, community connection etc.)	September 2020 - June 2021	<b>In-Progress:</b> Preparations for the boundary review of the Petawawa family of schools is currently underway and will be brought forth to the Board of Trustees for consideration/approval in the Spring of 2021.  Note: The District is currently in the third year of the revised administrative procedure for cross-boundary transfers (RCDSB AP 550) and will continue to monitor the re-alignment of students to their home school communities over time.
		<b>School Designs Standards:</b> Support for two Design Standards Pilot Projects (Rockwood PS and Champlain Discovery PS) that will allow the creation of teaching and learning environments that reflect the principles determined through the design standards work will continue this school year.	September 2020 - June 2021	Note: These projects have been delayed and will be reconsidered post-pandemic or when facilities once again determine they are able to manage these extra projects.
Continue to differentiate resource allocation (human/material/fiscal) to ensure efficiency and effectiveness of operations, including central- and school-based budgets and staffing.	<b>Jennifer Barnes (Lead)</b> Steve Blok Jacqueline Poirier Brent McIntyre Jonathan Laderoute	Cyclical reviews of programs and/or services will continue as part of the multi-year strategic plan, including: <ul style="list-style-type: none"> <li>● Student Success;</li> <li>● EA allocation model of Special Services;</li> <li>● Monitoring of FSL programming over the course of the multi-year expansion plan;</li> <li>● Review of funding envelopes for Board Administration &amp; Governance, Continuing Education;</li> <li>● Energy Management and Conservation; and,</li> <li>● Disaster and Pandemic Management and Business Continuity.</li> </ul> Note: Public information sessions will be established for the implementation of MFI in Deep River (2021) and Madawaska (2022) in the Fall of 2020.	September 2020 - June 2021	<b>In-Progress:</b> Efforts are focused on Energy Management and Conservation options to be incorporated into the renewed strategic plan. Disaster Management and Business Continuity planning continues throughout the global pandemic period.

		A review for ongoing efficiencies in operating and costs will also take place this school year, as will the following important initiatives: the development of a long-term plan for cyclical replacement of furniture and equipment; as well as, the review and update of supplementary equipment in elementary and secondary schools (e.g., equipment for Sciences, Physical Education, Music, etc.)		
		Support teams for Finance, Facilities, ICT, Special Education, and Early Years will be created to assist with attendance/disability management. The support plan includes work with all school administrators over a three-year period to support a proactive response to attendance management and build capacity with principals, vice-principals and managers with respect to coaching/mentoring and supporting employees (with meetings every second month during the school year - using the SILC cycle).	September 2020 - June 2021	
		Review of the current Partner Program to ensure congruence with current and up-to-date arbitration rulings. Revisions accordingly and continuation of implementation. Training for principals, vice-principals and managers regarding attendance management (Fall 2019).	September 2020 - June 2021 (and annually)	
		A working group with the Elementary Occasional Teachers Union will continue with a focus on attendance management in order to improve efficiencies in our call-in system and to improve occasional teacher management at the school level (with meetings three times during the school year).	September 2020 - June 2021	
Organize a comprehensive plan for personal and professional growth of all staff, including leadership development and succession planning.	<b>Brent McIntyre (Lead)</b> Jacqueline Poirier Renald Cousineau Stephen Blok	As part of a staff development and succession plan for the HR department, internal and external opportunities will continue to be provided for HR Manage, Assistant Manager, HR Officers and Superintendent to build capacity regarding: Workplace Investigations, Attendance Management, Negotiations, Collective Bargaining, Labour Relations, Mediation and Leadership.	September 2020 - June 2021	<b>Ongoing:</b> A comprehensive plan for personal and professional growth of all staff will continue to be incorporated into the operational objectives of the renewed strategic planning process.
Foster a strategic communications plan that aligns activities and partnerships within our school communities with the guiding principles in order to generate greater public appreciation, awareness and understanding of the district in the county.	<b>Jonathan Laderoute (Lead)</b> Pino Buffone	The strategic communications plan will continue this school year, including reach-out to parents/guardians (by survey) to seek input regarding effective practices for communication, as well as the website renewal.	September 2020 - June 2021	<b>In-Progress:</b> The strategic communications plan will also be an integral aspect of the operational objectives of the renewed strategic planning process in order to generate ongoing public appreciation, awareness and understanding of the programs and/or services offered by the District.