

Work Plan for Staff: Year-Start Update 2022-2023 School Year

Strategic Priority					
Inspire Community Engagement & Partnerships					
<i>We will: engage parents/guardians in meaningful partnerships between home and school; enhance connections with community agencies/organizations and local municipalities; build productive working relationships with our school and system leaders and staff; and, honour student voice.</i>					
Goals	Senior Staff Lead(s)	Key Objectives from Annual Action Plans	Timelines	Status Not Started/In Progress/ On-Going/Completed	
I.1	Implement an electronic portal for parents/guardians in order to augment two-way communications with staff and provide ease of access to the teaching and learning environments of their children, whether in-person or on-line.	R. Cousineau	<ul style="list-style-type: none"> ● review and select a parent portal software package in accordance with the District's procurement processes (ICT Plan 2022-2025) ● implement platform for parent portal (ICT Plan 2022-2025) 	2022-2023 2022-2025	
I.2	Expand outreach to provide ongoing access to schools and central buildings for community agencies, organizations and/or local municipalities through Community Use of Schools as an integral service offered by the organization.	J. Barnes Executive Officer	<ul style="list-style-type: none"> ● continue re-issuance of permits for Community Use of Schools as public health guidelines permit; collaborate with community partners to ensure access to sites and spaces are provided as available <p>Note: It is the District's intention to resume CUS in full for the Fall of 2022, in consultation with the Ministries of Health and Education, as well as the RCDHU.</p>	Fall 2022	
I.3	Refine and revise regularly the array of community-based partnerships in place throughout the county to ensure their value is optimized in support of programs and services offered by the organization.	J. Barnes J. Smith	<ul style="list-style-type: none"> ● cooperate with planning committees in support of Ontario Winter Games by providing access to RCDSB sites to host various events (re-scheduled for the Winter of 2023) ● refine new and existing partnership regarding protocols for handling of personal information 	Winter 2023 Fall 2022	
I.4	Collaborate constructively with all staff, as well as federation/union partners, by soliciting their input and supporting their efforts to serve the diverse needs of students in the effective and efficient operation of the organization.	J. Poirier P. Buffone Executive Officer	<ul style="list-style-type: none"> ● collaborate with federation/union partners on a regular basis, in the spirit of collaborative professionalism, in order to share information and seek feedback/input if/as appropriate regarding system-wide initiatives <p>Note: Negotiations with all employee groups are to take place over the course of the 2022-2023 school year.</p> <ul style="list-style-type: none"> ● build organizational communication competency and capacity within the system through a survey of staff, as well as a survey of community members regarding communication outreach tools in order to ensure employees are provided with varied opportunities to share their ideas and perspectives, suggestions and thoughts as part of decision-making processes 	2022-2023	

I.5	Encourage the entire student body, through Student Councils and Student Senate, to continue to seek a diversity of student voices – of all backgrounds and interests – so that students’ perspectives are reflected in activities and initiatives, system-wide.	K. Riddell Executive Officer P. Buffone	<ul style="list-style-type: none"> continue regular meetings of the Student Senate (four-to-five times per school year) in order to support student voice and leadership throughout the system ensure system-level initiatives are shared regularly with the Student Senate through closer alignment and engagement with system leads (of Program Services, Special Services, other), including regular, standing item agenda presence generate dialogue and gather feedback regarding the program review at the secondary level (as part of the ‘Rethink@Secondary’ initiative) in collaboration between Student Success Lead and Student Trustees 	2022-2023 2022-2023 Fall 2022	
-----	---	---	--	---	--

Strategic Priority

Empower Equity & Well-Being

We will: eliminate systemic barriers affecting students, staff and school communities; seek out and deliver best practices and promising opportunities that support mental health and well-being; and, ensure equitable access to programs and services offered across the system.

	Goals	Senior Staff Lead(s)	Key Actions / Action Plan	Timelines	Status Not Started/In Progress/ On-Going/Completed
E.1	Organize opportunities for authentic, engaging learning for students, staff and school communities related to anti-racism, diversity, equity and inclusion, including professional learning for staff regarding bias awareness and critical consciousness.	R. Cousineau	<ul style="list-style-type: none"> engage multiple stakeholder groups (senior administration, trustees, staff, other) in professional learning sessions where Equity and Human Rights, Anti-Oppression and Anti-Racism (Equity, Anti-Racism & Anti-Oppression Plan) is embedded throughout the collective work <p>Note: The dates/times of professional learning sessions will be coordinated based upon the availability of guest presenters/speakers.</p>	2022-2023	
E.2	Review all policies and administrative procedures, as well as resources for teaching and learning environments, through the lens of human rights to ensure equitable, diverse and inclusive practices are reflected in schools and central departments.	Executive Officer J. Barnes J. Poirier R. Cousineau	<ul style="list-style-type: none"> review of all policies and procedures, comprehensively through an equity lens, by a third-party consultant develop an administrative procedure on Anti-Oppression, Anti-Racism and Religious Accommodations. (Equity, Anti-Racism & Anti-Oppression Plan) review AP-343 related to gender identity and expression (Equity, Anti-Racism & Anti-Oppression Plan) implement the voluntary collection of demographic data for applicants to vacancies by the District 	Winter 2023 Completed Completed Fall 2022	Note: AP 304 (Anti-Racism and Anti-Oppression) and AP 343 (Gender Identity and Expression - Students and Staff) were uploaded to the District’s website during the 2021-2022 school year.

E.3	Evolve the 'Lead with CARE - Create a Responsive Environment' approach for mental health and wellness, through strength-based relationships, in alignment with the 'Supporting Student Mental Health' framework.	J. Smith R. Cousineau	<ul style="list-style-type: none"> establish a multi-year plan for positive mental health and well-being (Mental Health and Wellness Plan) promote and amplify the protective influence of schools by supporting school teams with resources, as well as aligned communication for tiered support; build and sustain strong safety nets across the system and within school communities (Mental Health and Wellness Plan) build capacity support learning in relation to trauma-based practices for Tier One (Third Path), and collaborative problem solving for Tier Two (Collaborative and Proactive Solutions); shape learning conditions that support positive well-being, educator and student skill development (Special Education Plan) 	2022-2023 2022-2023 2022-2023	
E.4	Integrate, respectfully and responsibly, Indigenous ways of teaching and learning, knowing and living, into classrooms and the curriculum across all grades and subject areas.	R. Cousineau J. Barnes	<ul style="list-style-type: none"> establish a vice-principal for Indigenous Education in collaboration with Indigenous Education Advisory Council (Indigenous Education Plan) expand Indigenous cultural spaces throughout the system (Indigenous Education Plan) engage in Indigenous cultural training and make commitments to the Truth and Reconciliation Commission's Calls to Action (Indigenous Education Plan) 	2022-2023 2022-2023 2022-2023	Note: System VP of Indigenous Education, Tina Nelson, appointed for September 2022.
E.5	Ensure equity of access by eliminating barriers to the range of high-quality programs and services offered across the system, either by family of schools or district-wide, in order to meet the needs of all learners.	R. Cousineau	<ul style="list-style-type: none"> complete the collection of student/family demographic data (Equity, Anti-Racism & Anti-Oppression Plan) establish District demographic profile through a third party analysis of demographic data collected thus far (staff and students) <p>Note: The collection of demographic data will form an integral aspect of the Board Improvement and Equity Plan (BIEP), moving forward.</p>	November 2022 - May 2023	Note: Final phase of demographic data collection currently in progress - Fall 2022 (K-Grade 3).

Strategic Priority

Achieve Excellence in Teaching & Learning

We will: provide opportunities that are authentic, engaging, innovative and relevant; focus on exploring the enduring understandings of the curriculum, while building core skills in literacy and numeracy and fostering global competencies; and, offer a range of programs and services to meet the needs of all learners.

Goals	Senior Staff Lead(s)	Key Actions / Action Plan	Timelines	Status Not Started/In Progress/ On-Going/Completed
A.1 Create a differentiated approach to student success and learning at the school and system levels that reflects key elements of the 'Inspired Learning' framework through authentic, engaging inquiries and tasks that explore the 'big ideas' of the curriculum.	J. Smith K. Riddell R. Cousineau	<ul style="list-style-type: none"> increase inclusionary practices across the system with specific attention to anti-oppressive practices and recommendations specified through the Special Education Review, 2019 re-envision district and school improvement planning processes with the 'Inspired Learning' framework as the key driver (School Effectiveness & Student Success Plan) provide inspired learning opportunities that foster the development of global competencies, including the creation and delivery of challenges to 	2022-2023 Winter 2023 2022-2023	

			engage students in critical and creative thinking, system-wide		
A.2	Incorporate culturally relevant and responsive pedagogy, including aspects of social justice, diversity, equity, and human rights, in teaching and learning environments across all grades and subject areas, where appropriate and meaningful.	R. Cousineau	<ul style="list-style-type: none"> release and provide implementation support for a system-wide resource on Gender Identity and Gender Expression (Equity and Anti-racism Plan) implement and support the use of a 'text guide' to support K-12 resource selection (Equity and Anti-racism Plan) 	Fall 2022 2022-2023	Note: Guidelines are complete, with awareness/implementation to begin - Fall 2022.
A.3	Focus professional learning for staff on sound assessment and evaluation practices, effective instructional strategies such as Universal Design for Learning, to allow all students to see themselves as capable and connected learners.	J. Smith K. Riddell	<ul style="list-style-type: none"> support educators in their understanding of the framework for Universal Design for Learning (UDL), the process of Differentiated Instruction (DI), and the fundamental aspects of Culturally Relevant and Responsive Pedagogy (CRRP) that adhere to tenets of the equity, anti-racism and anti-oppression plan of action, in support of learning for all students through Program Services & Special Services support and ensure that CRRP is an integral part of school culture and learning, as well as the system's culture as a learning organization support staff in understanding learning progressions of global competencies including their use for student self-assessment; support for planning of instruction and assessment based on the 'big ideas' and overall expectations of the curriculum across grades and subject areas through Program Services & Special Services support staff in implementation of revised Science Curriculum, Grades 1-9 support staff with the implementation of recommendations of the Ontario Human Rights Commission's 'Right to Read' Report, specifically regarding evidence-based strategies for teaching reading skills <p>Note: System-wide supports for literacy include: support educators to align a structured literacy program in all programs for English-language and French-as-an-additional language; instruction for language acquisition through diverse and engaging reading materials and in authentic contexts that inspire students to develop literacy skills and construct an understanding of the world around them (School Effectiveness and Student Success Plan).</p> <p>Note: System-wide supports for numeracy include: assistance for Grade 9 teachers and school teams in regards to the implementation of the new de-streamed Grade 9 Math Curriculum; support educators at the elementary level with the new mathematics curriculum in order to implement high-impact strategies; development of engaging environments for building skills and fluency in mathematics, with a focus on authentic tasks and learning in context (School Effectiveness and Student Success Plan).</p>	September 2022 - June 2023 September 2022 - June 2023 2022-2023 2022-2023	
A.4	Develop and implement an array of educational opportunities that will nurture the pursuit of academic excellence for students through all	K. Riddell J. Smith	<ul style="list-style-type: none"> resume 'Rethink @ Secondary' initiative as part of vision exercise (Secondary School Review) 	Fall 2022	

	program pathways – university, college, apprenticeship, community living, and the workforce.	R. Cousineau P. Buffone	<ul style="list-style-type: none"> • support staff in providing opportunities for students to obtain certifications and specialized training in the pursuit of SHSM and OYAP opportunities • build community connections with employees to support experiential learning opportunities (cooperative education, job shadowing, job twinning) across all pathways in every community; support staff in the design and development of inspired and experiential learning opportunities • build capacity with staff around strategies that assist students moving towards independence including student voice and self-advocacy in transition planning through Special Services 	2022-2023 2022-2023 2022-2023	
A.5	Leverage innovative technologies to accelerate and deepen learning, in-person and on-line, expanding availability in schools and central departments by striving for a 1:1 ratio of devices to learners and employees.		<ul style="list-style-type: none"> • deploy devices for the implementation of a 1:1 ratio for Grades 7 to 12, while maintaining the current 3:1 ratio for Kindergarten to Grade 6, as part of the 2022-2025 ICT Plan • conduct a review of current software and a financial accounting of both business and educational software titles (ICT Plan 2022-2025) • implement a system-wide approach to protect against cyber-security risks 	2022-2023 2022-2025 2022-2025	

Stewardship of Resources: Additional operational objectives (human, material and/or fiscal) for the organization.

Description	Senior Staff Lead(s)	Key Objectives from Annual Action Plans	Timelines	Status Not Started/In Progress/ On-Going/Completed
Continuation of cyclical financial reporting processes (including estimates, revised estimates and financial statements) related to the annual budget, as well as the ongoing examination of short- and long-term accommodation planning processes.	J. Barnes P. Buffone	<ul style="list-style-type: none"> • continue cyclical financial reporting processes required by the ministry on an annual basis, including: Estimates, Revised Estimates, Financial Statements (Annual Budgetary Processes) • examine facilities indices for all administrative buildings, including an analysis of operating and capital costs to maintain the properties <p>Note: A plan of action for the cyclical review of programs and/or services will be established for each school year of the current multi-year strategic plan. (The 2022-2023 school year represents Year II of implementation for the RCDSB's Strategic Plan 2021-2025.)</p>	2022-2023 Winter 2023 Fall 2022	
Integration of an electronic resource planning system of software applications that standardize, streamline and merge business processes across facilities, finance, information technologies, human resources, procurement, and other departments.	J. Barnes R. Cousineau	<ul style="list-style-type: none"> • establish a baseline of current software providers with business services departments; identify current and future needs, gaps, opportunities for efficiencies and/or improvements; analyse and recommend options 	2022-2023	
Digitization of records management system for schools and central departments in order to ensure all records are categorized and stored electronically, including historical records.	J. Barnes Executive Officer	<ul style="list-style-type: none"> • utilize the EEF (SB:14) process, guidelines or best practices, along with associated costs for implementing an electronic records management system, to improve operational effectiveness, cost efficiency and/or risk management 	2022-2023	

Implementation of environmentally-sustainable practices in schools and central departments, including the development and implementation of a Greenhouse Gas Reduction Action Plan.	J. Barnes K. Riddell	<ul style="list-style-type: none"> resume collaborative work of environmental education committee, co-chaired by representatives of Corporate Services and Program Services, and develop and implement a plan of action for Greenhouse Gas Reduction 	2022-2023	
Development of a comprehensive outline for leadership development and mentorship in order to encourage employees who seek positions of added responsibility, and support staff currently in these roles.	J. Poirier	<ul style="list-style-type: none"> provide mentoring opportunities for new administrators (principals and/or vice-principals); build instructional leadership capacity for Senior Administration (Leadership Development and Mentorship Plan) build system succession plans (School, Curriculum and Operational Leadership) build capacity regarding performance appraisals for Senior Managers (Leadership Development and Mentorship Plan) 	2022-2023	

Measurement of Progress Over Time: Additional operational objectives (both qualitative and quantitative in nature) for the organization.

Description	Senior Staff Lead(s)	Key Objectives from Annual Action Plans	Timelines	Status Not Started/In Progress/ On-Going/Completed
Stakeholder feedback (such as student questionnaires, staff censuses, and/or focus group sessions with parents/guardians, federation/union partners and community members) in the development of an aspirational goal for <i>Inspire</i> based upon community outreach.	Executive Officer J. Poirier P. Buffone	<ul style="list-style-type: none"> conduct periodic surveys of stakeholders or focus group sessions for feedback and/or input on the progress of the organization with respect to equity, well-being and achievement (Strategic Communications and Community/Public Relations Plan) coordinate frequency of surveys actioned system-wide to ensure proper frequency/length for the purposes of systemic evaluation of progress over time through Director's Office 	2022-2023	
Indicators of identity, equity and wellness (including positive sense of belonging, positive relationships at school, and students' value of schooling outcomes, for instance) in the establishment of an aspirational goal for <i>Empower</i> based upon an on-line survey system.	J. Smith R. Cousineau	<ul style="list-style-type: none"> oversee annual survey of students in order to determine progress over time with respect to identity, equity and wellness (Equity and Anti-racism Plan & Mental Health and Wellness Plan) 	2022-2023	Note: The OurSchools Climate Survey will take place in the Winter or Spring of 2023.
Assessments of learning for core skills of literacy and numeracy, as well as global competencies, in addition to district graduation rates (provincially-computed for each cohort of students as four-year and five-year rates), in the implementation of an aspirational goal for <i>Achieve</i> based upon outstanding educational experiences.	J. Smith K. Riddell R. Cousineau	<ul style="list-style-type: none"> lead coordination of annual assessments of core skills of literacy and numeracy, as well as global competencies, through internal and external performance-based assessments of achievement of curriculum expectations (School Effectiveness and Student Success Plan) supervise district graduation rates (for each cohort of students as four- and five-year rates) as provincially-computed each school year 	2022-2023	

Note: The organization will also maintain a comprehensive operational plan for the return to schools and workplaces, led by Superintendents Barnes and Poirier, for the 2022-2023 school year, located on the RCDSB website at www.rcdsb.on.ca.