

BOARD MEETING AGENDA

February 22, 2022
4:00 PM

1. **CALL TO ORDER**
2. **TERRITORIAL ACKNOWLEDGEMENT**
3. **INVOCATION**
Student Trustee Taylor Novosedlik
4. **APPROVAL OF AGENDA**
5. **DECLARATIONS OF CONFLICT OF INTEREST**
6. **APPROVAL OF MINUTES**
Board Meeting of January 25, 2022 & Special Board Meeting of February 8, 2022
7. **PRESENTATION**
8. **COMMITTEE REPORTS TO THE BOARD**
 - Committee of the Whole Open & Closed Session Reports – February 8, 2022 **
 - Program & Student Achievement Committee Meeting Open Session Report – February 8, 2022 P – 1
 - Finance & Resources Committee Meeting Open Session Report – February 8, 2022 P – 2
 - Special Education Advisory Committee Meeting Open Session Report – February 16, 2022 P – 3
9. **UPDATES**
 - (a) Director P – 4
 - (b) Chair P – 5
 - (c) Student Trustees P – 6
 - (d) OPSBA
10. **CORRESPONDENCE**
11. **OTHER BUSINESS**
12. **ADJOURNMENT**

COMMITTEE OF THE WHOLE AGENDA

February 22, 2022
2:00 PM

1. **TERRITORIAL ACKNOWLEDGEMENT**
2. **CLOSED SESSION**
Finance & Resources Committee Meeting Closed Session Report – February 8, 2022..... COW – 1
3. **OPEN SESSION**
Work Plan for Staff for 2021-2022 School Year: Mid-Year Update COW – 2
Strategic Communications Plan COW – 3

Open Session: X
Closed Session:

COMMITTEE OF THE WHOLE

Work Plan for Staff for 2021-2022 School Year: Mid-Year Update

22 February 2022

LINK TO STRATEGIC PRIORITIES:

Inspire community engagement & partnerships		Empower equity & well-being		Achieve excellence in teaching & learning	
	I.1		E.1		A.1
	I.2		E.2		A.2
	I.3		E.3		A.3
X	I.4		E.4	X	A.4
	I.5	X	E.5		A.5
<i>We action our priorities through the stewardship of resources and an ongoing commitment to the measurement of our progress.</i>					

PURPOSE:	To provide the Board of Trustees with a mid-year update regarding the Work Plan for Staff, in coherence and alignment with the renewed strategic plan, <i>RCDSB Strategic Plan 2021-2025</i> .
BACKGROUND:	<p>The Work Plan for Staff for the current school year, as introduced at the Board Meeting of 28 September 2021, outlines key objectives for Senior Staff to complete as part of the annual, system-level plans of action established for:</p> <ul style="list-style-type: none"> • Equity and Anti-racism; • Indigenous Education; • Information and Communication Technologies; • Leadership Development and Mentorship; • Mental Health & Wellness; • School Effectiveness and Student Success; • Special Education; and, • Strategic Communications. <p>The annual, system-level plans of action are operationalized through Corporate Services, Employee Services, Program Services, Special Services, as well as the Director's Office.</p> <p>To date, the annual action plans for Mental Health and Wellness (12 October 2021), Equity and Anti-racism (09 November 2021), Indigenous Education (07 December 2021), School Effectiveness and Student Success (11 January 2022), Information and Communication Technologies (08 February 2022) and Special Services (08 February 2022) have been presented to the Board of Trustees at various</p>

	<p>Committees Meetings. The annual action plans for the remaining areas of focus, including aspects of the annual budgetary process, will be completed over the balance of the current school year.</p>
<p>CURRENT STATUS:</p>	<p>The Work Plan for Staff is coordinated by the strategic priorities for the organization:</p> <ul style="list-style-type: none"> • <i>INSPIRE</i> community engagement and partnerships; • <i>EMPOWER</i> equity and well-being; and, • <i>ACHIEVE</i> excellence in teaching and learning. <p>These priorities are actioned through the stewardship of resources (human, material and/or fiscal) and a commitment to the measurement of progress (both quantitative and qualitative in nature) over time.</p> <p>The Work Plan for Staff for the 2021-2022 School Year (see Attachment A) delineates the goal statements, senior staff liaison(s), key objectives from the annual action plans, timelines, as well as the status of each objective/action. Additional operational objectives regarding the stewardship of resources and the measurement of progress over time are also shared. As per past practice, the 'status' section provides an update of the state of each objective/action. Although "Not Started" and "Completed" are self-explanatory, it is important to re-emphasize the distinction between "In Progress" and "Ongoing". Actions that are "in progress" are well underway and have a finite end within the context of the current school year's work plan, while actions "ongoing" refer to initiatives and/or projects that will take place well beyond the scope of this year's work plan, or indeed, the duration of the current multi-year strategic plan.</p> <p>Key highlights to share at the mid-way point of the school year include:</p> <ul style="list-style-type: none"> • resumption of community use of the District's sites, in a modified manner to start, with the approval and guidance of the RCDHU; • continuation of the key themes/topics associated with the 'secondary phase' of the vision exercise, including program pathways; • professional learning sessions related to equity and human rights; • promotion and amplification of supports for mental health and wellness for both students and staff, system-wide; • augmentation of the awareness, appreciation and understanding of differentiated and inclusionary practices in schools across the system; • development of a plan for the continued integration of technologies that strives towards a 1:1 device access ratio for students in Grades 7-12, while maintaining a 3:1 device access ratio for students in Kindergarten to Grade 6; • implementation of a Board-approved solution to address the accommodation pressures in the Petawawa Family of Schools; and, • preparation for the final aspect of the multi-year expansion of programs and/or services (introduction of Middle French Immersion at Sherwood Public School in the Madawaska Family of Schools) as part of the 'elementary phase' of the vision exercise approved by the Board of Trustees in the 2017-2018 school year.

	A year-end update regarding the remaining key objectives of the annual, system-level plans of action will be brought forth by Senior Staff before the end of the current school year.
ATTACHMENT:	Attachment A: Work Plan for Staff for 2021-2022 School Year – Mid-Year Update
RECOMMENDATION:	N/A – for information only.
REPORT PREPARED BY:	Pino Buffone, Director of Education

REPORT APPROVAL

 Superintendent



 Director of Education

Work Plan for Staff: 2021-2022 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 at school or on-line at home.	S. Blok	<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) 	2021-2022 2022-2025 In Progress
I.2	Expand outreach to provide ongoing access to schools and central sites for community agencies, organizations and/or local municipalities through Community Use of Schools as an integral service offered by the organization.	J. Barnes, J. Poirier S. Blok R. Cousineau	<ul style="list-style-type: none"> re-issue permits for Community Use of Schools as COVID-19 protocols allow; collaborate with community partners to ensure access to sites and spaces are provided as available Note: Decisions related to CUS will take place in consultation with the Ministries of Health and Education, as well as the RCDHU.	Fall 2021 Completed (effective Monday 21 February 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. Poirier	<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 refine partnership with The Phoenix Centre regarding protocols for handling of personal information (Special Education Plan) 	Winter 2022 Cancelled Fall 2021 Completed
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.	D. Jenkins J. Barnes J. Laderoute P. Buffone	<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 build organizational communication competency and capacity within the system (school level and central departments) through staff surveys on communication outreach tools with an aim to ensure that employees across the system are provided with consistent opportunities to share their opinions and perspectives as part of decision-making processes (Strategic Communications and Community/Public Relations Plan) 	2021-2022 Ongoing In Progress

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.	J. Laderoute J. Poirier	<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 	2021-2022	In Progress
			<ul style="list-style-type: none"> ensure that system-level initiatives are regularly shared with the Student Senate through closer alignment and engagement with system leads (Mental Health, OYAP, Special Services, etc), including regular, standing item agenda presence 	2021-2022	In Progress
			<ul style="list-style-type: none"> collaboration between Student Success Lead and Student Trustees, in the hosting of a student forum to generate dialogue and gather feedback to inform the secondary program review (as part of the 'Rethink@Secondary' initiative) Current revisions to Student Senate Policies to enhance student involvement and leadership opportunities from grades 8-12. The creation of an Equity Council on the Student Senate Level, and an Equity Minister for each Secondary School. 	Fall 2021	In Progress

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) in professional learning sessions related to Human Rights, Equity and Anti-Racism (Equity and Anti-racism Plan) <p>Note: The dates/times of professional learning sessions will be coordinated based upon the availability of guest presenters/speakers.</p>	2021-2022	In Progress
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.	D. Jenkins R. Cousineau J. Laderoute	<ul style="list-style-type: none"> comprehensive review of all policies and procedures through an equity lens by a third-party consultant develop an administrative procedure on Anti-racism and Religious Accommodations. (Equity and Anti-racism Plan) review AP-343 Transgender Students (Equity and Anti-racism Plan) 	April 2022 December 2021	In Progress In Progress Target completion- June 2022

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.	R. Cousineau J. Poirier	<ul style="list-style-type: none"> form a task team to support the transition from COVID-19 to the post-pandemic environment including 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 the system and school teams with resources, as well as hopeful and aligned communication for tiered support; build and sustain strong safety nets across the school district and within the community (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) 	October 2021 - June 2022 2021-2022 2021-2022	In Progress In Progress In Progress
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 an Indigenous Graduation Coach program across secondary schools, 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) 	2021-2022 2021-2022 2021-2022	In Progress In Progress In Progress
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"> collect student/family demographic data (Equity and Anti-Racism Plan) <p>Note: The collection of demographic data will form an integral aspect of the Board Improvement and Equity Plan (BIEP), moving forward.</p>	November 2021 - May 2022	In Progress

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. Poirier R. Cousineau S. Blok	<ul style="list-style-type: none"> increase inclusionary practices across the system (Special Education Plan) 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 engage students in critical and creative thinking, system-wide 	2021 - 2022 October 2021 - February 2022 2021-2022	In Progress In Progress In Progress

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"> develop a district resource on Gender Identity and Gender Expression (Equity and Anti-racism Plan) create a 'text guide' to support K-12 resource selection (Equity and Anti-racism Plan) 	December 2021 - March 2022 November 2021 - May 2022	<p>In Progress - target first draft to Exec - end of March, target for completion - May 2022</p> <p>In Progress - target for draft to Exec April - target for completion - May 2022</p>
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. Poirier R. Cousineau S. Blok	<ul style="list-style-type: none"> support educators in their understanding of the framework for Universal Design for Learning and the process of Differentiated Instruction that supports learning for all students through Program Services & Special Services 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 <p>Note: System-wide supports for literacy include: support educators to align a balanced 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 in the second year of the new mathematics curriculum 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>	<p>September 2021 - June 2022</p> <p>September 2021 - June 2022</p> <p>2021-2022</p> <p>2021-2022</p>	<p>In Progress</p> <p>In Progress</p>
A.4	Develop and implement an array of educational opportunities that will nurture the pursuit of academic excellence for students through all program pathways – university, college, apprenticeship, community living, and the workforce.	J. Poirier R. Cousineau S. Blok P. Buffone	<ul style="list-style-type: none"> resume 'Rethink @ Secondary' initiative as part of vision exercise (Secondary School Review) support staff in providing opportunities for students to obtain certifications and specialized training in the pursuit of SHSM and OYAP opportunities 	September 2021 - June 2022 2021-2022	<p>In Progress</p> <p>In Progress</p>

			<ul style="list-style-type: none"> ● build community connections with employees to support cooperative education opportunities 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 	2021-2022	In Progress
			<ul style="list-style-type: none"> ● build capacity with staff around strategies that assist students moving towards independence including student voice and self-advocacy in transition planning through Special Services 	2021-2022	In Progress
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.	S. Blok	<ul style="list-style-type: none"> ● develop a plan to evolve the current system-wide device ratio of 3:1 to 1:1, budget permitting, 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 centralized organizational structure and budget process for technology-related initiatives and infrastructure (ICT Plan 2022-2025) 	2022-2025	Completed Complete Complete

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 R. Cousineau 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 ● review of accommodation pressures in Petawawa Family of Schools, including analysis of preferred options <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.</p>	2021-2022 Winter 2022 2021-2022 October 2021	In Progress In Progress - Spring 2022 Completed
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.	S. Blok J. Barnes	<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 	2021-2022	In Progress
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	<ul style="list-style-type: none"> ● utilize the EAAF (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 	2021-2022	In Progress
Implementation of environmentally-sustainable practices in schools and central departments, including the development and implementation of a Greenhouse Gas Reduction Action Plan.	J. Barnes S. Blok	<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 	2021-2022	Delayed

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.	D. Jenkins	<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) 	2021-2022	In Progress
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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 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.	J. Laderoute D. Jenkins P. Buffone	<ul style="list-style-type: none"> conduct periodic surveys of stakeholders 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 	2021-2022	In Progress In Progress
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.	R. Cousineau J. Poirier	<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) 	2021-2022	In Progress
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. Poirier R. Cousineau S. Blok	<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 	2021-2022	In Progress In Progress

Note: The organization has also established a comprehensive operational plan for the return to schools and workplaces for the 2021-2022 school year. The guidance document is located on the RCDSB website at www.rcdsb.on.ca.

Committee of the Whole

Open Session: **x**
 Closed Session:

Strategic Communications Plan

February 22, 2022

LINK TO STRATEGIC PRIORITIES:

Inspire Community Engagement and Partnerships		Empower Equity and Well-being		Achieve Excellence in Teaching and Learning	
X	I.1		E.1		A.1
	I.2		E.2		A.2
	I.3		E.3		A.3
X	I.4		E.4		A.4
X	I.5		E.5		A.5

PURPOSE: To seek approval from the Board of Trustees on a Strategic Communications Plan for the District for the period 2022-2025 and highlight the associated communication activities, current and planned, across the District.

BACKGROUND: The Renfrew County District School Board's *Strategic Plan 2021-2025* establishes the value we place on engaging parents/guardians, and staff and students in meaningful dialogue that is rooted in respect and understanding. It is why the Board chose to make its first Strategic Priority, "Inspire Community Engagement and Partnerships".

The effectiveness and impact of our work – as individual employees and as a system – is determined by how well we support and develop our students, staff and school communities and it is made stronger when we communicate effectively with our respective stakeholder groups.

A strategic communications plan will make certain that we have an integrated, responsive and evolving approach to how, when and where we are communicating. While we reserve the ability to pivot and shift in response to new demands, this document will serve as an opportunity to give definition to the work of the Communications Department. Moreover, it will ensure that the Department is able to maintain a longer-term vision on promotion and marketing while remaining responsive to immediate needs. Through this plan, we expect to generate awareness and understanding of the District and move the organization closer to achieving the mandate of fostering outstanding educational experiences for all. It will better prioritize our daily work in order to foster productive working relationships that support collaboration, ideas and growth for the organization.

CURRENT STATUS: Effective communication between trustees, parents/guardians and staff is critical to if we are to be confident that students and their families are informed and that their perspectives are acknowledged. Meaningful school communication is very much the

essential catalyst to achieve the kind of parental and community engagement students need to succeed.

The proposed plan seeks to outline strategies the Communications Department will take with internal audiences (students, staff and trustees) as well as external audiences (parents/guardians, businesses, civic groups, and other members of the District's community).

It seeks to be inclusive by making certain that communications occur through a variety of means so that we can increase our understanding of the perspectives of all stakeholders, and not simply reflect the voices of the most organized or vocal.

The pandemic has emphasized that our system exists in an ever-changing environment, impacted by forces that may not be so easily understood or influenced. Consequently, this plan seeks to reflect this reality by outlining a variety of specific approaches, actions and items to pursue in the near and far-term while providing the Department the flexibility to respond where and when needed. This balance will reduce impacts through sudden shifts to policy and programs brought on by external forces while never straying too far from priority activities.

Ultimately, the key aspects of the strategic communications plan reflect a value on marketing and communication through an expanded presence on social platforms (with an emphasis on visual storytelling), a greater effort to establish the District brand, which includes reflecting the voices and activities unique to the District, and the ever important website redevelopment project.

As we move forward over the life of this plan, we pledge to infuse all our ongoing engagements with the following approach:

Inform	Consult	Collaborate	Empower
Notify internal and external audiences of a policy, procedure or program change	Seek feedback from internal and external audiences on the change	Where warranted, work with internal and external audiences to identify possible solutions	Educate external and internal stakeholders (parents, students, staff) on the policy, procedure or program so that they are able to champion the cause
e.g. website, email, social channels, paid media	e.g. public meetings, focus groups, committees and surveys	e.g. workshops and surveys advisory groups, public meetings.	e.g. training workshops, paid media, social channels, website

RECOMMENDATION: THAT the Board of Trustees with the Renfrew County District School Board approve Strategic Communications Plan 2022-2025

ATTACHMENT: [Strategic Communications Plan 2022-2025](#)

REPORT PREPARED BY: Jonathan Laderoute, Manager of Communications



Manager of Communications

REPORT APPROVAL



Director of Education

PROGRAM AND STUDENT ACHIEVEMENT COMMITTEE

Open Session: **x**

Closed Session: _____

REPORT TO BOARD

February 8, 2022

PRESENT:

Committee Members:	M. Guenette (Chair), M. Adam, S. Humphries, B. Morris, N. Edge, D. Kaiser, L. Boland, J. Abbott (Student Trustee), T. Novosedlik (Student Trustee)
Administration:	P. Buffone, R. Cousineau, J. Poirier, B. McIntyre, J. Barnes, S. Blok, J. Laderoute, S. McIntyre, H. MacMillan, S. McCafferty, A. Garcia
Guests:	J. Smith, B. Smith, M. Ingram, L. Rigby, S. Cassidy-Rouleau, C.Barber, A. Maccougall-Popke, S.Smith

ABSENT: (With Regrets) D. Shields

The Program and Student Achievement Committee met on Tuesday February 8, 2022 to discuss the following items:

1. School Year Calendar - Report
2. Secondary School Review – Program Pathway for French-as-a-Second Language
3. Special Education Plan – Report

The following recommendations were made:

1. School Year Calendar - Report

THAT the Renfrew County District School Board submit the proposed modified school year calendar for the 2021-2022 school year for approval by the Ministry of Education.

2. Secondary School Review – Program Pathway for French-as-a-Second Language

WHEREAS the Ministry of Education Ontario has announced, as part of its efforts to ensure all students can reach their full potential, that all Grade 9 subjects will be offered in one stream beginning in September 2022,

AND WHEREAS the Renfrew County District School Board continues to endorse a system-wide commitment to FSL programming, K-12, initially established through the 'elementary phase of the vision exercise,

AND WHEREAS a key objective of the Renfrew County District School Board, as an integral part of the 'secondary phase' of the vision exercise, is to prioritize and promote ministry-recognized, certification-based programs for students in all program pathways,

THAT the Board of Trustees of the Renfrew County District School Board approve the multi-year expansion of FSL Programs for all secondary schools, for implementation over the next five-year period. This renewed program pathway will provide course selections that lead to FSL certification (extended and/or immersion) in all families of schools. This vision will ensure enhanced opportunities for all students, providing a clear and strong foundation for future success.

M. Guenette
Chairperson

FINANCE AND RESOURCES COMMITTEE

Open Session: X

Closed Session: _____

REPORT TO BOARD

February 8, 2022

PRESENT:

Committee Members: L. Boland (Chair), M. Adam, M. Guenette, S. Humphries, D. Kaiser, B. Morris, J. Abbott and T. Novosedlik (Student Trustees)

Administration: P. Buffone, J. Barnes, S. Blok, R. Cousineau, D. Jenkins, J. Poirier, J. Laderoute, S. McIntyre, H. MacMillan, D. Fiebig, P. Burnette, T. Hoffman, J. Smith, M. Knockleby

Guests:

ABSENT: (With Regrets) N. Edge, D. Shields

The Finance and Resources Committee met on Tuesday, February 8, 2022 to discuss the following item(s):

1. ICT Plan 2022-2025; and
2. Annual Budgetary Process – COVID 19 Supports for Schools Report.

The following recommendations were made.

1. ICT Plan 2022-2025
THAT the Board of Trustees adopt the RCDSB's ICT Action Plan 2022-2025, and approve the utilization of funds from the ICT internally-restricted accumulated surplus in the amount of \$940 000 for the 2022-2023 school year to support the one-time implementation of the 1:1 device access plan for students in grades 7-12, system-wide.
2. Annual Budgetary Process – COVID 19 Supports for Schools Report
THAT the Board of Trustees approve an additional \$300,000 from Accumulated Surplus to support the safe operations of schools for the balance of the 2021-2022 school year.

L. Boland
Chairperson

SPECIAL EDUCATION ADVISORY COMMITTEE

Open Session: X

Closed Session:

REPORT TO BOARD

February 16, 2022

PRESENT: Committee Members: B. Morris, A. MacKenzie, A. Bergeron, N. Tabbert,
D. Lacombe

ADMINISTRATION: J. Poirier, B. Smith, L. Rigby, C. Barber, S. Smith,
A. MacDougall-Popke, A. Hilts

ABSENT: (With Regrets) M. Ingram, M. Guenette

GUESTS: J. Lehman, K. Wright

The Special Education Advisory Committee met on Wednesday, February 16, 2022 and discussed the following:

1. Staff Update
Presentation by RCDSB ASD Coordinators
2. Report from the Board
3. Association Report

No recommendations were made.

Amy MacKenzie,
Chairperson



Board Meeting
Director's Update - Pino Buffone
22 February 2022

Since the return to in-person learning for the vast majority of our students and staff on Monday 17 January 2022, school-based and centrally-assigned staff have been working diligently to provide engaging, inspiring teaching and learning environments for all learners. To their great credit, through dedication and diligence, we have been able to keep schools open and ensure the continuity of learning for all students.

The multi-stage protocol to manage the potentially greater fluidity of absences for students and staff alike has proceeded steadily. My sincerest thanks to all stakeholders of our system - students, parents/guardians, staff, federation/union partners, trustees, and members of our school communities - for making the extraordinary happen!

Further, I am pleased to share that our staff in central buildings have returned to their workplaces, effective Monday 14 February 2022. This has been a welcome return for our organization... and I would like to express my gratitude to central staff for their flexibility and focus while working from home during this period of time.

Of note, the provincial government has announced upcoming changes to the public health parameters affecting schools and workplaces, and our District will continue to work collaboratively with the Renfrew County and District Health Unit (RCDHU) implement revised recommendations accordingly.

School Visits - Winter & Spring 2022

I am pleased to share that I have resumed regular school visits, effective Tuesday 15 February 2022. The foci of my visits include: learning recovery and renewal; student and school safety; wellness as an organization; and, the implications of the 'vision exercise' at the elementary and secondary levels.



**Board Meeting
Chair's Update - Bryon Morris
22 February 2022**

As we near the end of the month of February we still are in the midst of the Omicron wave of the COVID-19 pandemic but, hopefully, the end is near and we will be entering a period of a 'new normal'.

The past two years certainly have been challenging but it is important to say that throughout this period we have maintained a keen focus on the work of the Board - the renewal of the Multi-Year Strategic Plan, reshaping programming in our schools, as well as caring for the mental and physical well-being of students and staff alike. The Board of Trustees recognizes the challenges that all have been dealing with in these extraordinary times and we thank all of you for your dedication and resiliency. To the staff I would like to add that we have been very impressed with your professionalism, with your motivation to do the best for all of our students.

We have much to look forward to as a Board. We are very excited to be entering the second phase of our enhanced program pathway for French-as-a-Second Language (FSL). The Elementary phase of expanded French Immersion programming began in the Fall of 2017 and this Fall we will be beginning the Secondary phase of this initiative in a careful and measured way. Our long-term commitment to FSL programs K-12 endorses a healthy, vibrant bilingual environment for students, staff and our school communities. In this and other ways together we are reshaping the educational environment in our schools to better serve our students as they prepare for their lives in society.



Student Trustees' Report for Tuesday, February 22, 2022

Report Prepared By:

Jazzlyn Abbott and Taylor Novosedlik

Upcoming Student Senate Meeting:

Student Trustee Novosedlik: At our upcoming meeting we will be starting off with our Student Senate and Student Trustee orientation. At the moment we have 19 interested applicants overall between both roles. Later on in the session we will also be going over the Student Trustee election process to brief the Senate as to what to expect. We will be finalizing the details for May's mental health week by reviewing each school's chosen activities. We have already selected two board-wide days, a chalk art day and an outdoor yoga session. We will be holding a review and vote on the changes that we would like to make to the Student Senate policies. Additionally, we will go over the preliminary Student Senate handbook and have a working session to add, and make changes. Elementary reachout is still a goal of ours, and this meeting we will be planning the session that the elementary students will be sitting in on, which will be held in May.

Student Trustee Abbott: In the past few weeks, we have been focusing on reaching out to students across the Board to encourage attendance at the leadership orientation. We've done so by social media promotions, creating an introduction video which was shown in grade 10 classrooms across the Board, and reaching out to staff at every school. Finally, on January 31st we held the first meeting of the Equity Council with Equity Ministers from each school. We established a goal to celebrate Black History Month across the district, and brainstormed ideas to bring back to the student councils.

Updates at OSTA-AECO (Verbal Update): Student Trustee Abbott