

2020-2021



Champion high learning expectations for all students in all programs		
Improve Student Achievement		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Establish new process for setting achievement targets in mathematics in the absence of provincial assessment data	<ul style="list-style-type: none"> - Create long-range plan and scope and sequence in mathematics by grade level (grades 1-8); - Create assessments and resources aligned to the scope and sequence; - Create monthly curricular overviews and supports to engage parents in the learning; - Develop and pilot end of term district assessments in mathematics in grades 3, 6, and 8 to create baseline data for target setting at the classroom, school and district levels based on revised Ontario Mathematics curriculum. 	
Revisit the process for monitoring student achievement and well-being through the BIPSAW and SIPSAW in the COVID context	<ul style="list-style-type: none"> - Determine which of the current monitoring measures on SIPSAW/BIPSAW apply in the covid context and in the absence of provincial assessment data; - Revise and adapt SIPSAW template based on covid context and data available; - Collaborate to create initial targeted school-based self-assessment indicators in the areas of mathematics and well-being (learning conditions) through an equity lens. 	- Requires intentional monitoring process to address learning in both in-person and OCV schools and quadmester/octomester hybrid model.
Conduct Learning Support Services Operational review to identify areas of service delivery improvement and adjustments for improved student outcomes	<ul style="list-style-type: none"> - Consult with Special Education Advisory Committee; - Conduct review; - Use results of the review to inform decisions about long-term supports and services for students with special education needs (as opposed to a reflection of the temporary situation as a result of the pandemic); - Share findings; - Develop follow-up Action Plan. 	- Possible requirement for adjustment to policy and procedures once the necessary shifts are revealed.
Promote collaborative environments which foster innovation and creativity		
Build a Culture of Innovative Practice that Modernizes Learning Experiences for Students and Staff		
Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Contribute to a digital community of practice (Innovation pillar)	<ul style="list-style-type: none"> - Promote a platform that enables staff to contribute to, learn from, and collaborate with each other in pursuit of innovative practices; - Ensure the platform is easily accessible for all staff; - Create culture and structures (openness to change; hearing new ways of doing things) that engage staff in contributing to the community of practice; - Provide experiential learning professional development for staff; - Provide professional learning for staff based on their needs in the areas of learning management systems, virtual meeting tools, chat and other collaborative features that support staff engaging in new ways of learning; - Continue to build a culture of innovative practice throughout the District. 	
Institutionalize personalized and flexible learning spaces and experiences that support learning in a modernized environment	<ul style="list-style-type: none"> - Define personalized and flexible learning spaces; - Review internal guiding documents such as the Secondary School Framework and Learning Anywhere; - Engage central departments in what personalized and flexible learning spaces should look like for students; - Access research from other K-12 school districts related to personalizing learning spaces and experiences that best meet the needs of students in a modern environment; - Engage staff, students, parents, school communities, and partners in a review of what learning should look like for <i>all</i> of our students. - Use the results of the research and conversations with groups to transform what learning looks like for students in elementary and secondary schools beginning in 2021-2022 (scaffolded approach); - Continue to expand the use of Experiential Learning to promote Equity and to enhance Student Success, both in bricks-and-mortar and OCV schools. 	<ul style="list-style-type: none"> - Possible impact on Secondary School Policy Framework; - Consider a program review; - Advocate to CODE, OPSOA, MOE for possible outcome changes.

Modernize instruction and administrative processes

Modernize Human Resources Management Practices

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Update and modernize performance management systems and cycles across employee groups	<ul style="list-style-type: none"> - Update job evaluation process for non-union employees; - Redesign and implement performance management system for superintendents; - Integrate leadership competencies within performance management; - Infuse equity and human rights accountability within all performance management systems. 	
Re-constitute staff development to reflect learning from a new digital reality for job-embedded, personalized learning	<ul style="list-style-type: none"> - Establish a multi-disciplinary digital platform for staff development through communities of practice; - Build on and expand personalized digital professional learning structures that were established during the closure period; - Identify data collection structure to measure impact and establish new directions. - Establish a common space for the digital platform to reside for easy access; - Use of common software and applications to ensure ease of access for all staff. 	

Modernize Learning and Student Experience

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Modernize Continuing Education, Adult and Alternate models and pedagogy for alignment and reflection of an equally valued pathway choice for secondary school students	<ul style="list-style-type: none"> - Investigate who is currently served by these programs and how well these programs serve students (student voice, marginalized students); - Ensure equity is addressed through course offerings. <p>CONTINUING EDUCATION:</p> <ul style="list-style-type: none"> - In collaboration with Program and Learning, develop a summer school bridging program to prepare students for Grade 9 Open Math; - Develop Land-Based Summer Learning Course package for Indigenous students to support transition from grade 8-9 and re-engagement of students 9-12; - Develop grade 9 reach ahead academic English course with a focus on Black studies, to support the transition of Black students from grade 8-9; - Establish and implement process for communication for summer school intake/outtake to create a seamless summer learning experience and to prepare students to transition to destreamed grade 9 Math; <p>ALTERNATE PROGRAM:</p> <ul style="list-style-type: none"> - Revamp secondary Alternate programming to develop more personalized learning experiences by identifying barriers to access and increasing experiential learning opportunities, in collaboration with Innovation & Adolescent Learning. <p>ADULT EDUCATION:</p> <ul style="list-style-type: none"> - Conduct review of benefits of covid program delivery modifications for opportunities to inform modernized adult education offerings, including asynchronous remote learning for students seeking greater flexibility in scheduling; - Investigate adult education programming for Indigenous adults aged 21 - 29. 	<ul style="list-style-type: none"> - Secondary Program Framework implications; - Investigation of efficacy of online learning, particularly as related to equity.



Prioritize the dignity and well-being of students in inclusive and caring classrooms

Enhance Students' Socio-Emotional and Physical Safety

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Implement Commit to Kids program	<ul style="list-style-type: none"> - Embed Commit to Kids principles into hiring and other Human Resources practices as applicable; - Review training and revise, as appropriate, to create onboarding mandatory program for all new hires; implement as part of on-boarding; - Launch updated policy and procedure for reporting suspected abuse and misconduct causing harm. 	
Review and revise Safe Schools, Code of Conduct, and Police Involvement in Schools policies and procedures.	<ul style="list-style-type: none"> - Complete revisions to Safe Schools and Code of Conduct policies based on consultation feedback and from a human rights perspective; - Consult with public on draft revisions; - Complete human rights-based consultation on police involvement in schools; - Present report and recommendations to Board; - Propose revisions to Police Involvement in School policy and related procedures. 	- Potential recommendations will impact operations in schools
Review and rebrand service for students who have been suspended or expelled or students who have alternate programming needs.	- Review alternate programming options for alignment with student profile strengths, with a focus on experiential learning opportunities; Monitor Safe Schools revised program to measure impact of the longer day, inclusion of social emotional programming, and the enhanced transition processes.	<ul style="list-style-type: none"> - Possible implications for program framework; - Structural changes supporting a collaborative approach to serving students' socio-emotional and academic goals in programming and transitional supports.
Activate Student Voice Action plan/ Student feedback and reporting system	<ul style="list-style-type: none"> - Implement a pilot of anonymous reporting tool for students; - Review data as on-going monitoring of district Safe Schools' 'climate'. 	- Expands accessibility for student voice to be expressed, while activating a school level response to concerns as well as forward planning and programming that centres what the voices are reporting.

Improve Student Well-Being

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Review and update the Well-Being Framework to align with 2019-2022 Mental Health Strategy	<ul style="list-style-type: none"> - Enhance and guide the work in the SIPSAW plans in the area of 'conditions for learning'; - Pilot 'The Third Path' framework and the support for students in grades K-3 who are at risk of suspension. 	- Change in practices to support students in alternative ways (specific change in practice for students in K-3 as progressive discipline responses that are alternatives to discretionary suspensions).
Implement 2019-2022 Mental Health Strategy through annual Action Plans	<ul style="list-style-type: none"> - Complete research on barriers to accessing mental health services and continue to provide access to culturally responsive mental health supports and services; - Targeted focus on mental health promotion for students K-3. 	

Champion and nurture a safe, caring and respectful workplace

Enhance Human Resources Equity Practices

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Promote and support Affiliate Networks	<ul style="list-style-type: none"> - Review previously established/approved Employee Resource Group terms of reference and update to reflect current context; - Establish relationship between groups and the District to ensure District is providing relevant support; - Formalize Black Educators Network, Rainbow Educators Network, Learning Disabilities Network and establish Muslim Educators Network and Indigenous Educators Network. 	<ul style="list-style-type: none"> - Consider resourcing and formal liaisons with senior staff; - Consider whether we need a procedure or guiding document for a formal structure.
Institutionalize an OCDSB Equitable Recruitment Framework	<ul style="list-style-type: none"> - Develop an equitable recruitment policy/procedure/guideline for hiring managers to increase diversity in our workforce; - Develop and deliver training to all hiring managers. 	

Improve Workplace Safety and Employee Well-Being

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Implement Respectful Workplace Campaign	<ul style="list-style-type: none"> - Finalize the development and roll-out of Respectful Workplace Campaign by December 2020; - Integrate into the onboarding process for new employees. 	
Continue ongoing implementation of Psychologically Healthy and Safe Workplace practices using CSA Standard	<ul style="list-style-type: none"> - Develop 3-year implementation plan, including specific actions and deliverables for each year; - Work with the Engaging and Healthy Workplace Committee in the development of the implementation plan. 	<ul style="list-style-type: none"> - Possible integration of Employee and Family Assistance Program with Mental Health Strategy.

Build authentic engagement with and among our communities

Build System Capacity for Engagement

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Seek feedback and gather ideas from families, students and staff	<ul style="list-style-type: none"> - Establish communications and engagement guidelines (with communities) for schools and the system, especially considering the reality of virtual learning and teaching and learning on display. - Continue to work with secondary schools on data analysis, closing gaps, and engagement strategies. - Use the feedback from families and students to enhance the learning experience for students. - Use the feedback from staff to further support staff development and resource allocation in OCV. 	
Conduct Advisory Committee Review	<ul style="list-style-type: none"> - Conduct research and consult with stakeholders; - Draft recommendations. 	<ul style="list-style-type: none"> - Policy implications (governance, equity integration, engagement; e.g., PPM 119).

Enhance Early Years

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Connect EDI data to support early years programming in SATE schools	<ul style="list-style-type: none"> - Use Early Development Instrument (EDI) results to help identify the strengths and needs of the children within school communities; - Use the EDI data to allow for creating targeted programs that affect the areas identified as the greatest need; - Use the data to better advocate for changes to policies, program delivery and distribution of staff; - Deliver staff professional development that identifies and addresses the areas with the highest needs. 	<ul style="list-style-type: none"> - Potential impact on Welcome to Kindergarten practices and Kindergarten Program Framework.



Remove barriers to equity of access, opportunity and outcomes

Implement Indigenous, Equity and Human Rights Roadmap

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Establish Indigenous, Equity and Human Rights Division	<ul style="list-style-type: none"> - Establish and launch Division; - Execute media campaign; - Revise website; - Develop Human Rights policy, procedure and guidelines. 	

Use Data to Inform Practice, Policy and Decision-Making

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Complete analysis and report on identity based data	<ul style="list-style-type: none"> - Complete analysis of identity-based data and integration with other datasets; - Present reports on suspension, credit accumulation, achievement, and sense of belonging. 	
Conduct Staff Equity and Engagement Survey	<ul style="list-style-type: none"> - Engage third party to consult on survey instrument and administer survey; - Conduct focus groups to engage staff based on identity and impact on engagement; - Administer employee census/ engagement survey and analyze/report on results; - Develop specific, measurable, attainable and aspirational action plans based on survey results to increase diversity of workforce, address barriers, improve engagement and sense of well-being and belonging. 	
Initiate Student Achievement Through Equity Inquiry (SATE) for 11 schools and G8 credit achievement initiatives	<ul style="list-style-type: none"> - Establish an initiative to work with a group of schools to demonstrate how an appropriate equity approach can impact student achievement; - Improve teachers' knowledge, skills and practices, to effectively support students in the classroom; - Continue work, and expand, with senior team, school administration, and Student Success leads; - Collaborate on proactive and reactive strategies to enhance success and pathways for underserved students. 	

Model responsive and ethical leadership and accountability

Enhance Leadership

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Examine succession planning through the lens of human rights and equitable recruitment framework	<ul style="list-style-type: none"> - Initiate an interrogation into succession planning structures through a third party analysis, report and recommendations. 	<ul style="list-style-type: none"> - Possible impact on selection processes, framework for 'acting' positions, professional development, talent procurement and advancement.
Establish Indigenous and Racialized Leaders development plan	<ul style="list-style-type: none"> - Engage third party to support development of leadership succession (and development) strategy, including equitable leadership strategy; - Establish advisory group; - Plan and implement outreach activities to attract Indigenous, Black and minoritized leaders/candidates. 	
Integrate the role of the Integrity Commissioner into OCDSB system practice	<ul style="list-style-type: none"> - Issue RFP, review applicants and award contract for Integrity Commissioner. 	
Monitor implementation of Strategic Plan	<ul style="list-style-type: none"> - Monitor implementation of the strategic plan, with a focus on key work that builds a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility; - Track stories/experiences of students and staff that begin to demonstrate impact of the work. 	

Foster progressive stewardship of the environment and human and financial resources

Build System Capacity for Stewardship of Resources

Strategic Action	Activities & Deliverables	Considerations for Sustaining Practice
Build capacity of leadership team on budget theory, education funding, sources, and use of funds	<ul style="list-style-type: none"> - Train senior staff on education funding, budget management, and financial literacy; - Engage a Telfer or Spratt co-op MBA to develop a template for use in 2021-2022 budget discussions; - Develop a public-facing guideline/resource to make the budget process (including staffing) accessible and visible. 	
Expand implementation and profile of environmental stewardship initiatives	<ul style="list-style-type: none"> - Work with Communications to celebrate successes; - Continue community gardens work with Innovation and Adolescent Learning, and with Program and Learning; - Engage with Indigenous Education Team and elders about Indigenous medicine gardens. 	
Implement enterprise risk management program	<ul style="list-style-type: none"> - Deliver professional development session on Strategic Enterprise Risk Management (SERM) to Trustees; - Re-engage senior staff to solidify commitment; - Draft SERM policy and procedure. 	<ul style="list-style-type: none"> - Development and implementation of a SERM policy and procedure.
Determine program delivery model for the Infant Toddler Program	<ul style="list-style-type: none"> - Explore and develop a comprehensive Early Learning Model and Strategy for OCDSB; - Analyze the benefits or deficits of offering Infant Toddler Program; - Analyze our capacity to expand into the four vacant Infant Toddler purpose-built child spaces at OCDSB elementary schools. 	

