

RCCDSB STRATEGIC PLAN CONNECTION:

CGE: A Responsible Citizen

Vision Statement: As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.

MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:

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|-------------|-----------------------|--------------------------|--|-------------------------------|
| Achievement | Human Rights & Equity | Pathways & Transitions ✓ | Mental Health, Well-Being & Engagement | Learning Recovery & Renewal ✓ |
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NEEDS ASSESSMENT:

Remove Barriers
Support transitions
Improve communications.

OVERALL PRIORITY:

Remove barriers to provide equitable access to Pathway and experiential opportunities

ACTION PLAN:

| MOE BIEP Indicators | RCCDSB Specific Goals | Implementation / Action | Evidence / Data / Success Criteria | Resources | Monitoring |
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| % of students in Grades 7-12 who annually update their Individual Pathways Plan | Supporting enhanced Pathways and Experiential Learning for all grades 7-12 | Partnership with elementary Principals/Teachers and Secondary guidance teachers to provide support to intermediate classes across the | Anecdotal data from staff Exit cards | My Blueprint program | Class visits grades 7 and 8 Exit Cards Monitoring use of My Blueprint |

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| (IPP) | | <p>system, including those in remote areas</p> <ul style="list-style-type: none"><input type="checkbox"/> Support students and staff grades 7-12 in understating pathways, especially for those who face barriers<input type="checkbox"/> Utilize My Blueprint/guidance visits/orientation visits to support the implementation and monitoring of the IPP for grades 7-12<input type="checkbox"/> Provide training to staff to enhance use of My Blueprint<input type="checkbox"/> Enhanced role of Indigenous Graduation Coach in transition planning, orientation activities and school-based activities | Improved access to and effective use of My My Blueprint for staff and students | | <p>Indigenous Graduation Coach Qualitative report</p> <p>Presentation to IEAC and Board</p> |
| <p>% of students participating in job skills programs (including co-op, SHSM, OYAP & Dual Credits)</p> <p>% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)</p> <p>% of Ontario</p> | Enhanced communication and experiential learning opportunities (OYAP, SHSM, COOP etc.) for students grades 7-12 | <p>Coordinate with secondary guidance, secondary experiential learning coordinator, elementary experiential coordinator and elementary Pathways SPAT and the indigenous Education team to provide information sessions and experiences for students in grades 7-10 to learn about pathways, co-op, OYAP, SHSM, the Trades</p> <p>Plan and implement experiential learning opportunities for students not connected to SHSM programs or the Trades, including opportunities for students with Special Education needs.</p> | Enrollment data and report card data for students in STEM courses, SHSM, Dual Credit and coop programs | <p>Algonquin College CNL connection</p> <p>Community Living</p> | <p>Data gathered for reporting purposes</p> <p>Special Education Coordinators/Special education staff</p> <p>Guidance staff training</p> |

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| students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school* % of students enrolled in STEM-related courses in Grades 11 and 12 | | | | | Questionnaires School Visits |
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