

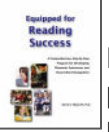
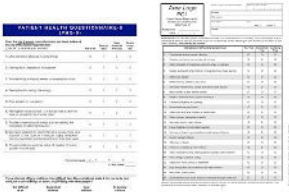
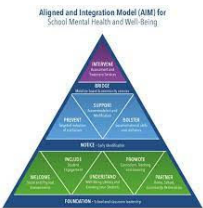

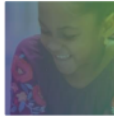




RCCDSB STRATEGIC PLAN CONNECTION:					
CGE: A Self-Directed, Responsible Learner Vision Statement: As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.					
MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:					
Achievement	Human Rights & Equity ✓	Pathways & Transitions	Mental Health, Well-Being & Engagement ✓	Learning Recovery & Renewal ✓	
NEEDS ASSESSMENT:					
OVERALL PRIORITY:					
ACTION PLAN:					
MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of schools that have implemented activities that promote school connections, including extra curricular activities	Support and enhance experiential learning for all. Supporting Student Voice/Student Empowerment and Wellness	Community-building and re-engagement structures for students, with a focus on outdoor education Mental Health Summer Transition Program Spec Ed Summer Transition program	% of schools where Outdoor Ed SPAT developed and / or lead activities in schools % of schools that includes extra curricular activities for students Student participation data (participation and survey	RCEIAA UOVHSAA Vfairs https://www.vfairs.com/ 	Education Superintendents SEF P's School Social Media (e.g., Facebook, Newsletters, Twitter) Mental Health and Wellness Lead

		<p>Supporting and enhancing transitions from elementary schools to secondary schools and from secondary to post-secondary through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> My Blueprint with staff training <input type="checkbox"/> Guidance visits/orientation <input type="checkbox"/> Indigenous Graduation Coach <input type="checkbox"/> Experiential learning opportunities <input type="checkbox"/> Secondary summer camps for junior students 	<p>feedback)</p> <p>School Social Media (e.g., Facebook, Newsletters, Twitter)</p> <p>% of schools participating in transition programming</p> <p>Intermediate division virtual fair</p> <p>Secondary School REACH Day</p>	<p>Shaw Woods</p> <p>Community Living</p> <p>Algonquin College</p> <p>Demographic student census</p> <p>School Climate Surveys</p> <p>Student Success Team</p> <p>Mental Health and Wellness Team</p>	<p>Safe School Coordinator</p> <p>Google Form feedback from staff attending Summer Institutes</p> <p>Student engagement of My Blueprint</p> <p>Meeting with community partners around secondary experiential learning opportunities</p>
<p>% of schools that have an intentional strategy to keep students engaged</p>	<p>Sustain student engagement through differentiated learning and evidence-based instructional practice.</p> <p>Connect disengaged students to school and community support.</p>	<p>Build admin capacity with RTI presentation to LTM (May, 2022), and school capacity with September PD</p> <p>Support early reader intervention through Inclusion SPAT school visits.</p> <p>Ongoing consultation within MH&W team, and with school teams.</p> <p>Ongoing consultation between MH&W Team and community partners.</p> <p>Multidisciplinary Team Meetings</p> <p>Graduation re-engagement (Summer)</p> <p>Summer Institutes staff professional development</p>	<p>SERT schedule</p> <p>Classroom literacy profile data (e.g., Clevr literacy form)</p> <p>School attendance data analysis (first term and second term)</p> <p>Participation in ENGAGE program (3 Doors with FCS)</p> <p>% of Grade 6-8 student participation in virtual fair</p> <p>Anecdotal observations from Admin (student removal from class to office)</p> <p>Suspension data (e.g., frequency, and duration) in comparison to 2021-2022</p>	<p>General overview chart</p>  <p> RTI Instructional programming resources and foundational knowledge resources</p> <p>Demographic student census</p> <p>School Climate Surveys</p> <p>Family and Children's Services (3 Doors and developmental services)</p>	<p>MOE Re-engagement reports</p> <p>Google Form feedback from staff PD on behaviour and invisible disabilities</p> <p>Education Superintendents SEF P's</p> <p>School Social Media (e.g., Facebook, Newsletters, Twitter)</p> <p>Mental Health and Wellness Lead</p> <p>Safe School Coordinator</p>

		<p>Secondary Staff PD on behaviour and invisible disabilities</p> <p>Provide physical literacy skill development for student and staff</p> <p>Provide coding opportunities for student and staff development</p> <p>Learning recovery and renewal tutoring for literacy and numeracy</p>	<p>school year.</p> <p>School Social Media (e.g., Facebook, Newsletters, Twitter)</p> <p>Tutoring program survey data</p> <p>Board Re-engagement MOE report</p>	<p>Mental Health and Wellness Team</p> <p>Student Success Team</p> <p>Curriculum Program Team</p> <p>Special Education Team</p> <p>Information Technology Department</p> <p>Phoenix Centre</p>	
<p>% of students who accessed school-based mental health services</p>	<p>Collect student data in 4 separate data captures as prescribed by SMHO</p> <p>Data analysis by mental health concern, severity and connection to community mental health supports</p>	<p>Increase capacity for data capture through enhancing current Clver capabilities</p> <p>School intake process followed</p> <p>Demission processes enhanced</p>	<p>Intake forms submitted and sent out to team members</p> <p>Assessment plans completed</p> <p>Treatment plans completed</p> <p>Progress Notes completed</p> <p>Demission reports completed</p> <p>GAD scale completed</p> <p>PQ9 scale completed</p> <p>Mood scale recorded</p>	<p>Strengths and Difficulties Scale (elementary)</p> <p>GAD Scale (secondary)</p> <p>PQ9 Scale (secondary)</p> <p>Mood Scale (elementary and secondary)</p> <p>Clevr</p> 	<p>Superintendent of Mental Health</p> <p>Mental Health team biannually (Jan. & June) internally reviews team data and identifies trends</p> <p>Mental Health team members</p> <p>Mental Health Lead</p>
<p>% of board-level staff and educators receiving professional learning in</p>	<p>All Teacher: Teacher-MH Team individual training on Tier 1 classroom intervention and mental health literacy</p>	<p>Using SMHO resources, create evidence based modules for teachers connected to Tier 1 - Welcome, Include, Understand, Promote, Partner, mental health literacy and how to support</p>	<p>Staff supply funding expense report for each school</p> <p>Exit cards from the individual teacher trainings</p>	<p>AIM Model of Intervention</p>	<p>Superintendent of Mental Health</p> <p>Exit card data shared with entire mental health team</p>

<p>student mental health literacy and board protocols regarding student mental health</p>	<p>All Staff: Staff meeting presentations on board protocols for student mental health including self-harm and suicidal ideation</p>	<p>well-being</p> <p>New Suicide Prevention Protocol</p> <p>The mental health team will create an evidence based module from SMHO material on mental health protocols within the board with a special focus on self-harm and suicide prevention protocols for all staff members</p>	<p>Exit card data from all staff meeting presentations</p> <p>Mental Health Newsletters</p>	 <p>SMHO classroom mental health resource action kit</p> <p>New Suicide Prevention Protocol with improved Safe Plan</p>	<p>Mental Health Lead</p> <p>Principals/Vice-Principals</p>
<p>% of students in grade 4-12 who feel their school is a safe and inclusive environment</p>	<p>Continued inclusivity training for high school teachers on positive identity practices</p> <p>Yearly Equity and Inclusion student forums to capture student voice</p> <p>Data capture through the School Climate Survey</p> <p>Ongoing training for Mental Health team</p>	<p>Information for positive identity practices taken from SMHO and Equity and Inclusion portfolio</p> <p>Student forums created through an equity and inclusion lens</p> <p>The School Climate Survey is filled out by all students on a 2 year rotation</p> <p>Mental Health Team will engage in training on Equity, Inclusion and Indigenous Education</p>	<p>The majority of staff rate exit card comments as favourable</p> <p>Rich student data to present to the Board of Directors and inform board mental health plan and equity and inclusion plan</p> <p>School Climate Survey reports positive increase in students feeling safe</p> <p>The mental health team will attend all assigned trainings and review all material on equity, inclusion and Indigenous Education from SMHO</p>	<p>SMHO resources, P-Flag resources, CHEO resources, Ministry Equity and Inclusion resources</p> <p>Past resource for student forum</p> <p>SMHO Equity and Inclusion trainings</p> <p>SMHO Indigenous trainings</p> <p>SMHO material on supporting Indigenous Youth</p> 	<p>Superintendents</p> <p>Safe Schools Coordinator</p> <p>Principals</p>

				 <p>Mental Health in Action Professional Learning Modules Self-guided learning modules for Elementary Educators, Secondary Educators and School Leaders View Modules</p> <p>VLE: Mental Health in Action Professional Learning Modules</p> <p>■ Resilient, Active, and F...</p> <p>Webinar: Supporting Student Mental Health and Well Being</p>	
% of suspension and expulsions across grades 4-12	Monitor/analyze discretionary suspensions across grades 4-12 for the 2022-2023 school year	<p>Monitoring of suspension data throughout the school year (monthly updates)</p> <p>Targeted interventions for students aged 12-14 based on high rates of suspension in this age cohort from 2021-2022 school year (Safe Schools classroom visits/education)</p> <p>Training for staff in positive behaviour supports to reduce discretionary suspensions</p>	<p>School suspension data</p> <p>Analysis of suspension data with specific attention to number/frequency/rationale of discretionary suspensions;</p> <p>Analyze demographic trends of suspensions</p>	<p>Suspension and Expulsion in Ontario: Considerations for Positive Behaviour Supports in Lieu of Discretionary Suspension (Page 5)</p> <p>■ Understanding Self-R...</p>	Safe Schools Coordinator
% of school staff who have undertaken professional development to support fair student discipline practices	Training for staff in equity, bias-aware progressive discipline practices, and restorative practices	Training for secondary staff on November 19th PA Day re: Equity/Anti-racism and student success	<p>Collect exit data from staff post-training</p> <p>School suspension data</p>	<p>Ontario's Action Plan to Reduce Systemic Racism in Schools</p> <p>■ PROFESSIONAL LEAR...</p>	Safe Schools Coordinator

				 <p>Equity</p> <p>We are just getting started with this Equity section of Supports for Learning. Here to come!</p>  <p>Introduction to Human Rights and Equity in Education: Anti-Racism and Anti-Discrimination</p> <p>This slide deck is designed to introduce data for school boards to a year of learning, dialogue and reflection about human rights, anti-oppression and anti-colonial education, and confronting anti-racism and anti-black racism in education.</p> <p>Download slide deck</p> <p>VLE "Supports for Learning" re: Equity via D2L/Brightspace</p> <ul style="list-style-type: none"> Improving the Educati... Poverty and Schooling... <p>Progressive Discipline: Part of Ontario's approach to making schools safe places to learn</p> <p>Supporting bias-free progressive discipline in schools: a resource guide for school and system leaders ontario.ca</p> <p>Caring and Safe Schools in Ontario</p>	
<p># of reported hate based incidents</p>	<p>Centralized data collection/capture of hate based incidents</p> <p>Educational/disciplinary interventions for student perpetrators of hate based incidents.</p> <p>Support for students targeted in hate based</p>	<p>School climate survey questions re: hate based/motivated incidents (ex. Experiences with racism, homophobia, etc.); Perceptual data was collected from Grade 6 students in Spring 2021 and Spring 2022 through classroom visits/surveys</p> <p>Collection of school based data from Safe Schools reports/suspension re: hate based incidents (defined as</p>	<p>In accordance with the Anti-Racism Act and Anti-Racism Data Standards, the RCCDSB will have collected race-based data by January 1, 2023 through its demographic data survey</p> <p>School climate surveys</p> <p>Safe Schools Reporting Data</p>	<ul style="list-style-type: none"> Culturally Responsive ... Forging Safer Learnin... PROFESSIONAL LEAR... <p>Safe Schools: Reporting and Responding.pdf</p>	Safe Schools Coordinator

	incidents.	"motivated by bias, prejudice, or hate" such as "racist, sexual, sexist or homophobic comments, slurs and jokes or graffiti") Anti-racism and anti-discrimination training (Nov. 19th PA Day for Secondary)			
% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning	Centralized data collection to determine % of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning Curricular resources that include culturally responsive and relevant pedagogy reflective of student population	Include questions on school climate surveys to capture data Increase capacity of curricular resources for staff/students	School climate surveys Environmental scan of resources	Anti-racism and Destreaming Webinar program-planning/human-rights-equity-and-inclusive-education <div>■ Facilitating Activist Ed...</div> <div>■ Bringing Marginalized ...</div> <div>■ Culturally Responsive ...</div>	Safe Schools Coordinator