



REPORT NO. 2021-05

DATE: May 10, 2021

**TO:** The Chair and Members  
The Protestant Separate School Board of the Town of Penetanguishene

**FROM:** Supervisory Officer

**SUBJECT:** Strategic Plan Implementation Update

### **Purpose**

The purpose of this report is to inform the Board of implementation of the Strategic Plan 2017-2022 (Strategic Plan 2017-2022 as posted: [www.pssbp.ca](http://www.pssbp.ca)). This report supplements REPORT NO. 2018-01.

### **Background**

The Board completed the development of its Strategic Plan 2012-2016, approved by a motion of the Board in April, 2013. The Board reviewed and revised the original Plan and the Strategic Plan 2017-2022 was approved by a motion of the Board in December, 2016.

The following information provides trustees with information on initiatives and actions that have occurred during the current school year to meet the goals of the Strategic Plan. As a result of the COVID-19 Pandemic and the impact on school opening, some aspects of the Strategic Plan could not be fully implemented. All efforts were made to incorporate as many aspects of the plan as possible.

#### **Strategic Priority Spiritual Well-Being:**

- Continued access to our area Protestant Churches to communicate opportunities for registration has occurred
- Our FMNI Lead has posted videos and information In Google Drive on the teachings of the 7 Grandfather teachings and shared them in individual classes.
- Regularly scheduled faith-based virtual presentations and discussions, based around the overview of the bible story occur in each grade 6-8 classroom, facilitated by representation from a local Protestant church
- Adoption of Land Acknowledgement continues to be used at all system meetings
- A short bible story is read over the morning announcements and a teacher shares a spiritual learning

- Oh Canada and The Lord's Prayer being done in French some days by Madame Lucie, as well as a positive spiritual message,
- Land acknowledgement played after the prayer and O'Canada each morning. Will be translated to French to play next academic year.
- Francophone month during March occurred to promote French Heritage
- Bible stories, lessons and songs shared with primary students during Makerspace/Music classes throughout the year.
- Weekly Bible Story and Lesson shared with K-6 during online learning and regular Christian Ed. classes continued for grades 6-8 with pastors from local protestant churches.
- Some primary staff have received release time and are in the midst of designing an outdoor learning space for students (with the support of our FNMI Lead)
- Rene Laurin (Education Officer - Metis Nation of Ontario) has provided us with a more geographic land acknowledgement in French that we will be looking at incorporating in the upcoming year

#### Strategic Priority **Academic Well-Being:**

- Continued connection with the Metis Nation of Ontario and a local Metis elder within the school at the classroom and educator levels e.g., working with students in sharing activities and stories that promote Indigenous education and teachings (animal tracking, beading, traditional arts etc.)
- Continued implementation of a Makerspace via rolling carts to support curriculum e.g. Science, Technology, Engineering , Arts, Mathematics (STEAM)
- Entrepreneur fair offered by the grade 7 and 8 students integrating many aspects of the curriculum (posted online)
- Partnerships with home, community and school to support students' academic progress continues to be a priority (Use of Seesaw and Google Classroom, invitations for parents and community members to volunteer, attend trips, work in classroom and the Makerspace are ongoing) This has increased dramatically with distance learning - staff has participated in a number of online sessions and learned through videos to better support families and students
- Chromebooks continue to be provided for all students in grades 5-8 (3-8) (Maybe even 1-8 next year) to support teaching and learning in all curriculum disciplines and to guarantee equity of access . . . additional Chromebooks were purchased to support growing enrollment.
- Technology devices, in particular, Chromebooks, shared with numerous families to support them during At Home Learning
- 'Empower' training for a comprehension and vocabulary program to take place to broaden the level of reading competency support available. Currently there is one primary, one junior, and one intermediate Empower group running with a focus on decoding and spelling.
- Equity and inclusivity continues to remain central to teaching and learning. The reference tools that were developed are being utilized at the school and board level. Feedback from students in grades 4-8 indicated that over 80% see themselves reflected in their learning.

- Literacy, Math, FMNI, Mental Health, Early Years, Technology, Mutli-Disciplinary Team and Experiential Learning Leads support teachers by sharing successful practices when planning and developing strategies to support students' learning
- Professional development to support students learning is shared by various staff at monthly staff meetings
- To better meet the needs of students receiving special education services, an external resource individual has been providing professional development to school, administration and board level individuals
- The entire staff received a one day professional development around the new mathematics curriculum
- The junior division teachers partook in an additional 4 (½) day sessions to delve deeper into the new curriculum and examine the trajectory between the grades (knowing our junior math scores are the weakest, this was a priority)
- New financial literacy technology is being used to support the money and finances strand
- IT continues to support coding and it's now being more purposefully integrated with the math curriculum
- A coding PD for some primary teachers was scheduled following April break, but will be postponed until we resume in person
- Various online tools have been purchased to support remote learning (Raz Kids, Boom Cards, LaLilo etc,)

#### Strategic Priority **Social Well-Being:**

- School participated in kindness activities - worked individually and by class
- Safe Schools Committee conducted a climate survey in the fall, and found results that seemed to predict COVID had an impact on the well-being of many of our j/i students
- Fitbits were purchased for the j/i division and step competitions as well as mood reflections were conducted to see if being more active was supporting more positive feelings for students (also helped with conversations/fun competitions between classes etc)
- Indigenous teachings and practices continue to be incorporated into classroom activities to support social and emotional well-being
- The seven grandfather teachings are highlighted and promoted throughout the year and displayed in the wall art in the main hallway.
- Pilot project for Land Based Learning using the Tiny Forest Academy was implemented in Fall of 2019 and was very well received. Continuation of the program was not possible due to strike action and Covid restriction but has laid a good foundation for teaching staff to feel more comfortable bringing the students outdoors for learning. Intentions to create outdoor classrooms are in the works.
- Life Promotion, Suicide Prevention, Intervention and Response Protocol has been reviewed with staff. Mental Health Lead continues to be available for risk assessments and connection to community supports.
- Training completed for MHL and SSW in online counselling interventions (BRISC/BDI) including review of suicide protocol and changes required during online learning. All staff were involved in a review of online protocols.

- Tragic Events protocol created and reviewed with staff. Implemented protocol successfully this year following the death of Elder Two Dogs, Ken Fraser. Partnered successfully with Jon Llimmer and Seasons Centre for Grieving Children to provide a safe space for children to express grief and get support.
- MHL providing review of tragic events and updated suicide protocol with community partners who support those protocols such as Seasons Centre for Grieving Children staff.
- Partnership with Big Brothers/Big Sisters Mentor program, supporting students who can benefit and increase resilience through that program (8 students)
- Partnership with Kinark formalized through development of an MOU. and the provision of weekly counselling at Burkevale for students with well being and mental health needs no services provided to date were to start after break
- staff member (MHL) participation in the COMPASS group that meets in Midland monthly to support community partnerships and awareness of community supports. Not happening due to COVID - but still able to access group via email
- Participation in Bell Let's Talk day and Anti-Bullying days and Mental Health Week with a variety of activities across the school, and for May 2020/21 Mental Health week, activities will be offered online.
- A community volunteer continues to facilitate the Roots of Empathy program for grade 5 students at Burkevale PSS (didn't happen due to COVID hoping for next year)
- Two more staff have been trained to provide Rainbows programming that supports students experiencing loss. (death of a loved one, separation of parents etc.) Small group programming is currently taking place during break times. (not happening - can't mix cohorts)
- Ongoing development of staff capacity to support equity, mental health and well being of all students, including mental health awareness and understanding of functions of behaviour as communication. Specific PD on ASD/ABA and how to support students at school is ongoing with the addition of training in collaborative problem solving. 2020/21 staff training focused on equity and mental health, and were provided with a variety of classroom friendly resources to use with students.
- June 26, 2020 - 27 staff participated in a Social Emotional Learning workshop to support return to school in Sept.
- MHL and SSW provide support and presentations to classrooms as requested.
- School social worker (SSW) joined in Jan. 2021 and is providing direct services to students and consultation to families and staff. MHL continues to consult with families and staff as needed.
- Two comfort dogs are trained and working at the school. Students can access Paw Passes to support their well-being. Covid impact - not happening
- Student council is active this year and is open to any students who wish to participate - not able to meet with different cohorts
- Partnered with the local HOPE program to offer an online family wellness night, 25 families attended and approximately 50 students, 140 families received wellness kits and mental health information that they could use at home.

Strategic Priority **Physical Well-Being:**

- WHMIS training was reviewed for staff, and new staff-have received training  
Relevant board policies regarding Health and Safety, Fire Plan, Workplace Harassment etc. were reviewed with all staff, and board policy updates were provided
- COVID protocols were shared via a staff PA day
- COVID room was created
- Supporting physical activity remains a priority for all students and staff with daily walks occurring
- Board is working on a list for the school to highlight policies that are to be covered yearly by administration with staff around health and safety
- All classes are involved in mindful breathing or another strategy to support students in calming themselves as they transition inside from outdoor recesses
- At the beginning of the day, grade 1-8 classes participate in a morning walk (Times now varied so cohorts are not mixing)
- Scheduled movement breaks occur for students to meet individual and academic needs
- Approximately 25% of the school population accesses the Eat Well to Excel Program. Application will be sent for funding for the program for the upcoming year (For COVID these were individually put in grab and go bags)
- all extra curricular activities canceled due to covid

**RECOMMENDATIONS:**

1. That Report No.2021-05, Strategic Plan Implementation Update, be received.
2. That the Board continues to proceed with implementation of the current Strategic Plan 2017-2022.

**Respectfully submitted by:**

Tim Overholt

Supervisory Officer