



REPORT NO. 2022-10

DATE: May 9, 2022

**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 Plan Annual Review (May 2022)**

Strategic Priority **Spiritual Well-Being:**

- Continued access to our area Protestant churches to communicate opportunities for registration has occurred.
- Our FNMI 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 classrooms, 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.
- O 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 and regular Christian Education 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 - Métis 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.
- Bi-weekly meeting called 'Prayer Pick-Me-Up' for staff.

Strategic Priority **Academic Well-Being:**

- Continued connection with the Métis Nation of Ontario.
- 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 as well as face to face).
- Partnerships with home, community and school to support students' academic progress continues to be a priority (Use of Seesaw and Google Classroom and the Makerspace are ongoing) 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 1-8 (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. Four staff are currently trained and utilizing the program to help in closing the gap for a number of students.
- 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 levels. Feedback from students in grades 4-8 indicated that over 97% see themselves reflected in their learning.
- Literacy, Math, FNMI, Mental Health, Early Years, Technology, Multi-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.

- Increased access to tutoring, social work services, psycho-educational assessment, speech and language services and occupational therapy to support students.
- New financial literacy technology is being used to support the money and finances strand. Intermediate students are looking at Non-Fungible Tokens (NFTs) and the market as part of their program.
- IT continues to support coding and it's now being more purposefully integrated with the math curriculum.
- Various online tools have been purchased to support remote learning (Raz Kids, Boom Cards, LaLilo etc.).
- 2 Professional Development (PD) days for all primary teachers to support literacy.
- FNMI lead and staff met in small groups to look at the Nelson Literacy Series and Indigenous education.

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
- This year's climate survey indicated greater resiliency in our students.
- Fitbits redistributed 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.).
- Evidence provided supports the connection between mental health and movement.
- 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 for all classes.
- Intermediate classes took part in activities offered through Awenda Park.
- Life Promotion, Suicide Prevention, Intervention and Response Protocol has been updated and reviewed with staff. Mental Health Lead (MHL) continues to be available for risk assessments and connection to community support.
- Tragic Events protocol updated and reviewed with staff. Implemented protocol successfully following the death of Elder Two Dogs, Ken Fraser. Partnered successfully with Jon Limmer 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 at school counseling service with Kinark formalized through development of a Memorandum of Understanding (MOU).

- Staff member (MHL) participation in the COMPASS group that meets in Midland (regrouping following COVID break) to support community partnerships and awareness of community support. Not happening due to COVID - but still able to access the 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 2021/22 Mental Health week, activities will be offered to staff to do in class and community partners from Youth Hub are available to do presentations in classes.
- 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 supporting children/youth with complex needs via 12 week proficiency training in collaborative problem solving. 2020-22 staff training focused on equity and mental health, and were provided with a variety of classroom friendly resources to use with students.
- School Social Worker (SSW) joined in January 2021 and is providing direct services to students and consultation to families and staff. SSW also provides Mindful Meals program in classrooms during nutritional breaks. MHL provides supervision for SSW and continues to consult with families and staff as needed.
- MHL and SSW provide support and presentations to classrooms as requested.
- One comfort dogs are trained and working at the school. Students can access Paw Passes to support their well-being. COVID impact - put on hold, began again spring of 2022.
- Student council is active this year and is open to any students who wish to participate - not able to meet with different cohorts until spring 2022.

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 and kept in place for the year.
- Supporting physical activity remains a priority for all students and staff with daily walks occurring.
- Board has created 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 vary 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).

- Return of intermediate extra-curricular activities in the fall and winter. Some interschool sports returned.
- Parent speaker series and PD opportunities provided around mental health and supporting student needs.

**RECOMMENDATIONS:**

1. That Report No. 2022-10, Strategic Plan Implementation Update, dated May 09, 2022, be received;

**Respectfully submitted by:**

Tim Overholt

Supervisory Officer