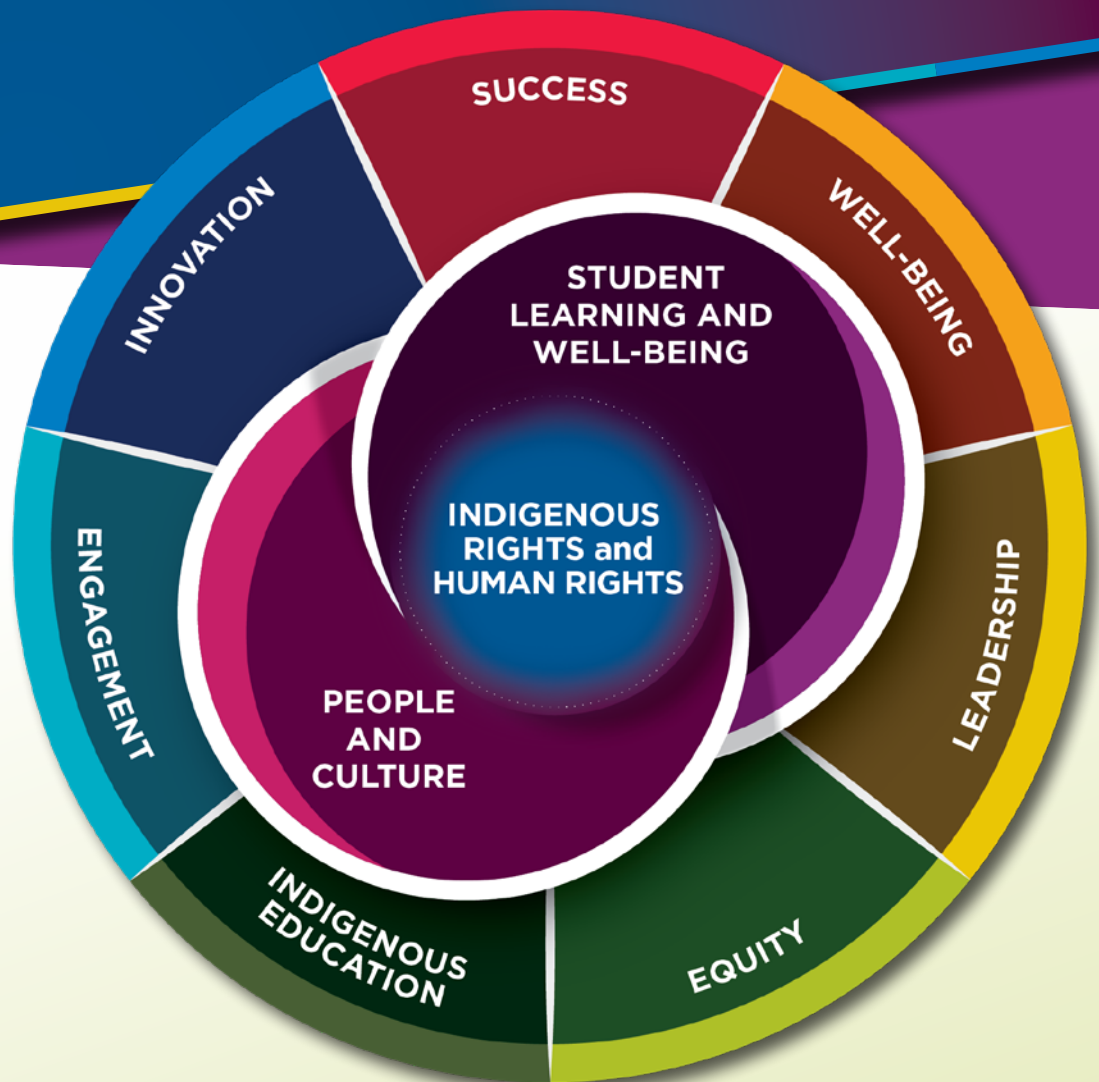




# Implementing the **IGNITE LEARNING** Strategic Priorities and Operational Goals

DRAFT  
**Operational  
Plan Update**  
2021-2022



Serving all students and people across the DDSB

# DDSB Strategic Plan

The Durham District School Board adopted the multi-year Ignite Learning Strategic Plan in 2018 following a thorough consultation with stakeholders. The strategic plan was extended by a further two years to 2023 to provide stability for the system during the COVID-19 pandemic.

## Success

Set high expectations and provide support to ensure all students and staff reach their full potential every year.

## Equity

Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

## Well-Being

Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

## Engagement

Engage students, parents and community members to improve student outcomes and build public confidence.

## Leadership

Identify future leaders, actively develop new leaders and responsively support current leaders.

## Innovation

Reimagine learning and teaching spaces through digital technologies and innovative resources.



The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island

# Putting the Strategic Plan into Action

TRUSTEES AND SENIOR TEAM

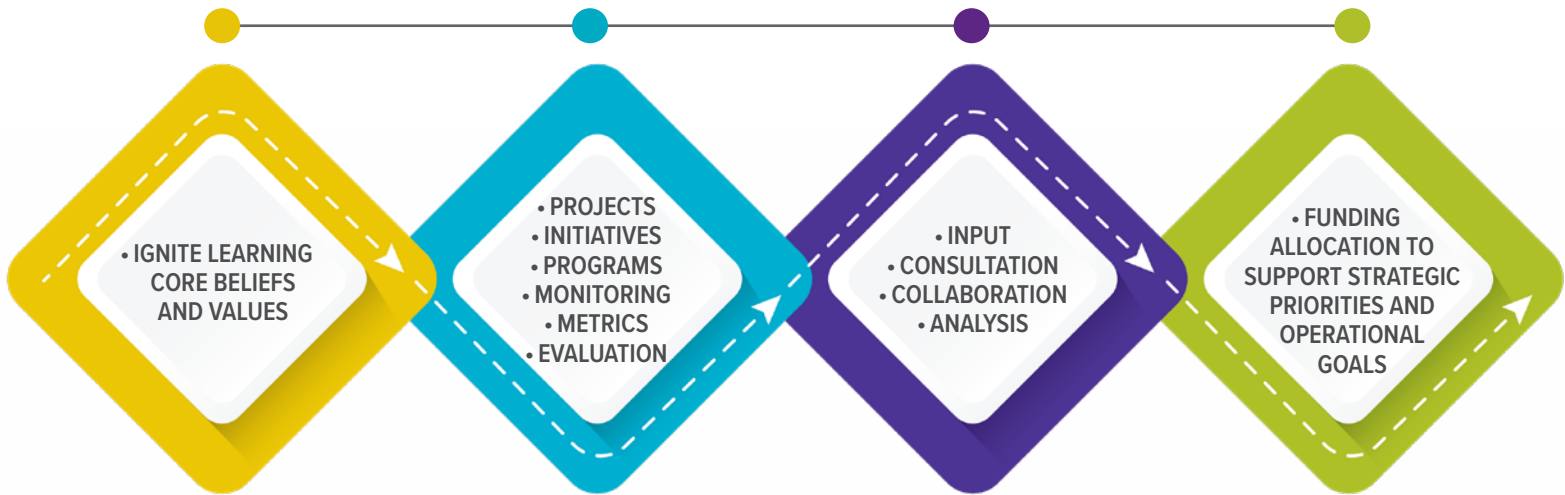
Multi-Year Strategic Planning and Budget Allocation

STRATEGIC PRIORITIES

OPERATIONAL GOALS

INPUT/PLANNING

BUDGET ALLOCATION



# Operational Planning for 2021-2022

As we enter the final two years of the current strategic plan and review and reflect on where we are as a system, our goal among the senior leadership team is to develop structures that promote collaboration and build trust, with a focus on inclusive and empathetic leadership. By relying on the strong foundation of the strategic plan and integrating strategies and actions being taken across departments and in schools, our goal is to drive positive outcomes that support people and culture, and student learning and well-being to serve students and the system across the DDSB.



## KEY OUTCOME: **STUDENT LEARNING AND WELL-BEING**

Student voices and identities are honoured in innovative environments that are focused on inquiry, well-being and global competencies. School cultures engage students to thrive academically, socially, physically and emotionally.



## KEY OUTCOME: **PEOPLE AND CULTURE**

Staff are empowered to contribute to an organizational culture through respectful relationships and processes that are inclusive, responsive, fair and equitable. Work cultures engage staff to thrive professionally and support everyone's well-being.



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# Operational Planning for 2021-2022

We recognize and acknowledge that systemic discriminatory and racist barriers exist in our services, employment and learning and working environments.

These barriers have resulted in disparities and disproportionate experiences and outcomes for students, families and employees based on (and not limited to) ancestry, race, disability, sexual orientation, gender identity, gender expression, socioeconomic status and creed/religion.

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## **We have individual and organizational responsibilities to:**

- uphold Indigenous rights and human rights;
  - address and not perpetuate discriminatory and racist barriers; and
  - enhance equitable experiences, access and opportunities and prevent disproportionate outcomes for all students, families and employees.
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By placing Indigenous rights and human rights at the core of the operational plan, we affirm our commitment to fulfilling these responsibilities.

We are also setting expectations for professional practice across the system. This work requires professional support, personal reflection and intentional actions to collaboratively examine and dismantle anti-Indigenous racism, anti-Black racism, ableism, homophobia, biphobia, transphobia, faithism, classism and other forms of discriminatory and racist structures barriers, and practices in our schools and workplaces.

We recognize the incredible efforts put forward by the people who make up the DDSB to stabilize the learning experience for students during the world-wide pandemic.

Students, their families, and staff have all had to respond during this unprecedented time. This plan will be actioned with sensitivity in understanding that the needs of students with the upheaval of the pandemic will vary and that it is not 'regular operations' in our schools. Now, more than ever, connection with students by making the curriculum relevant and reinforcing a sense of belonging, is what will serve their well-being and academic growth over the long-term.

# Guiding Principles

**To guide our work implementing the 2021-22 operational plan, we will:**

- 1** Integrate Indigenous rights, human rights, anti-oppression, equity, and intersectionality, with a focus on addressing all forms of discriminatory and racist barriers.  
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- 2** Engage, consult and build relationships with students, families, employees and communities to shape our planning and to inform responsive services, resources, supports and decision making.  
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- 3** Be transparent about our processes and clearly communicate our actions and outcomes.  
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- 4** Create opportunities for collaborative professionalism in the District's work and implement practices that are trauma informed.  
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- 5** Foster service oriented approaches that encourage innovative, equitable and responsive processes and practices.  
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- 6** Uphold our responsibilities and accountabilities through ongoing data collection, feedback and reporting.

The following overview presents the two operational outcomes (People and Culture and Student Learning and Well-Being) informed by the pillars of the strategic plan and the key operational strategies and actions for the 2021-2022 school year. Although many more initiatives and supports are in place and in progress for this school year, the following strategies are considered to be those that will have the greatest impact on moving the DDSB closer to the strategic outcomes.

# People and Culture

**Staff are empowered to contribute to an organizational culture through respectful relationships and processes that are inclusive, responsive, fair and equitable. Work cultures engage staff to thrive professionally and support everyone's well-being.**

## **Implement Indigenous Education Policy & Procedure**

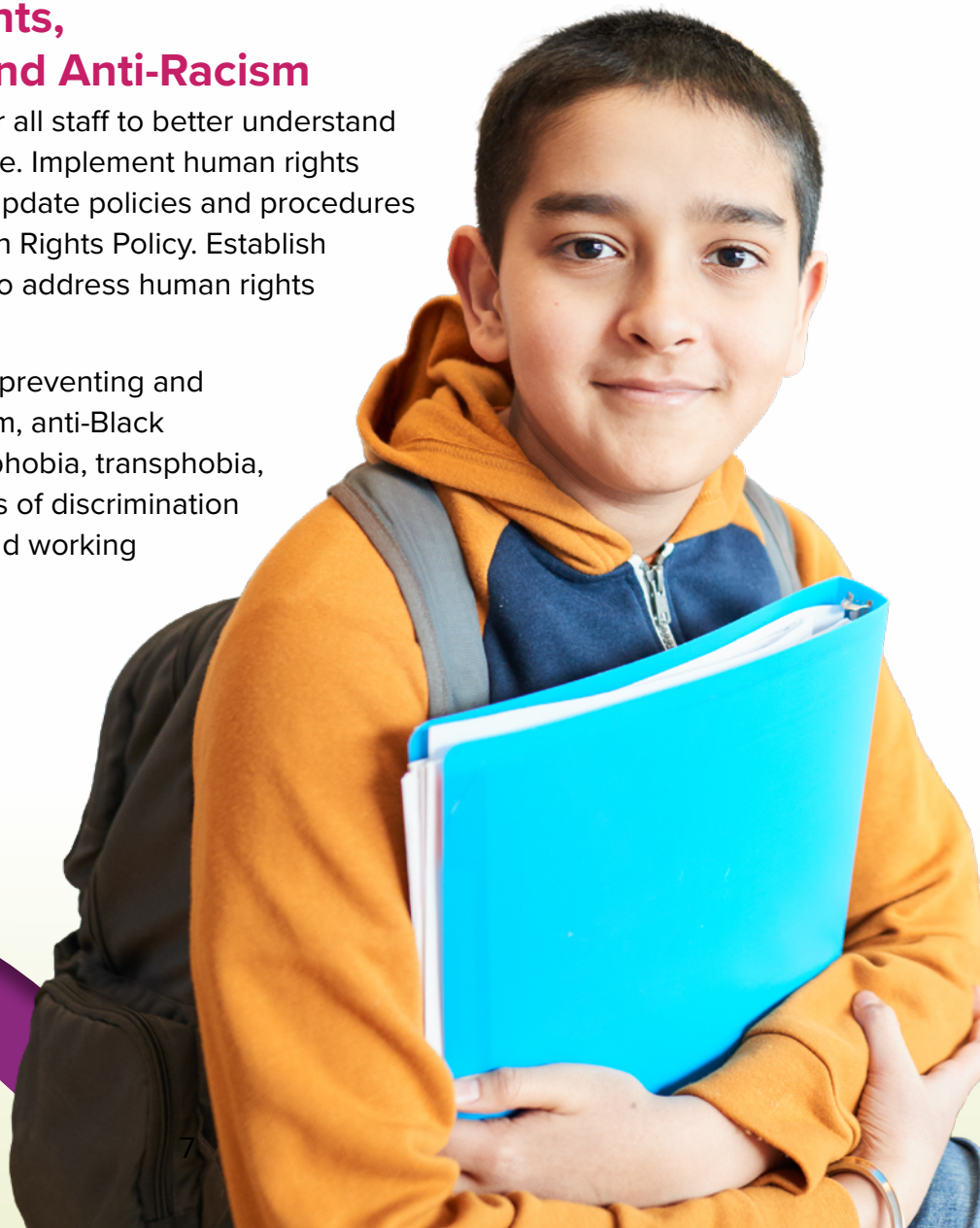
Provide opportunities for all staff groups to learn about Indigenous Rights and activate the Indigenous Education Policy. Update policies and procedures to reflect the Indigenous Education Policy.

Continue to focus on providing services, workplaces and learning environments that centre Indigenous rights and are welcoming, inclusive, and free from oppression, discrimination and anti-Indigenous racism.

## **Focus on Human Rights, Anti-Discrimination and Anti-Racism**

Provide learning opportunities for all staff to better understand and apply the Human Rights Code. Implement human rights action plans in all departments. Update policies and procedures to align with the proposed Human Rights Policy. Establish a human rights investigator role to address human rights complaints.

Continue to focus on identifying, preventing and addressing anti-Indigenous racism, anti-Black racism, ableism, homophobia, biphobia, transphobia, faithism, classism and other forms of discrimination and racism in our employment and working environments.



## Create a Respectful, Safe and Diverse Work Culture

Respond to Employee Experience Checkpoint findings, provide a more responsive corporate structure that is service-oriented, and re-structure human resources supports for Family of Schools model. Implement workforce census to understand the demographics of our employee groups to better serve them and students, as we know that our students benefit when they see themselves reflected in their schools and classrooms. Implement opportunities to self-identify during hiring processes to track outcomes and identify potential recruitment barriers for underrepresented groups.

## Build Leadership Capacity

Provide a variety of networking and mentoring sessions for all employee groups including regular on-boarding for those new to the District.

## Focus on Grassroots Innovation

Launch a revised School Learning Plan process that Ignites Learning by reflecting students' needs within each school and invites grassroots innovation in every classroom through an asset-based approach.

## Increase Communication Opportunities

All employees to provide input to inform organizational culture changes through employee checkpoint opportunities, cultural assessments and professional learning sessions.



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# Student Learning and Well-Being

Student voices and identities are honoured in innovative environments that are focused on inquiry, well-being and global competencies. School cultures engage students to thrive academically, socially, physically and emotionally.

## Uphold Human Rights

Identify, prevent and address anti-Indigenous racism, anti-Black racism, ableism, homophobia, biphobia, transphobia, faithism, classism and all other forms of racist and systemic/discriminatory barriers in our services and learning environments. This includes a specific focus on Culturally Relevant and Responsive Pedagogy (CRRP) and Universal Design for Learning (UDL) in curriculum, resources, pedagogy, classrooms, teaching and learning, and assessment through Professional Learning and implementation. Continue to implement the Compendium of Action for Black Student Success.

## Implement Indigenous Education Policy and Procedure

Identify, address and eliminate anti-Indigenous racism and discrimination in schools and classrooms through curriculum design and delivery that aligns with true histories, contemporary realities and upholds and protects Indigenous rights, human rights and anti-colonial pedagogical practices.

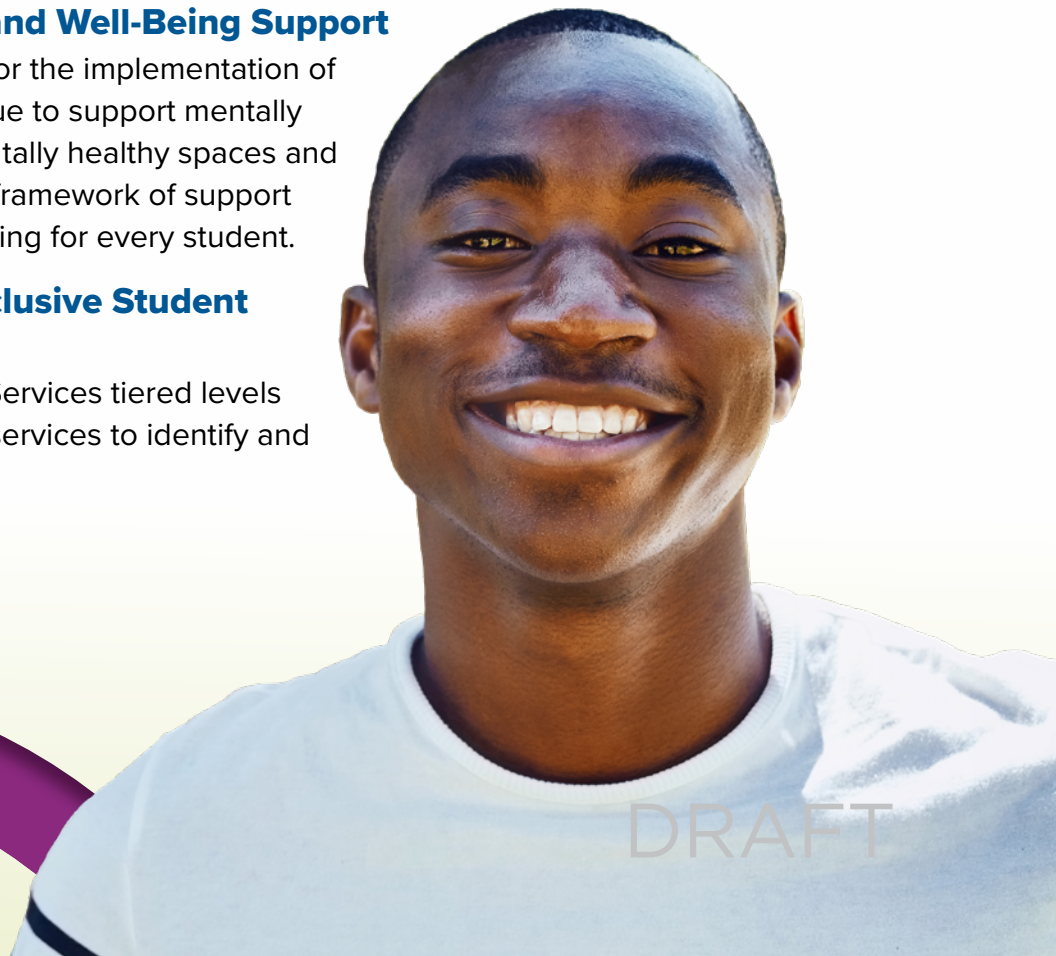
## Provide School Supports and Professional Learning

### Student Mental Health and Well-Being Support

Provide tools and resources for the implementation of mental health literacy. Continue to support mentally healthy students through mentally healthy spaces and proactively implement tiered framework of support focused on a sense of belonging for every student.

### Tiered Framework of Inclusive Student Services Supports

Examining Inclusive Student Services tiered levels of intervention, support and services to identify and remove biased practices.



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## **Building Trauma-Informed Practices**

Provide *Trauma Sensitive* training and support for the development of School-Level Practice teams.

## **Priority Schools Poverty Reduction Strategy**

Provide focused support in priority schools which have been identified based on increased levels of socio-economic disparities and other indicators that challenge successful outcomes. Extra staff and professional development for teachers and students in priority schools. Co-planning, co-teaching and sharing research-based promising practices in math. Partner with Ontario Tech University to have specialized program of teacher candidates in specific schools to support better engagement of students.

## **Equitable Resource Allocation**

Review practices of other school boards and organizations to better inform how to embed equity within resource allocations to ensure that schools are better able to meet the needs of their communities.

## **Strengthening School Cultures**

### **Student Voice**

Engage through climate surveys, diverse focus groups and Student Senate to seek feedback for monitoring and planning purposes.

### **Re-engagement**

Provide students with centralized support and integrated teams for outreach, planning and success.

### **Proactive Anti-Bullying Practices**

Ensure there is a common understanding to bullying behaviours and that situations are addressed equitably with an understanding of a holistic view of school cultures.

### **Parent Engagement**

Provide on-going communication using a variety of platforms to support parents, guardians, and families and to address barriers to engagement. Offer sessions for families to provide feedback to the system/school on how we can better identify and support their needs. Provide access to parenting/mental health experts.

### **Global Competencies**

Engage educators in consolidating a K-12 framework focused on critical thinking, inquiry, student voice, creative thinking and civic responsibility.

## Programs and Courses

### Grade 11 Indigenous English

Implement phase one of the Grade 11 Contemporary First Nations, Métis, and Inuit Voices, Grade 11 English in nine schools including school-level professional development and material resources.

### Outdoor Education Curriculum

Connecting Outdoor Education programs to ensure they are inclusive of Indigenous Knowledge Systems and Learning on and from the land. Support phase two schools as they prepare for September 2022 implementation with Indigenous secondary curriculum.

### Math Curriculum

Full implementation of Elementary Math Curriculum and Grade 9 de-streamed math in all schools with professional development, job embedded learning opportunities, and leadership development.

### Specialist High Skills Majors (SHSM) and STEM

Expanded promotion with a focus on Grades 7 & 8.

### Early Years

Develop a collaborative table of practitioners to promote promising practices, grounded in equity, for families and children as they transition into schooling.





# Monitoring Progress

Monitoring progress and reflecting on the impact of our work is a large but critical task that will require a wide variety of information from classrooms, schools and workplaces. The feedback that provides the greatest insight will differ across the strategies and may involve reflecting on narratives and experiences (from interviews, focus groups, Thoughtexchanges and other feedback processes), or considering participation, practices and achievement (from surveys, assessments, attendance, and community or provincial data). Some strategies may be paused to reflect the needs of pandemic management during this unprecedented time. As we listen to the experiences of our students, staff, and families we will be considering the following key reflections:

- **REPRESENTATION**

Who is and is not reflected in this work and the progress that is made?

- **ALIGNMENT**

Is what we are doing aligned with our priorities, outcomes and policies?

- **IMPACT**

Is what we are doing having the impact we were expecting?

- **TIMELINESS**

How soon could we expect to see progress or impact?

- **DECISION MAKING**

When and what changes can, and should, we make if we encounter challenges?

