

JOHN MCGIVNEY SCHOOL AUTHORITY STRATEGIC PLAN 2021 – 2026

OUR VISION ~ Providing children with complex special needs an exceptional learning environment.

OUR MISSION ~ Enabling students with complex special needs to reach their full potential.

OUR PRIORITIES



**Learning &
Innovation**

Providing exceptional individualized learning opportunities



Partnerships

Engaging families, community partners and stakeholders



Ethical Stewardship

Inspiring ethical, responsible stewardship

OUR BELIEFS

Celebrating uniqueness and diversity

Respect, encouragement, and dignity for all

Collaborative Partnerships

Safe and Caring Environment

Equitable Access

“The true measure of any society can be found in how it treats its most vulnerable members.” ~ Mahatma Gandhi

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OUR BELIEFS

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Learning & Innovation ~ *Providing exceptional individualized learning opportunities*

Opportunity for Growth (What?)	Key Actions (How?)	Monitoring (How will progress be measured?)
Ensure educational programming is engaging, developmentally appropriate and inclusive of current technology.	<p>Conduct an on-going review of educational programming and educational resources.</p> <p>Conduct an on-going review of the skill set of staff to meet the evolving needs of the students.</p> <p>Continue to participate in collaborative research opportunities designed to evaluate efficacy of specific educational resources/tools.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Solicit and document annual feedback from SEAC/Parent Council. <input type="checkbox"/> Educator Survey regarding programming, resources, and student engagement. <input type="checkbox"/> Parent survey regarding educational programming and student engagement. <input type="checkbox"/> Classroom observation. <input type="checkbox"/> Document PD provided (PD days, staff meeting presentations, webinars). <input type="checkbox"/> Track staff completion of additional qualifications. <input type="checkbox"/> Regularly review JMSA staff qualifications with those of other educational organizations serving similar student populations. <input type="checkbox"/> Resume research initiatives temporarily halted due to the provincial school closure (Bloorview AAC IEP Tool; OZAD Robotics Project) and gather data from the projects.

<p>Facilitate the electronic sharing of information between school and home.</p>	<p>Research an appropriate and secure app for parents/guardians.</p> <p>Pilot app identified in the prior step.</p> <p>Pilot electronic communication books.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Track parent use of a communication app. <input type="checkbox"/> Gather data from parents via a pilot group. <input type="checkbox"/> Gather data from parents via a pilot group.
<p>Leverage partnerships with technology providers.</p>	<p>Regular posts to social media platforms.</p> <p>Identify and explore alternate platforms used within the Ontario education sector.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor frequency of relevant posts. <input type="checkbox"/> Document evidence gathered in the exploration of alternative relevant technologies in the education sector and the outcome of that <input type="checkbox"/> investigation.



Partnerships ~ *Engaging families, community partners and stakeholders*

Opportunity for Growth (What?)	Key Actions (How?)	Monitoring (How will progress be measured?)
<p>Conduct a systematic review of the transition processes with partners to ensure continuous improvement.</p>	<p>Initiate timely discussions regarding the potential transition to community school.</p> <p>Ensure a smooth and timely process for the transition of services and equipment to community school.</p> <p>Ensure an appropriate level of follow up after a student has transitioned to community school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gather parent feedback on timeliness of transition discussions. <input type="checkbox"/> Liaise with Board Staff and vendors annually regarding the existing process and discuss options for continual improvement. <input type="checkbox"/> Documentation of follow-up and frequency with partners in the transition process.
<p>Increase the recognition of JMSA, regionally and provincially.</p>	<p>A systematic name change to JMSA.</p> <p>Review the JMSA website to better reflect and highlight the uniqueness of JMSA.</p> <p>Increase awareness of the resources available through JMSA and how these resources and support can be accessed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reduction in incidents of confusion by vendors/suppliers or our identity. <input type="checkbox"/> Consistent usage of name change by all staff in their internal and external communications. <input type="checkbox"/> Track website traffic via Google Analytics to ascertain volume of interaction by community via the website. <input type="checkbox"/> Track the provision of opportunities for professional development and training for community school staff/partners. <input type="checkbox"/> Assess effectiveness of initiatives through feedback from Senior Administrators of community partners.



Ethical Stewardship ~ *Inspiring ethical, responsible stewardship*

Opportunity for Growth (What?)	Key Actions (How?)	Monitoring (How will progress be measured?)
Revise the Vision and Mission statements	Perform a critical analysis of the current Vision and Mission statements and revise the statements to best reflect JMSA.	<ul style="list-style-type: none"> <input type="checkbox"/> Vision and Mission statements approved by the Board and revised as necessary.
Enhance financial stewardship	<p>Ensure cross training of key financial functions and reporting requirements are in place.</p> <p>Ensure appropriate internal and mitigating controls are in place.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure regular meetings of the Finance Sub Committee are conducted and documented. <input type="checkbox"/> Document scheduling of training/ meetings. <input type="checkbox"/> Document internal and mitigating controls summaries to be provided to external auditors for review annually.
Ensure Pandemic Planning.	Develop a pandemic plan.	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with relevant community partners including Public Health and Ministry of Education. <input type="checkbox"/> Pandemic plan is developed and approved by the Board of Trustees. <input type="checkbox"/> Incorporate review process to ensure plan is current.
Develop a staff succession plan for key positions in the organization.	<p>Identify key positions whose responsibilities are critical to operations.</p> <p>Develop digital documents detailing critical processes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Board identifies key positions requiring a formalized succession plan and suggested strategies for doing so. <input type="checkbox"/> Staff holding key positions identified will construct documentation of key processes and related relevant information.

“There can be no keener revelation of a society’s soul than the way in which it treats its children.” ~ Nelson Mandela

“Together we can do great things” ~ Mother Teresa

“Be the change that you wish to see in the world.” ~ Mahatma Gandhi