



# Strategic PLAN

## 2016-2021

Director's Report to Trustees  
Year 3 of Implementation  
September, 2019



# Strategic Plan 2016-2021

## Director's Report to Trustees -Year 3 of Implementation



### **ACHIEVING**

Meeting the needs of all learners

1. Educational experiences and opportunities are differentiated to support all learners.
2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
3. We hold high expectations for all learners.



### **BELIEVING**

Celebrating our Catholic faith & aspiring to be models of Christ

1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
2. Our schools foster the relationship between home and parish.
3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.



### **BELONGING**

Embracing relationships & sustaining safe, welcoming schools

1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
2. Relationships with all educational partners are nurtured and supported.
3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.



### **FOUNDATIONAL ELEMENTS**

Optimizing organizational effectiveness

1. Improved access to services and supports for students and schools.
2. Communication is clear, transparent and responsive.
3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
4. Stewardship of resources optimizes human, financial, physical and material assets.
5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

# ACHIEVING

Meeting the needs of all learners



## 1. Educational experiences and opportunities are differentiated to support all learners.

- 1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.
- 1.2 Parents, educators, and professionals work together to determine student needs and goals.
- 1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.
- 1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

## Successes:

- We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community. **(1)**
- All Elementary schools have Empower Reading Programs, run by trained staff. **(1.1)**
- Use of CCAT and K-TEA assessments to support evidence informed instruction. **(1.1)**
- Widespread use of intervention programs (Key Math, LLI, Lexia Reading, Gate, etc.) to support learning. **(1.1)**
- Widespread use of assistive technology. **(1.1)**
- System-wide use of Applied Behaviour Analysis (ABA) strategies to support a wide range of learners. **(1.1)**
- Implementation of evidence-based social skills programs in both elementary and secondary panels to support students with social/communication differences. **(1.1)**
- All HCDSB parents were invited to provide their feedback via five online surveys, including Strategic Plan Monitoring, Budget Planning, Long-Term Capital Plan, Parent Satisfaction. **(1.2)**
- Eight (8) surveys were administered to specific parent groups (e.g., parents with a gifted child, parents with children participating in MindUP. **(1.2)**
- Parent consultation into Individualized Education Plan (IEP) process. **(1.2)**
- Transition planning meetings and activities. **(1.2)**
- Kindergarten information evening for parents of children with special needs. **(1.2)**



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### Successes (cont'd):

- Five (5) OYAP programs and 26 SHSM programs were offered to students **(1.3)**
- Students in grades 7 through 12 continue to use myBlueprint in preparation for post-secondary destinations. **(1.3)**
  - In 2019, there were:
    - 2,293 unique logins for grade 7;
    - 2,339 unique logins for grade 8;
    - 3,226 unique logins for grade 9;
    - 3,131 unique logins for grade 10;
    - 2,809 unique logins for grade 11; and
    - 2,884 unique logins for grade 12.
- During the 2018-2019 school year, 285 students were enrolled in the International Baccalaureate (IB) Programme offered at [St. Thomas Aquinas Catholic Secondary School](#) in Oakville; 171 students in the Pre-IB courses (grades 9 and 10), and 114 students in the IB courses (grades 11 and 12). **(1.3)**
- During the 2018-2019 school year, the IB Programme at St. Thomas Aquinas successfully completed a [comprehensive evaluation](#) process by the IB World Schools Department. **(1.3)**





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### Successes (cont'd):

- Participation in the Ministry of Education's pilot project for students with developmental disabilities transitioning to post-secondary environments. **(1.3)**
- Creation of an electronic D2L platform to provide educators with alternative programming and resources. **(1.3)**
- A pilot project was established for students with developmental disabilities (DD) transitioning to post-secondary pathways. **(1.3)**
- Planning Services reviews the Long-Term Capital Plan (LTCP) on an annual basis to ensure it is kept up to date and reflects the most current trends; the most recent update was presented to the Board of Trustees on June 4, 2019. **(1.4)**
- The Board acquired its Milton #3 CSS site in September, 2018 to meet Milton's growing secondary accommodation needs, in compliance with the 2019 Long-Term Capital Plan and the 2018 Education Development Charges By-law. **(1.4)**

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## Successes (cont'd):

- [St. Scholastica Catholic Elementary School](#) opened in September, 2018, incorporating improvements that support new pedagogies (resource rooms, teaching workrooms, and a food & nutrition room). (1.4)
- We completed a major school addition at [St. Mark Catholic Elementary School](#) in early 2019, which included six (6) classrooms, washrooms, a resource room, a child care centre and EarlyON centre. (1.4)
- Major renovation projects, including HVAC systems, lighting, washroom renovations, door and locker replacements, flooring, painting and programming improvements, were undertaken at the following eight (8) schools (1.4):
  - [Assumption Catholic Secondary School](#);
  - [Bishop Reding Catholic Secondary School](#);
  - [Notre Dame Catholic Secondary School](#),
  - [Canadian Martyrs Catholic Elementary School](#);
  - [St. Gabriel Catholic Elementary School](#);
  - [St. Mark Catholic Elementary School](#);
  - [St. Michael Catholic Elementary School](#); and
  - [St. Catherine of Alexandria Catholic Elementary School](#).
- Two (2) new natural kindergarten outdoor learning play spaces were installed ([Holy Cross Catholic Elementary School](#), and [St. Dominic Catholic Elementary School](#)). 45 of 45 elementary schools now are complete. (1.4)

# ACHIEVING

Meeting the needs of all learners



## 2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.

- 2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.
- 2.2 Engage students in authentic, personalized, relevant inquiry learning.
- 2.3 Modernize schools and classrooms that support and enhance innovation in learning.
- 2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.
- 2.5 Mapping of Ontario Catholic School Graduate Expectations and 21<sup>st</sup> century competencies.
- 2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

## Successes:

- Twelve (12) sessions of the following eLearning courses were offered to students (2.1; 2.3):
  - ASM2OE Grade 10 Media Arts
  - BBB4ME Grade 12 International Business Fundamentals
  - PPZ3CE Grade 11 Health for Life
  - HHG4ME Grade 12 Human Development Throughout the Lifespan
  - HIP4OE Grade 12 Personal Life Management
  - HSC4ME Grade 12 World Cultures
  - OLC4OE Ontario Secondary School Literacy Course
  - SCH4CE Grade 12 Chemistry (College)
  - SCH4UE Grade 12 Chemistry (University)
  - SPH4CE Grade 12 Physics (College)
- During the 2018-2019 year, each school had a Learning Commons at various stages of implementation. (2.1, 2.3)
- We hosted two (2) SEA Technology Showcase events for parents and students. (2.1)
- Increased use of assistive technology, included for EQAO and OSSLT. (2.1)
- Purchased more than 800 new devices through Curriculum Services, including 667 iPads for grades 1-6 to support the Board's focus on using D2L Brightspace Portfolio app. (2.3)
- Strengthened existing wireless coverage by adding an additional 100 access points. (2.3)
- Purchased more than 2,200 new devices through Information Technology (IT) Services (the 2017-18 amount was 1,600) including desktops, laptops, Chromebooks and tablets, specifically designed for an educational environment with multi-year warranties. (2.3)

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## Successes (cont'd):

- On an average school day, approximately 23,000+ wireless devices are active and supported on our network (the 2017-18 amount was 21,000). **(2.4)**
- Internet bandwidth currently at 10 GB and the circuits operate at a peak of 70% during the school day. **(2.4)**
- Mapping of the Ontario Catholic School Graduate Expectations (OCSGE) and 21<sup>st</sup> Century competencies, along with Renewing the Promise, has begun as an internal strategy to align with promoting developmental assets in schools. **(2.5)**
- Over 1,100 elementary educators participated in professional development sessions on how to use the Brightspace Portfolio. **(2.6)**
- Kindergarten, intermediate math, and secondary educators, plus 21<sup>st</sup> Century Champion administrators received targeted professional development on D2L Brightspace. **(2.6)**
- The Secondary P.A. Day in November focused on educating about 21<sup>st</sup> Century Competencies in a mini-conference format, followed by inter-school department meetings and 104 workshop sessions. **(2.6)**
- Professional development provided to summer eLearning Teachers, co-op and credit recovery Teachers, etc. to support virtual learning. **(2.6)**
- 'Tech Roadshows' with Curriculum Itinerants, Pathways Itinerants, and Library Technicians offered to educators in six (6) elementary schools (additional activities include an Apple robotics learning session and Coding Quest). **(2.6)**
- In-services were delivered to orient staff to the Microsoft Office 365 platform: IT Technicians and Curriculum resources provided one-on-one training to school staff on learning tools and applications (interactive whiteboards, OneNote, D2L) and on main systems for the end user (Trillium, BAS, School Cash Accounting, and school websites). **(2.6)**
- Information Technology and Curriculum Services invested in a new online training platform to be introduced in the 2019-2020 school year. **(2.6)**

# ACHIEVING

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## 3. We hold high expectations for all learners.

- 3.1 Provide support and self-directed professional learning opportunities.
- 3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.

## Successes:

- Thirty-two (32) experienced administrators provided mentorship to thirty-nine (39) Principals and Vice-Principals in their first and second year of their role through the mentoring program; opportunities for self-directed learning and goal setting were established using a Growth Plan. **(3.1)**
- The Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; forty-nine (49) people enrolled in Module 1 (year 1) and twenty-three (23) graduated from Module II (year two). **(3.1)**
- A series entitled, “Your Steps, Your Direction” was offered to all staff through the leadership development strategy; eighteen (18) people participated in the three-part series that focused on helping people discern a leadership calling. **(3.1)**
- We supported a number of self-directed professional learning opportunities in 2018, including two (2) TLLP projects: one on *STEAM Education and Collaboration with Students*, and the other on *Creating Maker-Spaces within Elementary Schools*. **(3.1)**
- Principals and Vice-Principals continued their own peer-led learning on 21<sup>st</sup> Century Competencies and Tools through a Family of Schools Model to better support implementation of these learning strategies and environments across the system. **(3.1)**
- Collectively, over 500 professional learning sessions for Teachers and designated Early Childhood Educators through divisional and staff meetings, site-based coaching as well as virtual communication initiatives. **(3.1)**
- Fifteen (15) after school “Twilight” workshops for elementary Teachers addressing a variety of topics to support professional learning needs identified by the participants. **(3.1)**

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## Successes (cont'd):

- “Mental Health in the Workplace” workshops were organized by the Curriculum SO, Chief Social Worker and Chief of Mental Health, Human Resources Support Worker as well as the Employee Assistance Program (EAP) provider. The activities were included in a P.A. day in September, 2019 at all fifty-five (55) schools facilitated by a team of school site staff. **(3.1)**
- Camp Summerland: a literacy and numeracy camp for elementary students funded through CODE. A team of six (6): Principals and educators programmed for fifty-seven (57) students on a daily basis for three (3) weeks (view [Camp Highlights](#) for further details). **(3.1)**
- Over sixty (60) Teachers attended *Summer Institute for Elementary Teachers 2019*—a two-day program for Kindergarten to grade 8 elementary Teachers, with a focus on Math, Classroom Discipline and Literacy. **(3.1)**
- Students continue to use the Individual Pathways Plan/Pathways Planner. **(3.2)**





### 1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

- 1.1 Increase awareness of the Ontario Catholic School Graduate Expectations.
- 1.2 Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.
- 1.3 Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.
- 1.4 Provide liturgical supports and in-servicing for staff.
- 1.5 Provide Adult Faith Formation opportunities for all staff.
- 1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

### Successes:

- The annual Strategic Plan Monitoring Survey, released in June, 2019, suggests that 70% of HCDSB stakeholders have a good understanding of the Ontario Catholic School Graduate Expectations. **(1.1)**
- The Ontario Catholic School Graduate Expectations, a focus on key messaging shared through news releases, school and board website stories, social media, Director and Trustee communications. **(1.1)**
- Creative design work (window decals, banners, etc.) promoting the Ontario Catholic School Graduate Expectations were completed in seventeen (17) elementary schools and two (2) secondary schools across HCDSB. **(1.1)**
- We received accreditation to offer Additional Qualification (AQ) courses in Religious Education in Catholic Schools. During the 2018-2019 school year, we offered Parts I and II. **(1.2)**
- Catholic values training continues to be offered to community members and professionals who work in our schools and with our students. **(1.2)**
- *Our Catholic Schools: A Framework for Reflection* was revised and released to schools as a tool to ensure a Catholic learning experience under the domains of Catholic Environment; Catholic Staff; Catholic Curriculum; and Catholic Community. **(1.2)**
- Continued to distribute meditation kits to schools and in-service their use with assistance from Child and Youth Counsellors. **(1.3)**
- Adult Faith Formation sessions were provided on Praying the Liturgy of the Hours, using the facets of love found in scripture to transform our work as Catholic educators, and using the Beatitudes as guideposts for life. **(1.3)**
- School Chaplains participated with prayer and reflection at the in-services for Teachers on the rollout of the new secondary school religious education program. **(1.3)**
- Hundreds of students and staff from across HCDSB schools participated in the 10<sup>th</sup> annual “Walk with Jesus” celebration during Catholic Education Week in May, 2019. **(1.3)**





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### Successes (cont'd):

- Provided information about the liturgical year and how to celebrate it to staff through “Grace Notes” newsletter. (1.4)
- Provided an Adult Faith Formation session on understanding Advent. (1.4)
- Advent and Lenten materials, reflections and visuals supplied to all schools for use with staff and students at all levels. (1.4)
- Eleven (11) staff members were trained as Extraordinary Ministers of the Eucharist to assist in schools and received mandates from the Diocese. (1.4)
- Provided opportunity for staff to pray and meditate with the Labyrinth at Central Park. (1.4)
- Offered Liturgy of the Hours, Christian Meditation, Lenten meditation in Catholic Education Centre Chapel and provided rosaries and prayer cards. (1.4)
- Utilized the display table in the Catholic Education Centre Lobby to share education about our faith, including: the Liturgical Year, history, information about saints and practices. (1.4)
- Disseminated the Diocesan guidelines for liturgical celebration (Gathered as One) and invited participation in the Diocesan liturgical music workshop and retreat. (1.4)
- Offered Adult Faith Formation sessions to staff; 551 staff members attended. (1.5)
- Registered attendance at *Theological Education for Leadership* was 315 over three (3) sessions. (1.5)
- Offerings to enhance spiritual practices included sessions on scripture, praying the Liturgy of the Hours, reflection and meditation on seasons and special times in the Church year, as well as Christology, examination of Pope Francis’ “Gaudete et Exsultate”, oecumenical education. (1.5)
- Provided opportunities for prayer and meditation at the Catholic Education Centre, in addition to the three (3) scheduled Masses, Ash Wednesday liturgy, Stations of the Cross during Holy Week and a prayer service for a member of staff who died. (1.5)



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### Successes (cont'd):

- The annual HCDSB Staff Retreat was attended by forty-three (43) people. **(1.5)**
- All secondary school Chaplains were provided the opportunity to attend a personal retreat for their own spiritual development and refreshment. **(1.5)**
- Two (2) members of Catholic Education Centre staff participated in the Diocesan Faith Formation Program (*From Information to Transformation*). **(1.5)**
- Provided presentations by author Anne Garrido to Pastoral Animators, School Chaplains, and school and Board Administrators. **(1.5)**
- Current publications and research about Youth and Faith provided to chaplaincy team leaders. **(1.5)**
- Formal Commissioning of Secondary School Chaplaincy Leaders by Vicar for Education. **(1.6)**
- Provided an Adult Faith Formation session on creating a physical environment to support the journey of faith in our learning communities. **(1.6)**
- Monthly reflections by Chaplains, posted on StaffNet and the Board website. **(1.6)**
- Speakers attended three (3) of the Chaplains' meetings for their professional development. **(1.6)**
- Resources and reading materials for faith development, and to support the liturgical seasons sent to all Chaplains and Pastoral Animators to support ministry to the schools. **(1.6)**



### 2. Our schools foster the relationship between home and parish.

- 2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.
- 2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.
- 2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).
- 2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

### Successes:

- Four (4) sessions were held for Home-School-Parish dialogue, including a workshop with Ann Garrido. They included up to fifty-two (52) Pastoral Animators/high school Chaplaincy leaders, nineteen (19) Parish representatives, including clergy and lay pastoral workers, and fourteen (14) parents. **(2.1)**
  - Participants brainstormed ideas and activities for bringing the Home-School-Parish partners closer, including ways to share information and objectives. **(2.1)**
  - Parish/Family of Schools teams developed action plans to enhance the Home-School-Parish relationship by selecting goals they felt were attainable in the second semester. **(2.1)**
  - At the June meeting, teams celebrated each other's successes, large and small, discussed different strategies or approaches for plans which were not fully successful and, made plans for the continuation of the Home-School-Parish initiative. **(2.1)**
- At the Catholic Council of Chairs Meeting held in May, 2019 – the Catholic Parent Involvement Committee's (CPIC) Deanery Representative shared preliminary findings from the CPIC Questionnaire about perceptions of how Catholic Education partners work together to Renew the Promise and encourage Home-School-Parish connections. **(2.1)**
- The Focus on Faith Council met twice during the 2018-2019 school year to share viewpoints from council members on nurturing faith formation and curricular connections across our system. **(2.2)**
- Chaplains continued to provide monthly reflections on the Theological Theme which were posted on StaffNet and the Board website. **(2.2)**
- Participation in Diocesan workshops on Reconciliation and Liturgy. **(2.3)**
- Training was provided for students from all of our secondary schools to act as lectors and Extraordinary Ministers of the Eucharist and they were then mandated by the Diocese. **(2.3)**
- Additionally, eleven (11) Itinerant and other staff were trained as Extraordinary Ministers of the Eucharist. **(2.3)**



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### Successes (cont'd):

- The Diocese of Hamilton provided experiential presentations of the Saint John's Bible across elementary and secondary schools. **(2.4)**
- Approximately thirty-five (35) members of staff and the community participated in the 2018-2019 Eco-Café. **(2.4)**
- A Lenten Trivia Challenge was initiated on social media through the Board's Twitter and Instagram accounts. **(2.4)**

#### **Twitter** - *target audience:* staff and parents

- 81.8K Reach
- 1.2M Impressions
- 378 Mentions by 175 users

#### **Instagram** - *target audience:* students

- 12,417 Impressions (Instagram stories)
- 800+ Views per story
- 300+ Votes

- The 2018-2019 Roots of Empathy celebration included a prayer and blessing of the babies in the program. **(2.4)**



### **3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.**

- 3.1 Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life.
- 3.2 Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to support social justice initiatives within the Diocese.
- 3.3 Retreats organized for staff and students.
- 3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.

### **Successes:**

- The Culture of Life Steering Committee met seven (7) times throughout the 2018-2019 school year. **(3.1)**
  - The committee partners with Halton Alive to find ways to Advocate, Inform, and support our secondary schools in promoting a culture of life.
  - Schools hold fundraising events to support local agencies such as Shifra House, the Good Shepherd Refuge, and Carpenter Hospice.
- Students from our secondary schools participated in the annual March for Life in Ottawa. **(3.1)**
- Secondary school students had the opportunity to attend a workshop/documentary on the Catholic response to Medical Assistance in Dying. **(3.1)**
- Schools encouraged to send students to Diocesan youth encounter and youth rally, “People of Life” conference and Development and Peace workshops to develop their understanding of living in relationship with God and one another. **(3.2)**
- HCDSB students and staff participated in the Diocesan Youth Rally. **(3.2)**
- People of Life initiatives in schools supporting local and international charities. **(3.2)**
- Participation in Development and Peace workshops and learning about global issues. **(3.2)**
- The October 2018 Faith Day provided opportunities for staff across each school and Board site to celebrate in our Catholic faith. **(3.3)**
- Hundreds of students and staff from across HCDSB schools participated in the 10th annual “Walk with Jesus” celebration during Catholic Education Week, 2019. **(3.3)**



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### **Successes (cont'd):**

- Secondary school retreats being offered on a number of models including individual classes in school, day retreats and overnights. **(3.3)**
- An Advent evening retreat and a weekend retreat at Mount Carmel Spiritual Centre were held for staff. **(3.3)**
- Schools continue to offer sacramental retreats in elementary and grade retreats in secondary as part of our Religious and Family Life Program. **(3.3)**
- A reflection component is often built-in to program monitoring and evaluation; e.g. staff are routinely given opportunities to reflect on their faith formation experiences. Students who participated in the 2019 March for Life were invited to provide their feedback in an online survey. **(3.4)**



# BELONGING



## Embracing relationships & sustaining safe, welcoming schools

### 1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

- 1.1 Examine current transition programs and initiatives.
- 1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.
- 1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.
- 1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.
- 1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

### Successes:

- Evidence-based programs such as *Healthy Transitions* adopted in several schools to promote mental health in adolescents, with ongoing support for staff from the Halton Region Public Health Nurses – School Division team. (1.1)
- Follow established practices for transitions to support entry to Kindergarten, grade to grade, class to class, school to school, elementary to secondary, and secondary to post-secondary. (1.1)
- Adherence to regulations outlined in [PPM 156](#) and [PPM 140](#). (1.1)
- Collaborations with community partners/agencies to support transitions into and out of community-based programs. (1.1)
- Catholic Education Week (May 6-10) events included inviting parents to come to the schools for performances, carousels of learning and/or activities related to school-level programs/initiatives (e.g., school-wide MindUP initiative at [St. Patrick Catholic Elementary School](#)). (1.2)
- School-based Applied Behaviour Analysis (ABA) Bonanza events to include multi-disciplinary school team members, parents, other school Boards and community members. (1.2)
- Through our ongoing bullying prevention and awareness program, 250 HCDSB students from thirty-two (32) elementary schools and six (6) secondary schools submitted entries into the *See the Problem, Be the Solution* initiative. Student finalists were recognized and presented awards at the Board Meeting. (1.2)
- In 2018, we had forty-four (44) PRO grants, totaling \$43,550 in funding, awarded to our schools. (1.2)



# BELONGING



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- 1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.
- 1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.
- 1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

### Successes (cont'd):

- [Policy Program Memorandum 161](#) - Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools - was further reviewed with support of medical conditions committee and used to update medical conditions policy, procedures, and protocols, accordingly. **(1.3)**
- The Medical Conditions Committee met three (3) times to review medical and health conditions and protocols. **(1.3)**
- A variety of supports and training are provided to increase awareness and understanding of various medical and health conditions. **(1.3)**
- Parent communication regarding medical and health conditions is provided with a link on each school website to the consistent information found on the Board website. **(1.3)**

### Epi-pen usage:

- We continue to offer anaphylaxis online training for all staff in direct contact with students. **(1.3)**
- Training and in-service on use of epi-pen continues. **(1.3)**
- Protocols, as well as updates to the FAQs are posted on the Board website for parents. **(1.3)**
- To monitor epi-pen usage, we administered a survey to each school annually. **(1.3)**
- Individual student *Plans of Care* are completed each school year in collaboration with parents and schools. **(1.3)**

### Medical conditions:

- We have protocols for Asthma, Diabetes, Epilepsy, and Heart Conditions on our website as well as links to all forms. **(1.3)**
- Individual student *Plans of Care* are completed each school year in collaboration with parents and schools. **(1.3)**
- OPHEA Asthma Kits and resources are available to all schools. **(1.3)**

# BELONGING



Embracing relationships & sustaining safe, welcoming schools

## 1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

- 1.1 Examine current transition programs and initiatives.
- 1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.
- 1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.
- 1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.
- 1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

## Successes (cont'd):

### Concussions:

- Parent information on the protocol and packages are on the Board website. **(1.3)**
- Concussion postcards continue to be posted on the Board website for awareness and used for parents, staff, coaches and students. **(1.3)**
- Concussion tracking sheets continue to be used for staff and parents. **(1.3)**
- All resource packages are on StaffNet. **(1.3)**
- Occurrence and type of concussions Board-wide are tracked and will continue annually. **(1.3)**
- Ongoing communication is used to increase parent and school awareness about school-based immunization programs and the Immunization School Pupils Act. **(1.3)**
- We continue to consult and collaborate with the Halton Regional Health Department and share many of their resources with schools and families (e.g., Public Health Nurse support in several schools). **(1.3)**
- Increased the number of Fetal Alcohol Spectrum Disorders (FASD) awareness presentations to school staff through continued support of Halton FASD Collaborative. **(1.3)**
- Collaborated with external partners (LHIN) to support staff in implementing recommendations by health professionals (e.g. catheterization). **(1.3)**

# BELONGING



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### Successes (cont'd):

- Developed training and facilitated over 20 sessions on equity and inclusion to a variety of stakeholders in the board including elementary and secondary schools, curriculum consultants, itinerant teachers, Pathways/Student Success, subject councils, New Teacher Induction Program participants, Principal Qualification Program (PQP) participants, social workers and students. Over 350 staff and 150 students participated in various trainings. (1.4)
- Planned and implemented the Culturally Responsive and Relevant Pedagogy Project with participation from all nine secondary schools. Participants engaged in three days of learning and sharing. The project has generated a keen interest in implementing strategies and providing resources for schools to help foster equity and inclusive education. (1.4)
- Supported a number of schools on a variety of issues related to religious accommodation, human rights, accommodation for equity seeking groups of students and embedding an equity lens in school improvement planning. (1.4)
- Shared language guide from CanFASD with staff, as needed. (1.4)
- Collated and shared equity related resources with staff and HCDSB's Learning Resource Centre. (1.4)
- Embedded equity lens in school climate survey development. (1.4)
- Embedded indigenous knowledge in equity and human rights training. (1.4)
- Ongoing review of Board messaging to ensure it is inclusive and promotes equity. (1.4)
- Developmental Assets Initiative – Relationships First: Pilot project at one secondary school (Jean Vanier) to embed positive staff-student relationships in school improvement planning and monitoring activities (i.e., baseline student survey in April 2019 to collect perceptions of quality of staff-student relationships). (1.4)
- Encourage and model person first language across disciplines. (1.4)

# BELONGING



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- 1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.
- 1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

### Successes (cont'd):

- The Settlement and Multicultural Team served 1,114 new Welcome Centre clients. They organized over 80 youth sessions with over 6,000 youth participants. Newcomer families across several schools attended information sessions for newcomer parents (e.g., Jean Vanier family celebration for newcomer refugee families and Arab families' Christmas gathering). (1.5)
- Newcomer youth were given the opportunity to participate in various learning and growth opportunities (e.g., community volunteering, leadership programs, cross-cultural learning activities). (1.5)
- HCDSB collaborated with the Halton Region to host 'Ready, Set, Go!' – four parent evenings to support parents of children transitioning to Kindergarten. (1.5)

# BELONGING



## Embracing relationships & sustaining safe, welcoming schools

### 2. Relationships with all educational partners are nurtured and supported.

- 2.1 Work with community partners to enhance delivery of and access to services and supports.
- 2.2 Launch an awareness campaign on community services available for families and students.

### Successes:

- [Halton Food for Thought](#) continues to be a strong community partner with a focus on introducing 'Salad Bar' carts in schools. (2.1)
- Partnership with [Our Kids Network](#) continues to offer supports to families in the Halton community. (2.1)
- HCDSB joined the Community Safety and Well-being Committee, a network of programs and services in Halton including Halton Public Health, Halton Police Services, Joseph Brant Hospital, Halton Children's Aid Society and the Halton District School Board. This committee is collaborating to better define key social and health issues in Halton, and to implement and measure initiatives to improve the well-being of Halton children, youth adults, and seniors. (2.1)
- Collaborated with Halton Regional Police Services to develop a tracking system to track activity and allocate resources for our Elementary School Liaison Officer program. (2.1)
- Collaborations with other community partners include [Halton Food for Kids](#), [Reach Out Centres for Kids](#) and the French-Language School Boards. (2.1)
- Ongoing collaboration with Halton FASD Collaborative in supporting the FASD Resource Team, as well as the Halton FASD Assessment and Diagnostic Team/Clinic. (2.1)
- Collaborated with private practice providers through a Request for Proposal (RFP) process to address waitlist for psychological assessments made necessary by temporary staff shortage. (2.1)
- Collaborated with [Erinoak Kids](#) to ensure a smooth transition of school-based rehab services from the Local Health Integration Network (LHIN). (2.1)
- Participation on the Coordinated Service Planning Steering Committee and Work Groups, Transition to School Committee, and Transition to School for Children with Special Needs Committee. (2.1)
- Hosted the [Inspire AccessAbility Showcase](#), Community Event for the Region of Halton. (2.2)
- Promoted awareness days for Autism, Down Syndrome, FASD, Hearing Loss, and associated activities throughout the system. (2.2)

# BELONGING



Embracing relationships & sustaining safe, welcoming schools

## 3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

- 3.1 Explore and expand learning experiences for students outside of school.
- 3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.
- 3.3 Secondary schools have student leadership/mentoring programs.
- 3.4 Establish an HCDSB Alumni Association.

## Successes:

- HCDSB Senior and Junior Mock Trial Tournaments held in April 2018 with approximately 160 students competing in total. **(3.1)**
- Several Indigenous Education activities and initiatives were undertaken across HCDSB. **(3.1)**
- There were twenty-five (25) SpeakUp grants awarded during the 2018-2019 school year. **(3.2)**
- A number of programs continued across HCDSB schools to empower students to be leaders in their communities, including *Friends for Life*, *MindUP*, *Roots of Empathy* and the *Best Buddies Programs*. **(3.3)**
- We featured on school and Board websites and shared on social media a number of stories about HCDSB alumni from across HCDSB. **(3.4)**



# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



### 1. Improved access to services and supports for students and schools.

- 1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.
- 1.2 Cross-panel learning activities take place within a Family of Schools.
- 1.3 Inter-departmental collaboration, shared learning, and planning.
- 1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).
- 1.5 Streamlining of supports and resources.

### Successes:

- Workshop was held on advanced statistics for HCDSB staff including Research Services, Special Education, and Information Technology. **(1.1)**
- We provided computer programming training workshops for HCDSB staff including Information Technology, Research Services, Special Education, Planning, and Business Services. **(1.1)**
- Itinerant staff (e.g. Educational Assistants, Special Education Resource Teachers, Psychologists, Speech & Language Pathologists, Behavioural Analysts, Social Workers, and Child and Youth Counsellors) continue to support staff based on a Family of Schools model. **(1.1)**
- Curriculum Services staff, Special Education staff, school administrators and staff, and Information Technology staff work collaboratively throughout the year to identify technology needs to support student learning. **(1.1)**
- 21<sup>st</sup> Century Champions from each Family of Schools continued to support other administrators within the Family of Schools with technology/21<sup>st</sup> Century-related capacity building. **(1.2)**
- Special Education Services and Curriculum continued to support the implementation of *Stay, Play, Talk Kindergarten*. **(1.3)**
- Curriculum Services and Special Education Services collaborated to support Professional Development on various topics (e.g. student wellness, literacy, numeracy). **(1.3)**
- Research, Special Education staff and Curriculum staff worked collaboratively to review research proposals. **(1.3)**
- An Education Assistant deployment rubric was developed in collaboration between Research and Special Education Services. **(1.3)**
- Strategic Communications and Information Technology Services collaborated in the development of the new Print Services and Library Services websites, and the redesign of the Thomas Merton website and secondary school websites. **(1.3)**



# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



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### Successes (cont'd):

- Inter-departmental projects between Research Services and at least two (2) other departments/teams include *MindUP* (Special Education Services – CYCs and classroom educators), and *Early Years Numeracy Project* (Curriculum Services, Special Education Services, and classroom educators). **(1.3)**
- Staff were invited to respond to a survey developed to measure staff's awareness, knowledge and comfort with mental health issues, as well as the referral process and supports for staff in the schools. **(1.4)**
- Survey data will be used to inform the HCDSB mental health strategy, and will help determine **(1.4)**:
  - (a) Staff's level of awareness, knowledge, and comfort with mental health issues in order to make evidence-informed decisions regarding where to focus mental health resources;
  - (b) Which supports in the classroom/school, need to be prioritized; and
  - (c) The awareness and use of Support Services staff (also known as APSSP), which will highlight whether there is a need for more training and knowledge regarding referral pathways, resources, and personnel.
- We started developing improved platforms for referral and tracking of assessments for special education to reduce waiting times. **(1.5)**
- During the 2018-2019 school year, we launched an online reporting of student absences for all schools via *SchoolMessenger*. **(1.5)**
- We are streamlining the posting of Board-wide communication across school websites to ensure consistency and improve supports to our schools. **(1.5)**

# FOUNDATIONAL ELEMENTS



## Optimizing organizational effectiveness

### 2. Communication is clear, transparent and responsive.

- 2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.
- 2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.
- 2.3 Create opportunities for cross-departmental collaboration between corporate staff.
- 2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.

### Successes:

- Results gathered through the annual [Strategic Plan Monitoring Survey](#), released in June, 2019, indicate that:
  - 82% of respondents agreed or strongly agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**
  - 63% of respondents follow schools, HCDSB, and/or staff on social media. **(2.2)**
- Communications plans were developed and implemented to ensure timely, consistent sharing of information related to new initiatives, programs, events. **(2.1)**
- HCDSB Board Report templates were updated to align with our Strategic Priorities. **(2.1)**
- We continued to send out HCDSB news releases to media contacts, and shared the releases with staff, parents and members of the HCDSB community through email and social media. **(2.1)**
- During the 2018-2019 school year, the Board of Trustees adopted [Policy V-18 Community Engagement & Public Consultation](#) to provide a framework for community engagement and public consultation across HCDSB. **(2.1; 2.2)**
- During the 2018-2019 school year, [Procedure VI-58 Parent Notification System](#) was reviewed and updated to include Canada's Anti-Spam Legislation, as well as guidelines and best practices for school and system messages to parents. **(2.2)**
- [Procedure VI-63 Social Media](#) was developed to provide a framework for appropriate usage and application of social media as a communications vehicle. **(2.2)**
- HCDSB launched an Instagram social media account ([@haltoncatholicdsb](#)) to connect and engage students, staff and parents. **(2.2)**
- Social media training sessions were provided throughout the 2018-2019 school year to various staff, including Teachers-in-charge, Child and Youth Counsellors, and Library Services staff. **(2.2)**
- During the 2018-2019 school year, the Director of Education initiated an e-newsletter for staff to share information and encourage two-way internal communication. **(2.2)**

# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



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### Successes (cont'd):

- Parents, staff and students were invited to participate in more than thirty-five (35) surveys delivered and analyzed by Research & Development Services throughout the 2018-2019 school year to obtain feedback on progress and special initiatives. **(2.2)**
- An electronic Trustee newsletter was implemented for the new Board of Trustees as a mechanism for sharing school board information with parents, parishes and ratepayers. The newsletter will be issued on a regular basis (3 times per school year). **(2.2)**
- During 2018-2019, the 2019-2020 Budget Consultation Process included a public survey, Trustee budget sessions, a SEAC budget session and regular reports presented to the Board of Trustees and posted on the Board website. **(2.2)**
- The 2018-2019 Long Term Capital Plan consultation process included a public meeting held on May 15, 2019, as well as a stakeholder feedback survey. **(2.2)**
- Stakeholder consultations undertaken during the 2018-2019 school year included collaboration between Strategic Communications, Research Services, and other departments such as Business Services, Planning Services, Facility Management Services, Special Education Services and School Services. **(2.3)**
- We continue to use a weekly memo schedule to share important system/departmental information with school and Board administrators. **(2.3)**
- During the 2018-2019 school year, new websites were developed and launched for Print Services, Library Services, and the Thomas Merton Adult & Continuing Education to enhance communications and ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.4)**
- During the 2018-2019 school year, staff initiated the redesign process for all secondary school websites, as well as the HCDSB public website, to enhance communications and ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.1; 2.4)**

# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



### 3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

- 3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.
- 3.2 Establish monitoring cycles and report on progress regularly across all priority areas.
- 3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.
- 3.4 Providing research and data support that is accessible and improves learning.

### Successes:

- Ministry initiatives are monitored/evaluated at year end, or according to the schedule provided (e.g., TLLP, PRO Grants). **(3.2)**
- On-going monitoring of School Improvement Plans by Superintendents through regular school visits, and tracked through the school visit form. **(3.1)**
- Research and Development Services developed and pilot tested the 2019-20 School Climate survey, a Ministry required survey to measure safety and well-being at the student level, to be implemented in Spring 2020. **(3.1)**
- Research and Development Services built several automated solutions to support multiple departments track and manage data including:
  - Attendance tracking application where school administrators and social workers can view live data on student absenteeism. **(3.1)**
  - Kindergarten profile application permits live retrieval of Kindergarten student registration data. **(3.1)**
  - Online religion assessment for grade 7 students to securely complete, mark and distribute to Principals. **(3.1)**
  - Police tracking application for elementary schools to track all communication and visits from Halton police. **(3.1)**
- Research and Development Services also developed the research portal: a centralized website for sharing and organizing R&D resources that manages hundreds of users from nearly every department in the Board including school staff. **(3.1)**
- An Educational Assistant (EA) deployment algorithm, developed by Research and Development Services, is now being used by a number of Boards across the province, including the following: Halton (HDSB), Toronto (TDSB), Durham (DDSB), Renfrew County (RCDSB), London District Catholic (LDCSB), Greater Essex County DSB, Avon Maitland DSB, and Waterloo Catholic (WCDSB). **(3.1)**

# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



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### Successes (cont'd):

- Regular Elementary SERT and Secondary Special Education Department Head meetings, Special Education Department Catholic Learning Communities for various disciplines, Special Education Consultant Business meetings, Leadership Team meetings, Special Education Department meetings, and Program Service meetings to include Special Education, Curriculum, and Student Success Teams. **(3.1)**
- Enrolment analysis is at the forefront of budget planning and monitoring; Budget Estimates Average Daily Enrolment (ADE) was within 1.56% of Revised Estimates ADE, and Revised Estimates ADE was within 0.05% of Actual ADE. **(3.1)**
- Annual survey reports used to monitor progress and identify priorities for Budget Planning (March), Long-term Capital Plan (April), Strategic Plan Monitoring (June) and Parent Satisfaction (July). **(3.2)**
- Individual Education Plan (IEP) Review Cycles continue to be maintained. **(3.2)**
- Psychology and Speech & Language Pathologists monitor wait times for assessments and implement strategies for equitable waits across the system. **(3.2)**
- Planning Services is continuing to improve its Enrolment Register and OnSIS reporting cycles with the schools, identifying methods to better track enrolment in the system. **(3.2)**
- Met all financial reporting deadlines and complied with reporting restrictions or requirements. **(3.2)**
- Research & Development Services worked closely with several Superintendents and Board staff to identify gaps, define data needs and collect data to support evidence-informed decision making. **(3.3)**
- During the 2018-2019 school year, we formed a Steering Committee with school administrators and Board staff to develop and test the 2020 School Climate Survey. **(3.3)**

# FOUNDATIONAL ELEMENTS



## Optimizing organizational effectiveness

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### Successes (cont'd):

- An online version of an evidence-based Numeracy Screener task created for Teachers/ECEs in fourteen (14) Kindergarten classrooms; tip sheets and resources on survey design and Microsoft/Google Forms developed and shared with school administrators. **(3.3)**
- A Research and Development Services portal was established for sharing and organizing R&D resources with staff across HCDSB. **(3.4)**
- The 2019 Long-Term Capital Plan was posted online ([schoolplanning.hcdsb.org](https://schoolplanning.hcdsb.org)), giving access to the community, educators, administrators, and municipal partners of the Board's current trends. **(3.4)**
- Ongoing review of enrolment against projections is communicated across the Board on a monthly basis. **(3.4)**



# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



### 4. Stewardship of resources optimizes human, financial, physical and material assets.

- 4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.
- 4.2 Establish and maintain a capital and operating reserve fund.
- 4.3 Continuous review and monitoring of system staffing needs.
- 4.4 Identify school consolidation projects.
- 4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).
- 4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).

### Successes:

- Stakeholder feedback received through senior staff, budget survey, trustee and budget sessions, was used to ensure alignment to system needs and strategic priorities. **(4.1)**
- Business Services completed quarterly monitoring and reporting of the Board's budget, identifying budget pressures and working with all budget stakeholders on solutions that address the needs of the system and support our strategic priorities. **(4.1)**
- HCDSB is estimating an increase in operating reserve by approximately \$1.0 million for 2018-19, resulting in a total operating reserve of approximately \$5.3 million. **(4.2)**
- HCDSB is estimating utilizing a net of approximately \$0.75 million on capital projects throughout the year, reducing the capital reserve to approximately \$8.6 million. **(4.2)**
- Special Education Resource Teacher (SERT) and Educational Assistant (EA) allocation processes continue to be maintained to ensure we are meeting system staffing needs. **(4.3)**
- Human Resources maintained continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs. **(4.3)**
- Priority future Accommodation and Planning projects were identified and posted on the Board website. **(4.4)**
- During the 2018-2019 school year, HCDSB:
  - Accomplished a 5% reduction in combined energy intensity (electricity and natural gas) **(4.5)**
  - Accomplished a 7% reduction in water consumption **(4.5)**
  - Examined cell phone program resulting in cost savings. **(4.5)**



# FOUNDATIONAL ELEMENTS



## Optimizing organizational effectiveness

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- 4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).

### Successes (cont'd):

- Implemented a new payroll system. **(4.5)**
- Began Financial Information System conversion to new, Microsoft-based platform which is web-based. The expected system-wide roll-out is March 2020. **(4.5)**
- Our collaborative spending partners include, but are not limited to: the Ontario Education Collaborative Marketplace (OECM), Halton Cooperative Purchasing Group (HCPG), Halton Student Transportation Services (HSTS), Educational Computing Network of Ontario (ECNO), Catholic School Boards Services Association (CSBSA), and various individual school boards and municipalities. The Board further seeks collaboration by actively engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency projects. **(4.5)**
- We customized automated solutions to decrease the burden of manual data entry and error for many Board staff, including the Ontario Youth Apprenticeship automation, Payroll month-end automation, International Languages staff management portal, online grade 7 religion assessment test and a Mental Health data entry application. **(4.5)**
- Further efficiencies in the operations of the Halton Student Transportation Services (HSTS) consortium were identified through annual route efficiency studies and review of sharing opportunities with municipal partners. **(4.5)**

# FOUNDATIONAL ELEMENTS

## Optimizing organizational effectiveness



### 5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

- 5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.
- 5.2 Expand the leadership development strategy to include operational/business staff.
- 5.3 Provide training and support to staff based on identified learning and departmental needs.

### Successes:

- Human Resources staff attended twelve (12) recruitment fairs in Ontario and in other provinces: Apply to Education, Ontario Institute for Studies in Education (OISE), Queen's University, Western University, Brock University, OISE/University of Toronto, University of Windsor, Laurentian University, Nipissing University, York University, and University of Ottawa. **(5.1)**
  - Hired 327 permanent staff: 10 administrative positions, 26 Association of Professional Student Services Personnel (APSSP), 1 Custodian, 11 Designated Early Childhood Educators (DECEs), 48 Educational Assistants (EAs), 125 Elementary Teachers, 65 Secondary Teachers, 15 Principals/Vice-Principals and 26 Clerical staff.
  - Hired 496 Supply Teaching Staff: 336 Occasional Teachers, 128 EAs and 32 DECEs.
  - Hired 38 temporary staff: 9 administrative positions, 14 APSSP, 2 Custodians and 17 Clerical staff.
- Maintained recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs. **(5.1)**
- Continued to replenish the leadership candidate pools list for school administrators. **(5.2)**
- Staff across Board departments continue to be provided with training and support from their departmental administrator and/or colleagues, responsive to their learning needs. **(5.3)**
- In addition, various training resources are made available on StaffNet, and staff are expected to complete online training modules through Employee Self Service within two (2) weeks of hire. **(5.3)**
- Excel training utilized by Payroll team to assist in daily job function. **(5.3)**

