



Regular Board Meeting

Information Report

Strategic Plan 2016-2021: Director's Report to Trustees – Year 4 of Implementation	Item 10.2
October 6, 2020	

Alignment to Strategic Plan

This report is linked to all strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith and aspiring to be models of Christ

Belonging: Embracing relationships and sustaining safe, welcome schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to provide the Board of Trustees with the monitoring results of year four of the implementation of the HCDSB multi-year strategic plan.

Background Information

In September 2016 the Halton Catholic District School Board launched a multi-year strategic plan. The plan, [Focus on Our Students: Strategic Plan 2016-2021](#), identifies specific outcome measures in four priority areas: Achieving, Believing, Belonging and Foundational Elements.

Annual monitoring of our plan is conducted by Research and Development Services using a survey to track progress from the perspectives of our stakeholders, including parents, staff, and students. For the 2019-20 school year, an online survey was available from June 9th to 26th, 2020.

Also part of this monitoring activity is a listing of select successes that relate to the goals within each pillar; successes are reported by senior staff at the end of each monitoring cycle.

This is the fourth monitoring report provided by the Director to the Board; year 1 was presented on September 19, 2017, year 2 was presented on October 2, 2018, and year 3 was present on September 17, 2019. All reports are listed on the Board website under [Multi-Year Strategic Plan](#).



Conclusion

A total of 2823 HCDSB stakeholders responded to the survey this year. Overall, results of the survey suggest that we continue to make good progress in all four of our pillars, with the majority of respondents agreeing or strongly agreeing that we are meeting our targets. The complete set of results of the **Monitoring our Multi-Year Strategic Plan 2019-2020 Survey** are attached as appendix A. Our **Year 4 Report Card** listing our successes is also attached as appendix B.

Next Steps

These monitoring results suggest that the HCDSB is making significant progress towards fulfilling the goals outlined in our Multi-year Strategic Plan, despite the mandated school closure period in March 2020. Our Senior Staff team continues to refine the 2020-2021 System Priorities using the results of this monitoring report to help guide our priorities for the upcoming year.

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Monitoring our Multi-Year Strategic Plan: 2019-2020

Survey Report

Report Prepared by:
Research & Development Services
7/16/2020

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Monitoring our Multi-Year Strategic Plan: 2019-2020

Survey Report

Introduction

Four years ago, the Halton Catholic District School Board (HCDSB) released a 5-year strategic plan, with the purpose of identifying the board's values and various goals related to those values. At the end of each year, Research and Development Services asks stakeholders to assess how the HCDSB is progressing in our strategic goals. This report contains data collected from the survey for year 4.

HCDSB staff, secondary students, and parents were invited to participate in the online survey between June 9th and June 26th, 2020. In total, 2823 responses were received. Responses are aggregated and discussed below.

While we collected many more responses this year, the results are not representative of the entire HCDSB community and should be interpreted with caution. Please note that the 'n' value for each question reflects the number of respondents that answered the question.

Results

About the Respondents: Demographics

Respondents were asked to indicate their role (see *Table 1*). Overall, the majority of respondents (84.5%; n = 2386) were *parents/guardians*.

Table 1. Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Guardian	2386	84.5%
School Staff	257	9.1%
Board Office (CEC) Staff	39	1.4%
Secondary School Student	135	4.8%
Other	6	0.2%
TOTAL	2823	100.%

If respondents selected *Parent/Guardian* as their role, they were then asked to select the panel(s) that their child(ren) attend(s). The majority of respondents had children in the **elementary panel** (64.8%; n =

1543), 18.3% (n = 437) had children in the **secondary panel**, and 16.9% (n = 403) had children in both panels.

If respondents selected *School Staff* as their role, they were then asked to select the panel in which they work. Slightly more than half of the school staff (56%; n = 144) worked in the **elementary panel**; 44% (n = 113) worked in the **secondary panel**.

Distance Learning

The first part of the monitoring survey asked about distance learning during the shut-down period. Two open-ended questions were asked and common themes were uncovered in the responses. A [full report](#) on the distance learning questions, including the common themes and examples, is available separately. See *Appendix A* for the two comments regarding distance learning that were submitted via email.

Q1: From your perspective, what is going particularly well with distance learning in the HCDSB?

There were 2590 comments received for this question from 93% of eligible respondents. More than half of the comments for this question (56%) aligned with the Achieving pillar of our Multi-Year Strategic Plan, while 21% of comments related to the Foundational Elements pillar. Only 6.4% of the comments related to the Belonging pillar, and less than 1% of the comments related to the Believing pillar.

Q2: From your perspective, what needs improvement with distance learning in the HCDSB?

There were 2669 comments received for this question from 96% of eligible respondents. The vast majority of the comments to this question (75%) aligned with the Achieving pillar of our Multi-Year Strategic Plan, while 21% of comments related to the Foundational Elements pillar. Only 5.5% of the comments related to the Belonging pillar, and less than 1% of the comments related to the Believing pillar.

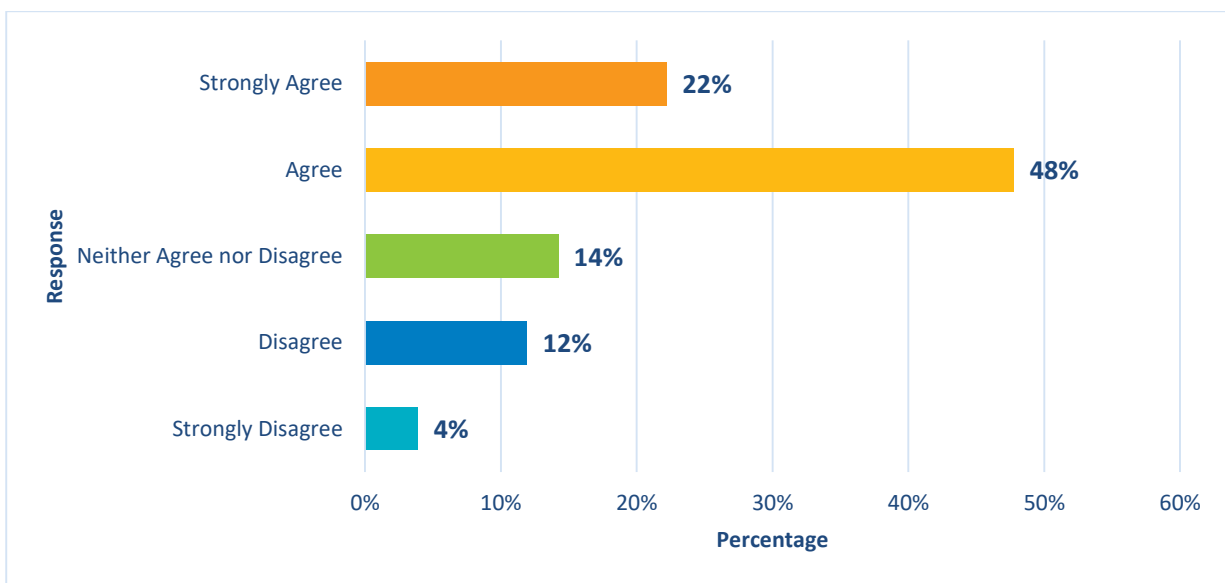
Pillars of the Multi-Year Strategic Plan

The second part of the monitoring survey asked about the 4 pillars: Achieving, Believing, Belonging, and Foundational Elements. Several multiple-choice questions were asked for each pillar. Results are summarized by pillar below.

Achieving

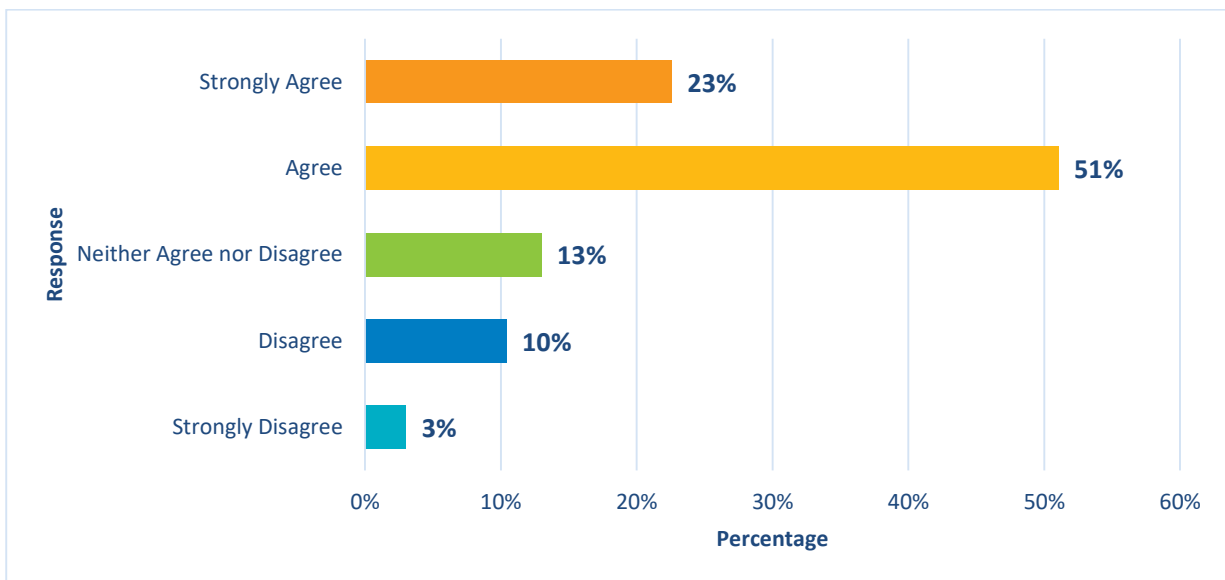
Overall, the majority of respondents (65-74%) agreed that the HCDSB is meeting their *Achieving* pillar goals (see *Figure 1 -3*, below).

Figure 1: Educational experiences and opportunities at HCDSB schools support all learners (n = 2778)



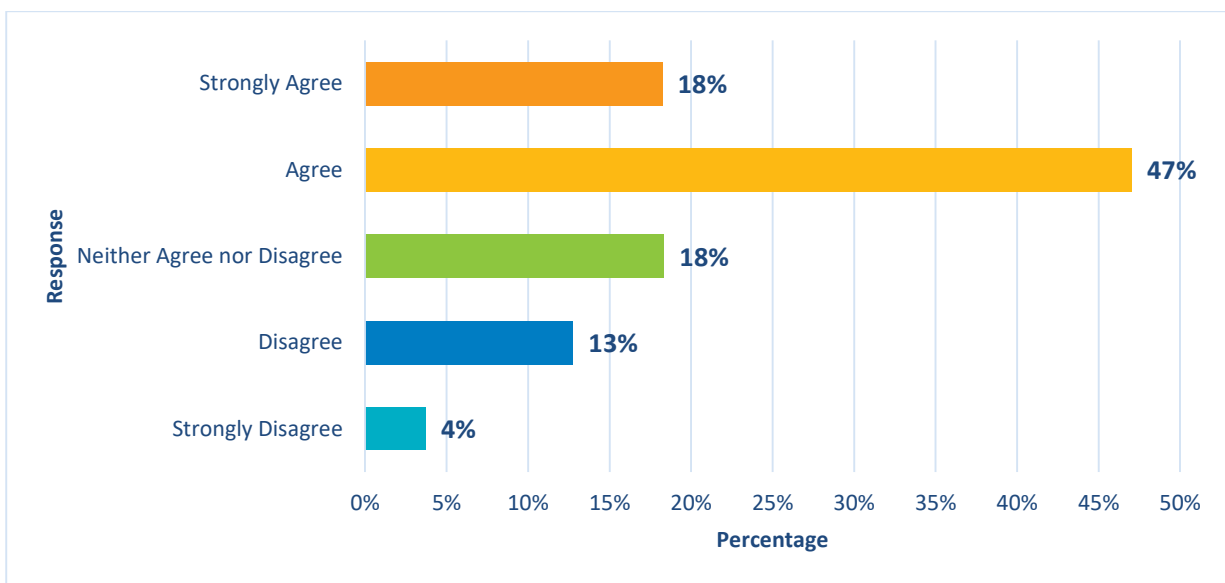
70% of respondents agreed or strongly agreed that the HCDSB offers educational experiences and opportunities to support all learners.

Figure 2: Teachers and learners collaborate in the school/classroom in ways that promote student engagement, learning and achievement (n = 2796)



74% of respondents agreed or strongly agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

Figure 3: The HCDSB holds high expectations for all learners (n = 2793)

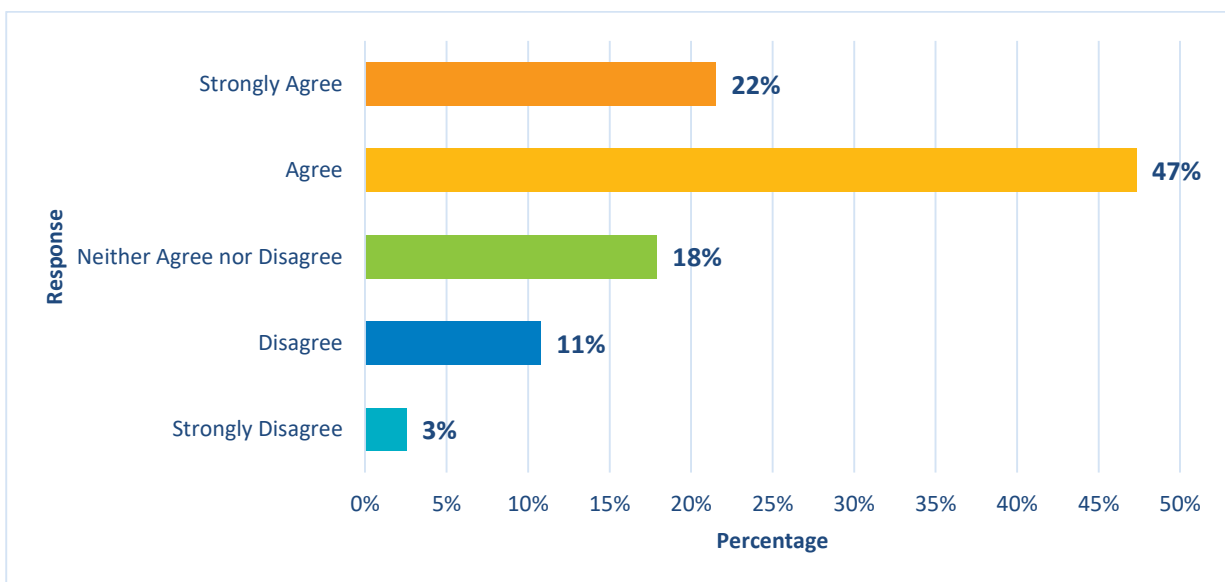


65% of respondents agreed or strongly agreed that the HCDSB holds high expectations for all learners.

Believing

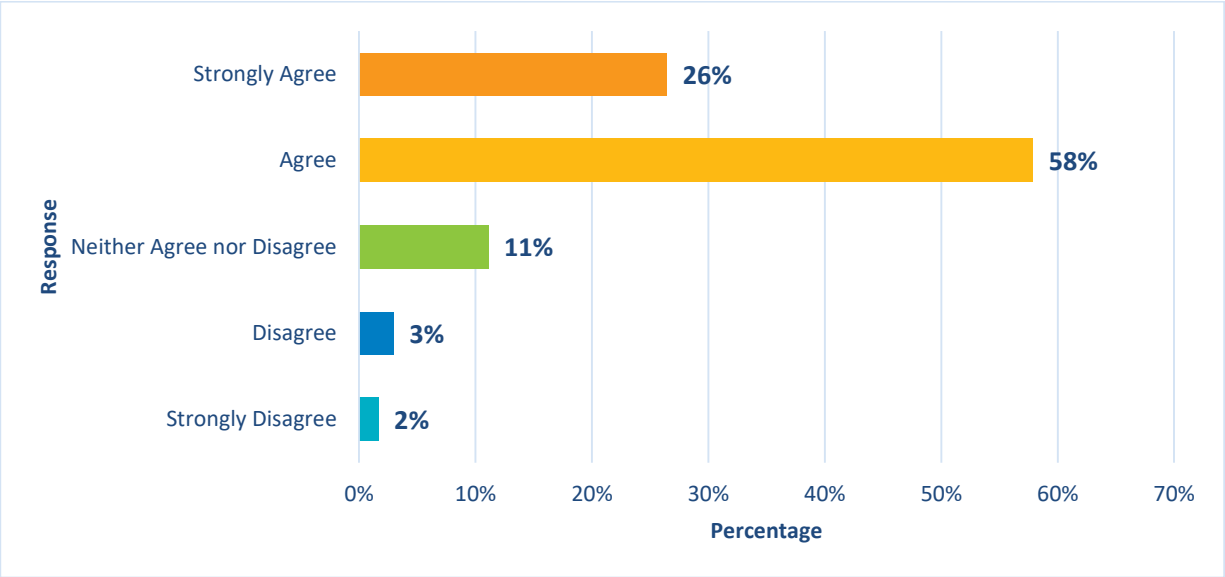
Overall, the majority of respondents (69-89%) agreed that the HCDSB is meeting their *Believing* pillar goals (see Figure 4 - 8, below).

Figure 4: Respondents understanding of the [Ontario Catholic School Graduate Expectations](#) (n = 2693)



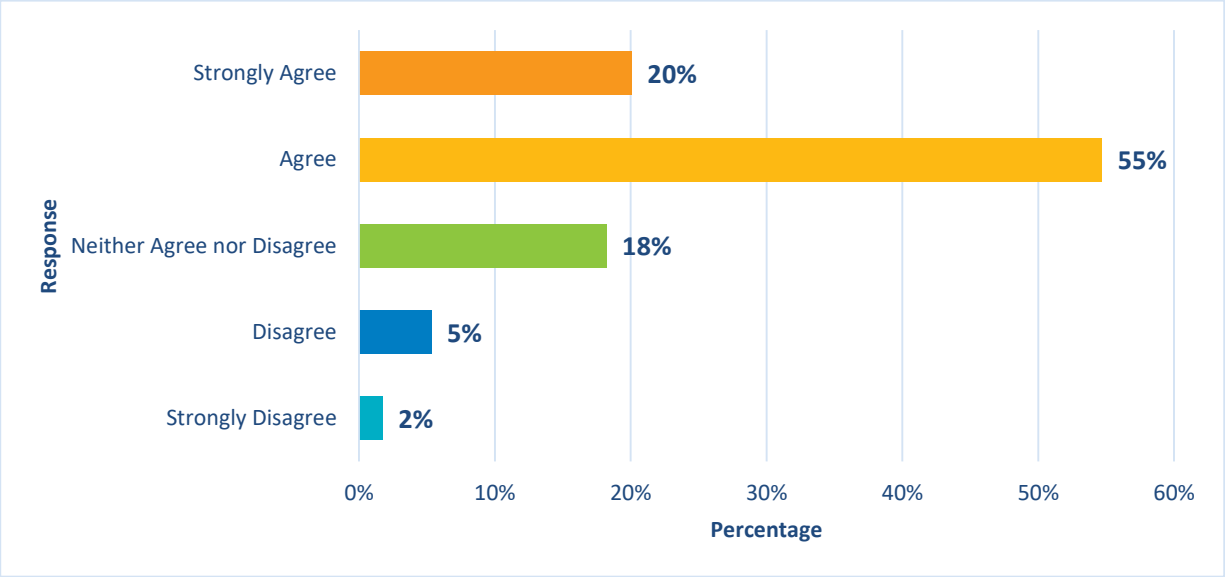
69% of respondents agreed or strongly agreed that they had a good understanding of the Ontario Catholic School Graduate Expectations.

Figure 5: The HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (n = 2784)



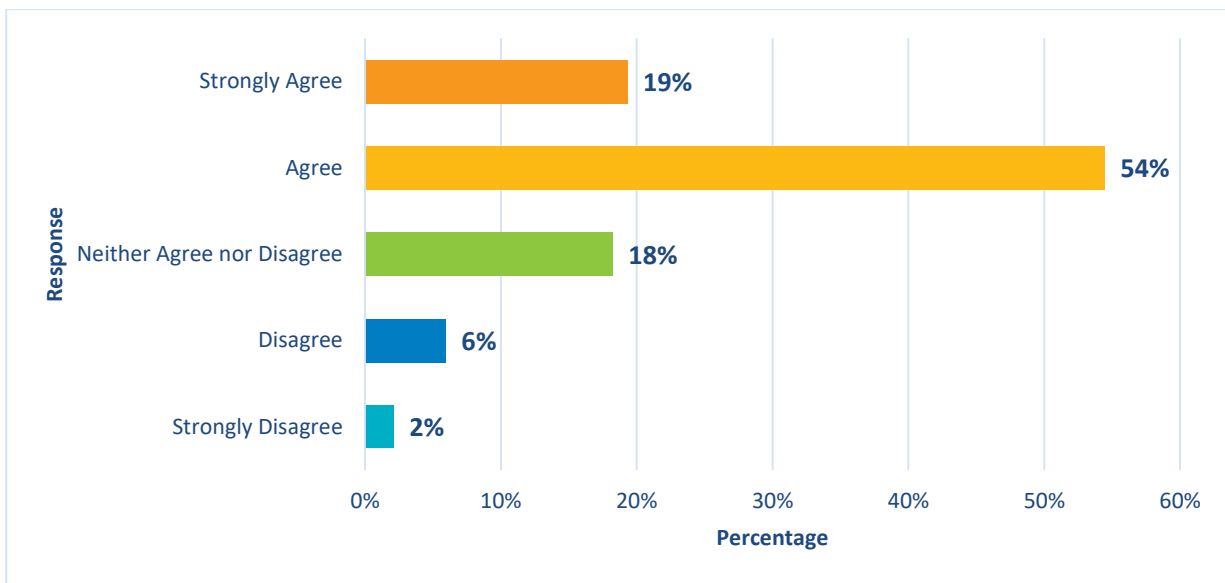
84% of respondents agreed or strongly agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

Figure 6: Schools and parishes work together to strengthen home/school/parish relationships (n = 2734)



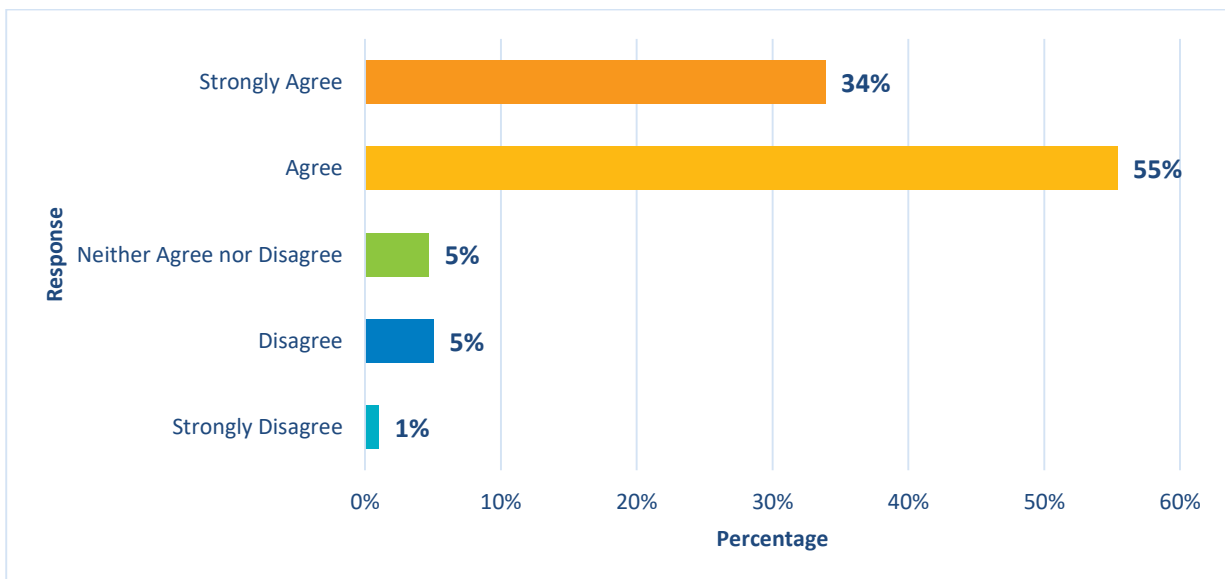
75% of respondents agreed or strongly agreed that the HCDSB schools and parishes work together to strengthen home/school/parish relationships.

Figure 7: HCDSB students and staff model Christ in their actions (n = 2781)



73% of respondents agreed or strongly agreed that HCDSB students and staff model Christ in their actions.

Figure 8: Faith formation opportunities for its staff¹ (n = 298)



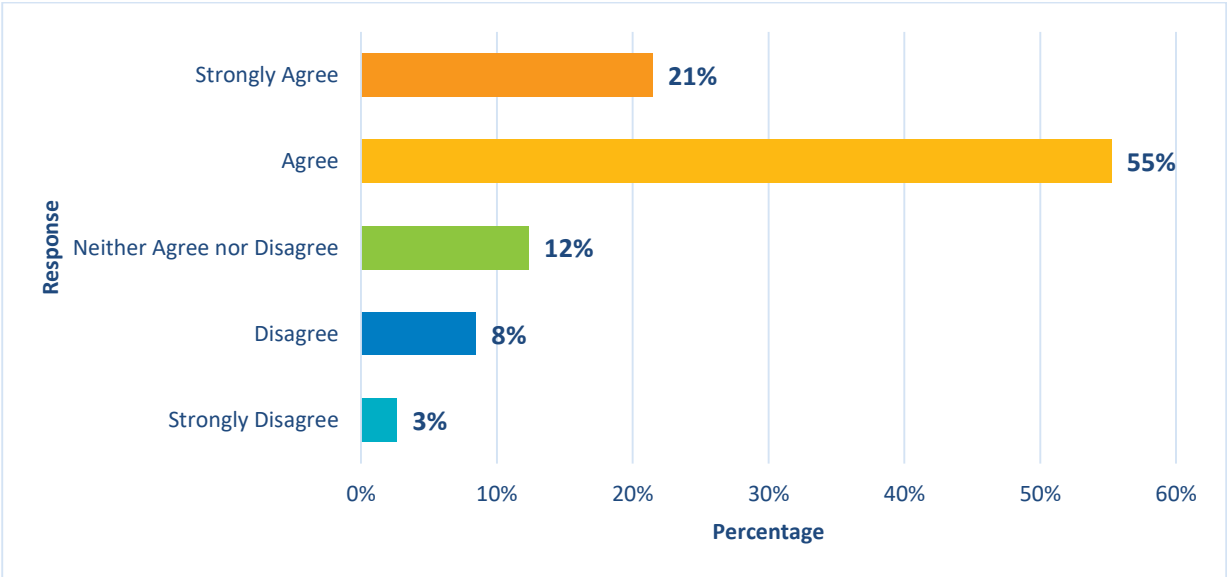
89% of respondents agreed or strongly agreed that the HCDSB offers faith formation opportunities for its staff.

Belonging

Overall, the majority of respondents (68-79%) agreed that the HCDSB is meeting their *Belonging* pillar goals (see Figure 9 - 14, below).

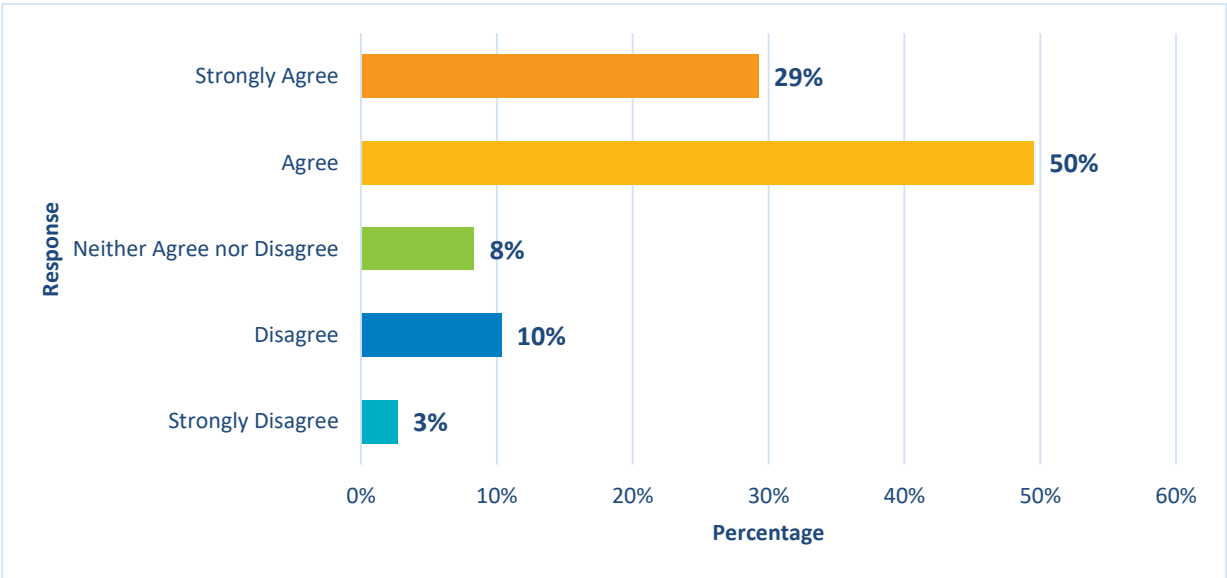
¹ Only asked to board and school staff

Figure 9: Student safety at HCDSB schools (n = 2799)



76% of respondents agreed or strongly agreed that HCDSB schools promote student safety.

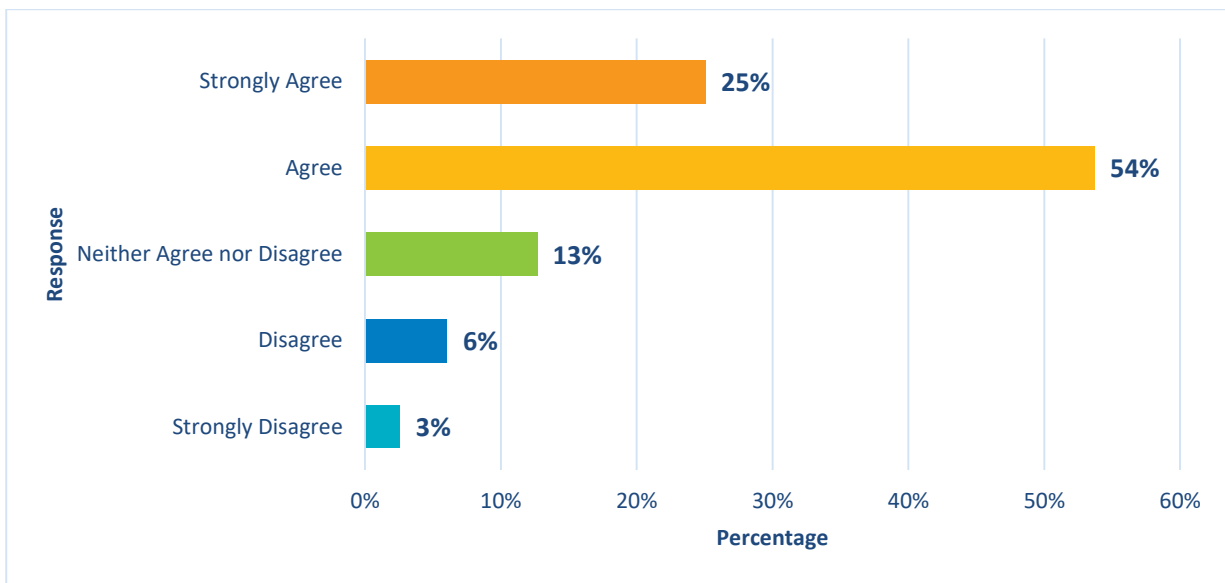
Figure 10: Staff safety at HCDSB workplaces² (n = 301)



79% of respondents agreed or strongly agreed that HCDSB workplaces promote staff safety.

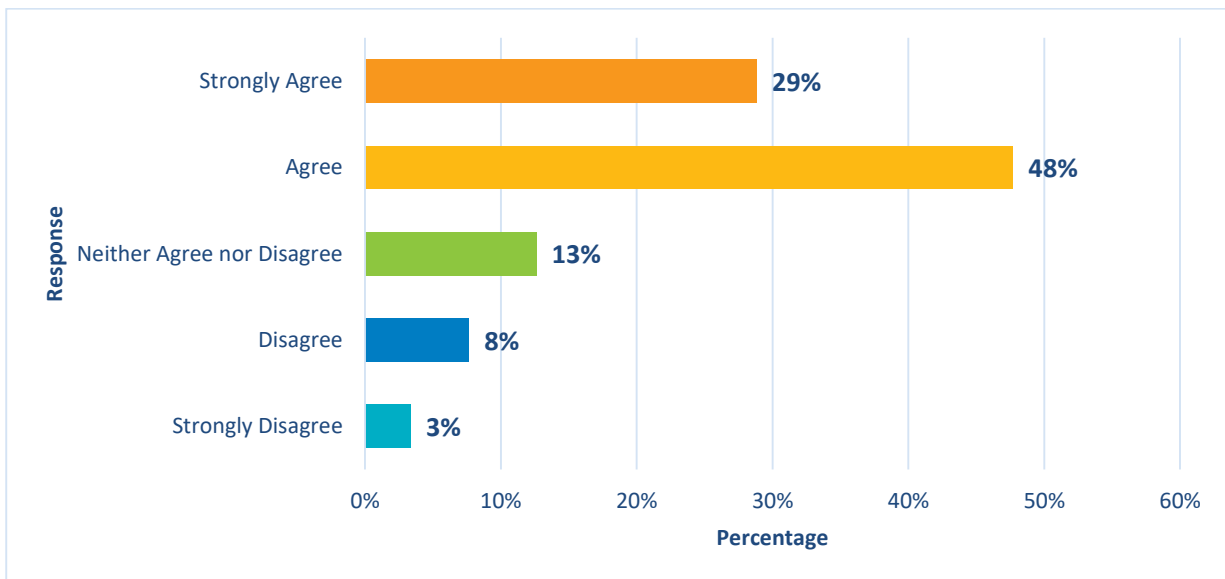
Figure 11: Belonging at HCDSB schools: Students (n = 2803)

² Only asked to school and board staff



79% of respondents agreed or strongly agreed that HCDSB schools are welcoming for all students, and promote a positive sense of belonging.

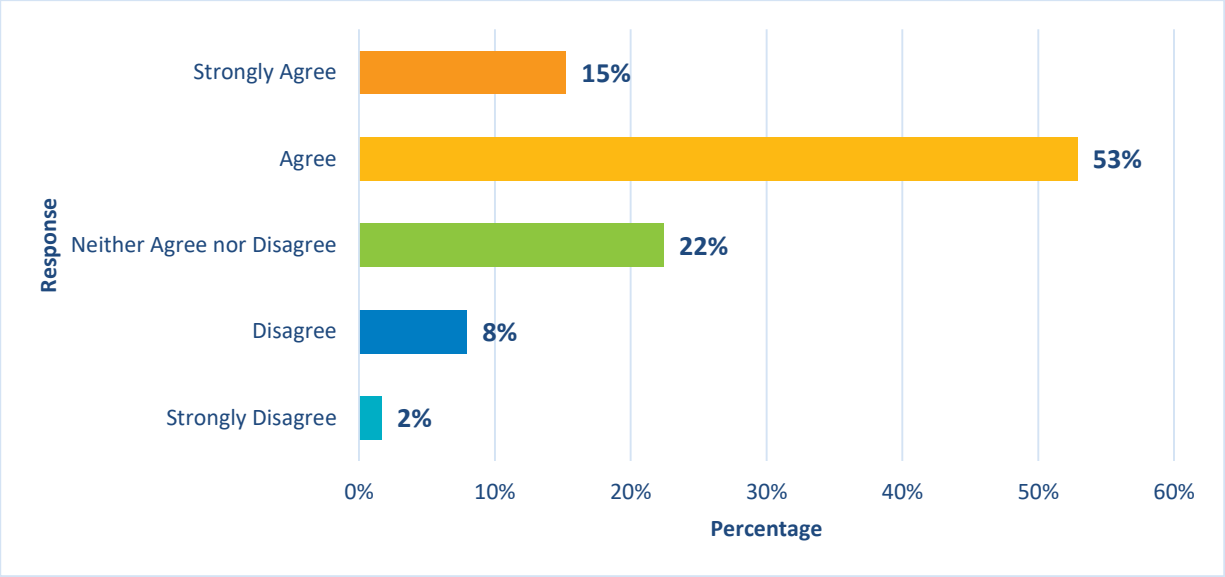
Figure 12: Belonging at HCDSB workplaces: Staff³ (n = 302)



77% of staff respondents agreed or strongly agreed that their HCDSB workplaces are welcoming for all staff, and promote a positive sense of belonging.

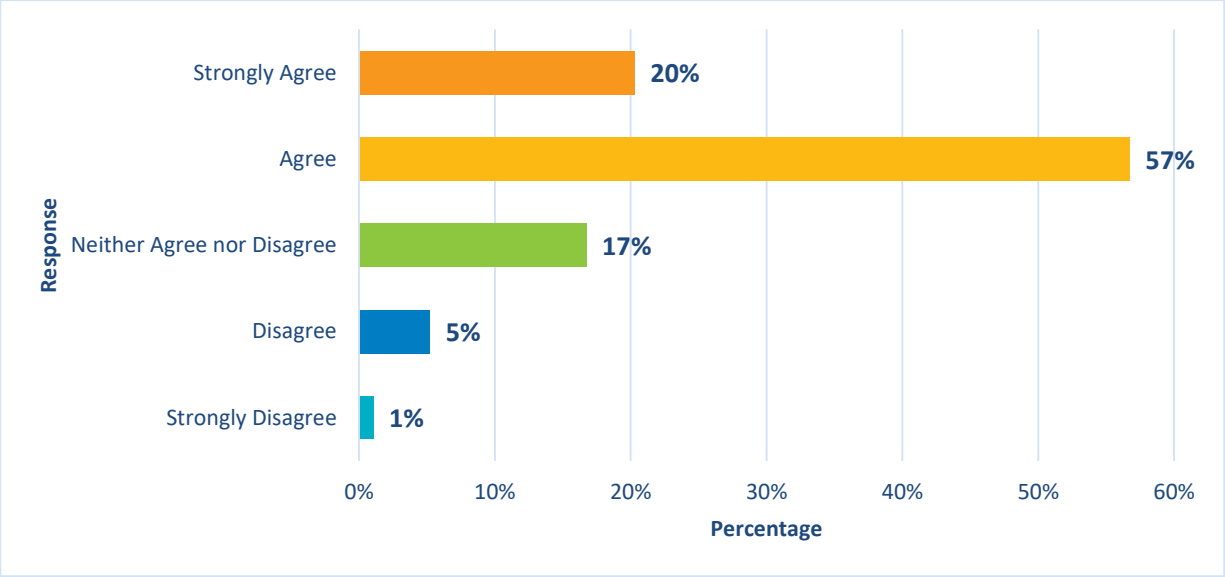
³ Only asked to school and board staff

Figure 13: Community relationships: HCDSB (n = 2772)



68% of respondents agreed or strongly agreed that the HCDSB nurtures and supports relationships with community/external partners.

Figure 14: Community engagement: Students (n = 2790)

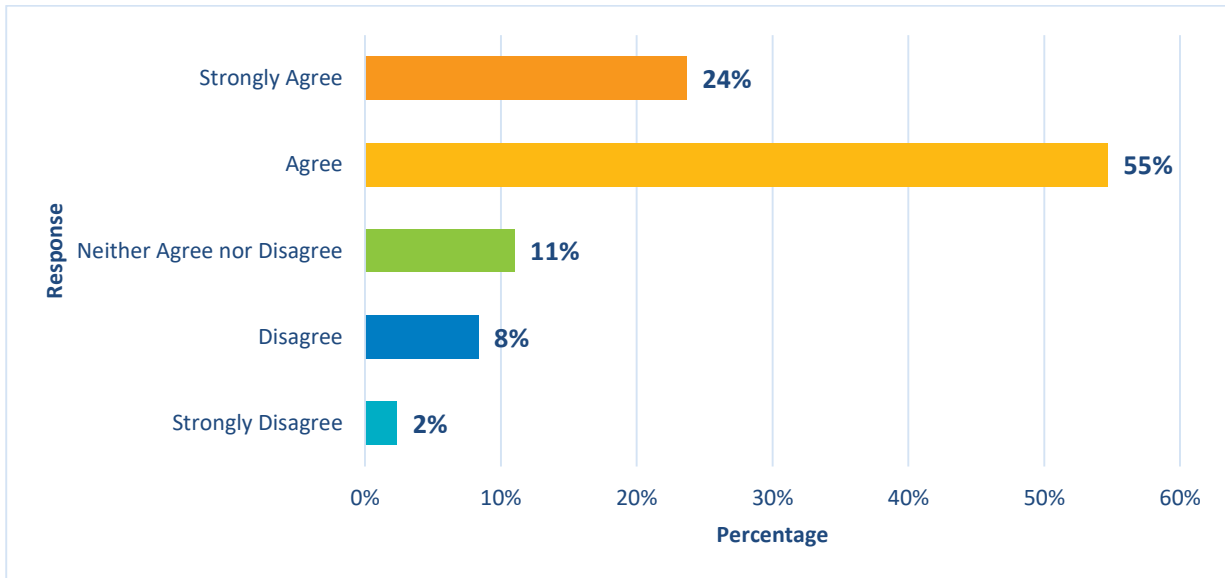


77% of respondents agreed or strongly agreed that HCDSB students are taught to think of others, and are given opportunities to get involved and be leaders in the school and/or community.

Foundational Elements

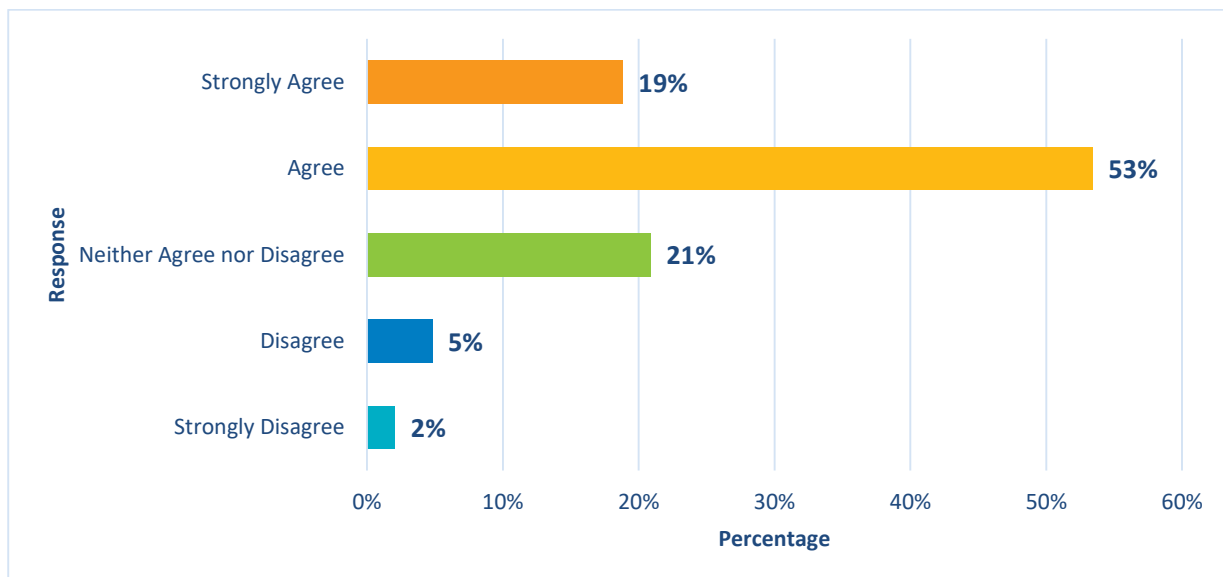
Overall, the majority of respondents (51-81%) agreed that the HCDSB is meeting their *Foundational Elements* pillar goals (see Figure 15 - 18, below).

Figure 15: Professional development and training for HCDSB staff⁴ (n = 300)



79% of respondents agreed or strongly agreed that HCDSB staff have opportunities for professional development and training related to their role.

Figure 16: HCDSB makes evidence-based decisions and strategies⁵ (n = 292)

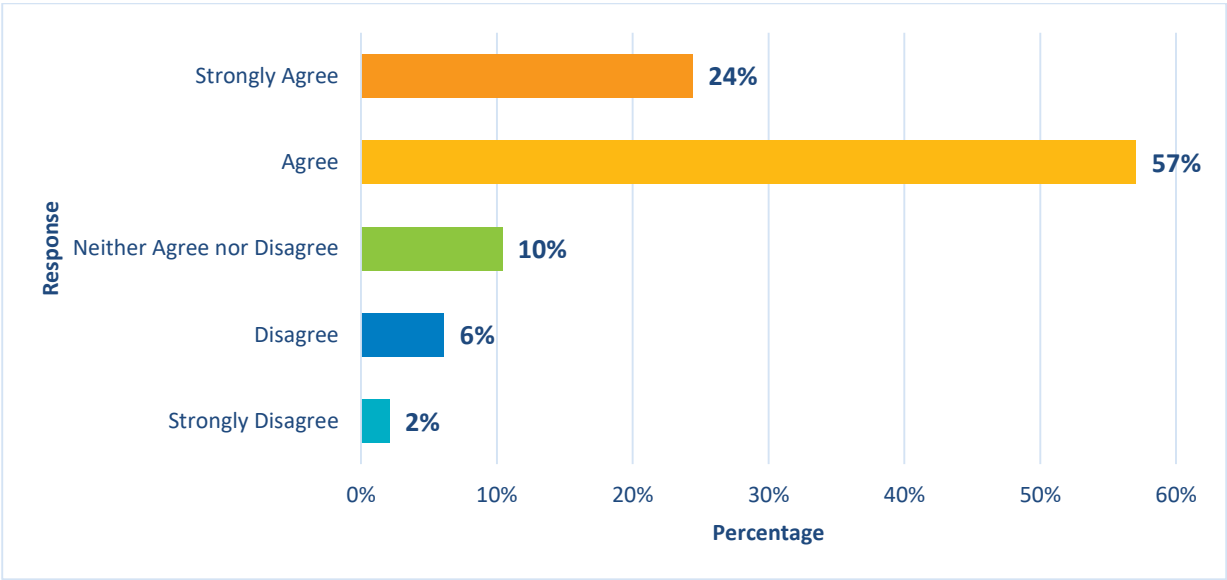


⁴ Only asked to school and board staff

⁵ Only asked to school and board staff

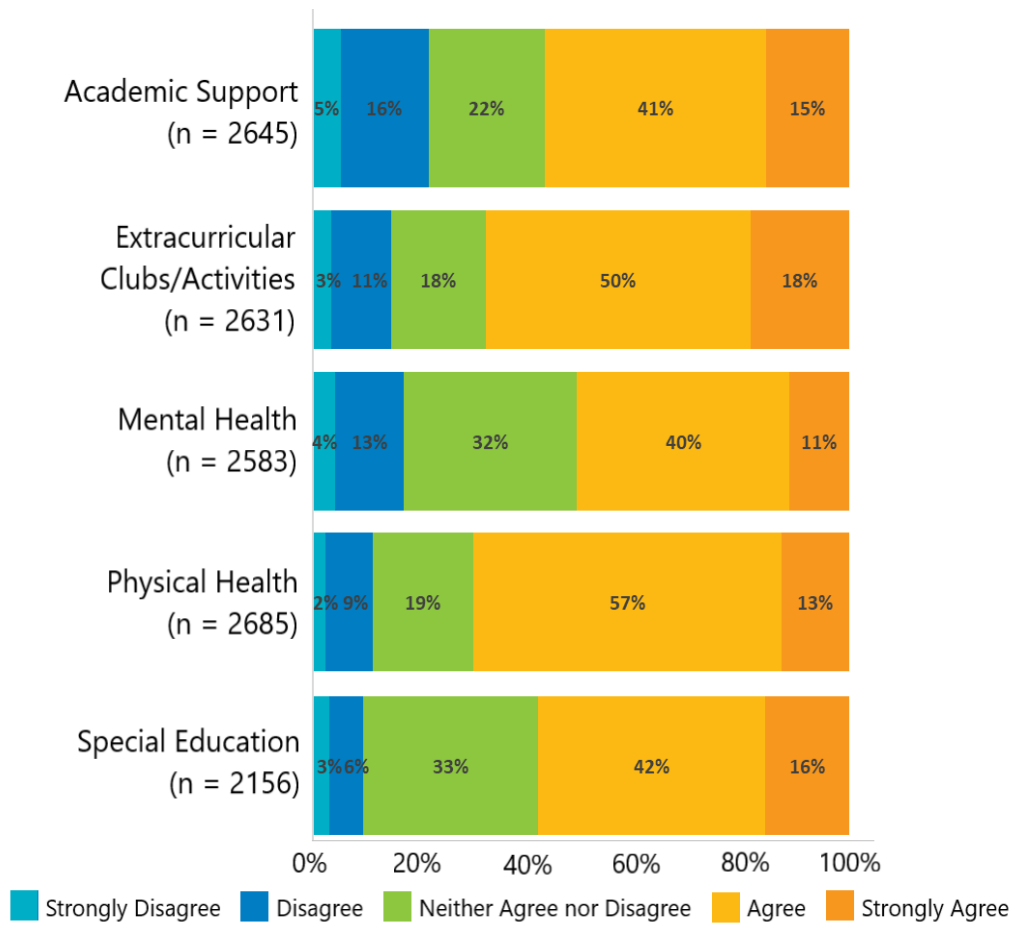
72% of respondents agreed or strongly agreed that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.

Figure 17: Communication from school/board office: General (n = 895)



81% of respondents agreed or strongly agreed that communication from schools/the board office is clear, transparent, and responsive.

Figure 18: Support and opportunities for HCDSB students



The majority of respondents agreed or strongly agreed (51-70%) that schools offered support/opportunities to students in all of the above areas.

Appendix A

Additional Email Correspondence

Home schooling - My wife and I do not feel that the home schooling provided was anywhere near adequate for our children . They needed a full time teacher at home to guide them and ensure that they understand what they are trying to achieve , which in turn was my wife whom is a teacher . My oldest daughters teacher along with the grade 3 team refused to meet online with their students because they did not feel it was needed and they hid behind their unions calling an invasion of privacy , Really !! The same grade 3 teacher also avoided marking her classes work for almost a month . It took my wife to bring in the admin and principal before this teacher would return emails . We also talked with parents of my daughters classmates which endured the same result from this teacher and they never got any response from that teacher , I'm assuming because they did not go to the lengths we did by bringing in her boss . Which by the way , the principal of St Benedicts is a wonderful person and has our support all the way . The unfortunate part of this is that some teachers have been doing the best they can do with the current situation and some have been taking advantage for their own personal benefit of having more free time . This should also have been monitored more frequently by the school board as this is our children's futures at risk here . If parents working full time from home were able to make time to teach their children all teachers should have been able to teach their classes online and make sure their students were taken care of . I am not saying all teachers just some of them . I'm Reading alot online about how some teachers dont think it's safe to return work in the fall and are trying to involve the unions . This is also not Ok , I know several parents that are scared to death for the mental and physical wellbeing of their children. We have been literally turning our children in to vegetables . Their social capacitys are diminished and physically becoming more unhealthy by the day due to closures of all activities for children . Fortunately we are a very active family and have kept our kids moving and on healthy diets and have implemented a routine for them since the outbreak began in march . The facts are that not all parents do this and some just dont have the time to help with their kids school work . This is crucial . Our kids need a full time program for September . We are shaping the future generations of the population that will one day run this country . They need to be in class for numerous reasons , the mental health aspect I feel being the most important . Sick kids hospital has already laid out guidelines that I feel are more the adequate for a full time program come fall . Including no masks, gym classes and no social distancing between class mates . This in my opinion is the only way to not damage are children anymore . Some Kids are gaining weight at an accelerated pace right now and it's scary. Considering the top scientists and doctors in the world are now agreeing that kids are really not affected by this and can return to full time programs in the fall , I'm hopping this will be the case . If we train our kids now not to be social in the most crucial years I think we will find it very hard to fix later

Repeatedly I have been told that secondary schools streamline minority children (particularly black children) into college or apprenticeship roles as there is a sentiment that they lack the aptitude for university level programs. As a parent, I would love to see minority students exposed to minority professionals who have gone to university and are successful in their careers. I would love for them to see positive role models who look like them so they know they too can achieve. I would suggest having guest presenters from minority groups, maybe at a career fair, who fit the above bill to talk with students and encourage them. It would be good if they could outline the paths they took to be successful in their professions so the students know how to work towards their goals



Strategic PLAN

2016-2021

Director's Report to Trustees
Year 4 of Implementation
October, 2020





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.



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:

- The annual Strategic Plan Monitoring Survey, released in June 2020, indicated that 70% of respondents agreed or strongly agreed that the HCDSB offers educational experiences and opportunities to support all learners. **(1)**
- We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community. **(1)**
- Mental Health Services continue to be available to support all three Tiers in every HCDSB school. **(1.1)**
- Continue to use Empower Reading in the majority of our elementary schools. **(1.1)**
- Continue to support the PEERs program in select Secondary schools. **(1.1)**
- Continue to utilize a response to intervention model during team meetings. **(1.1)**
- Itinerant SERT and Itinerant Educational Assistants formed an Itinerant Team that supports schools with tiered interventions strategies. **(1.1)**
- Adapted all Support Services to Virtual Telepractice to respond to Remote Distance Learning during COVID-19. **(1.1)**
- Social Workers & Child and Youth Counsellors developed online resources, tips and tools for students, parents and staff addressing mental health & well being during the school closure. **(1.1)**
- Provided Social Work/Mental Health Worker/CYC support during July & August and provided transition support in support of student's return to school. **(1.1)**



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Successes (cont'd):

- Virtual tiered intervention was provided during remote learning and July for students who have communication and social communication needs. (1.1)
- In 2019-20, Student Success Staff met with every HCDSB grade 7 and 8 student multiple times to discuss pathways planning as it pertains to school, career and life. (1.1)
- Members of the Student Success Team continued to support all Elementary schools with their grade 8 transition meetings in 2019-20. (1.1, 1.2)
- Developed a new electronic management system for IEP's and the IPRC process to modernize collaboration between parents, educators and professionals. (1.2)
- Used case conferences (parent, community, school) as a way to successfully support students within the school community. (1.2)
- Student Success/Pathways hosted numerous events (grade 8 nights, Women in Trades, Skills Ontario) that included parental invitations and feedback. (1.2)
- Development of A4 Catholic Learning Community D2L platform to support staff with programming and the transition process leading to post-secondary pathways. (1.3)
- Updated resources to support families with transition to post-secondary. (1.3)
- Participated in the Pilot Project *Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities* with the Ministry of Education. (1.3)



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- 1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes (cont'd):

- During the 2019-20 school year, 266 students were enrolled in the International Baccalaureate (IB) Programme offered at St. Thomas Aquinas Catholic Secondary School in Oakville; 167 students in the Pre-IB courses (grades 9 and 10), and 99 students in the IB courses (grades 11 and 12). **(1.3)**
- During the 2019-2020 school year, 95% of IB students received an IB diploma (54 out of 57 students). **(1.3)**
- Various alternative programs are promoted regularly (OYAP, SHSM, Co op, Dual Credits, etc.) to ensure that ALL students find their pathway to success. **(1.3)**
- Successfully acquired approval from the Ministry of Education for an additional 5 new Specialized High Skills Major programs to be offered this upcoming school year, including: **(1.3)**
 - **Bishop Reding Catholic Secondary School:** Energy
 - **Bishop Reding Catholic Secondary School:** Sports
 - **St. Francis Xavier Catholic Secondary School:** Business
 - **St. Francis Xavier Catholic Secondary School:** Justice, Community Safety and Emergency Services
 - **St. Ignatius of Loyola Catholic Secondary School:** Information and Communications Technology.
- 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 May 5, 2020. **(1.4)**



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Successes (cont'd):

- St Nicholas Catholic Elementary School opened in early 2020. (1.4)
- We completed a major school addition at two of our Secondary Schools, namely Bishop Reding Catholic Secondary School and Assumption Catholic Secondary School. Both were opened by September 2020. (1.4)
- Major renewal projects were undertaken at the following four schools (1.4):
 - **St. Christopher Catholic Elementary School;**
 - **St. Joseph Catholic Elementary School;**
 - **St. Michael Catholic Elementary School; and**
 - **Corpus Christi Catholic Secondary School**
- We replaced our artificial turf sports field at three of our Secondary Schools: Bishop Reding Catholic Secondary School, Notre Dame Catholic Secondary School, and Assumption Catholic Secondary School. (1.4)
- A new facility was opened for two Thomas Merton Centre locations: Oakville and Milton. Both facilities were opened by September 2020. (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 21st century competencies.

2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Successes:

- Creation of an Experiential Learning Room for grade 7 students allows for inquiry, hands on learning, and access to information about career pathways. (2.1)
- Successful introduction and implementation of the “Innovation Creativity Entrepreneurship” component of the Specialized High Skills Major Program. (2.1)
- Self-serve software catalogues were made available for staff to have access to desktop applications. (2.1)
- Continued use of various evidence-based math programs and tools to monitor and evaluate how students learn and understand math concepts from primary to intermediate levels. (2.1, 2.6)
- We launched *Culture Camp* as an opportunity for students to continue practicing French during the summer. (2.1, 2.2)
- A Student Desktop portal was made available as a result of COVID-19. It allows for the application to be accessed via a Web Browser in school and at home. (2.1, 2.3)
- English As a Second Language teachers serviced over 1,800 elementary and secondary English language learners (ELLs). (2.2)



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Successes (cont'd):

- Strengthened existing wireless coverage by adding an additional 150 access points. **(2.3)**
- Purchased more than 2,000 new devices through Information Technology (IT) Services, including desktops, laptops, Chromebooks and tablets specifically designed for an education environment with multi-year warranties. **(2.3)**
- Directly related to COVID-19 and to support synchronous learning, we also purchased: **(2.3)**
 - an additional 1,500 devices to support synchronous learning;
 - 300 video conferencing tables; and
 - 300 HD webcams with tripods.
- On an average school day, approximately 25,000+ wireless devices are active and supported on our network (the 2018-19 amount was 23,000+). **(2.4)**
- Partnered with the Broadband Modernization Team at the Ministry of Education to provide more Internet Bandwidth and additional network security to all schools. **(2.4)**
- Next generation Wi-Fi access points have been incorporated into renovated school/Board locations allowing for higher speeds and more connections. **(2.4)**



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2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.

2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Successes (cont'd):

- Facilitated webinars for educators during the school closure on a variety of topics related to Distance Learning that were identified as areas of need including D2L, Microsoft Team, Descriptive Feedback, Differentiated Instruction, and Cross-Curricular Integration. (2.6)
- Provided Summer Institutes for educators on building teacher and student resilience, effective teaching practices, and strategies for virtual learning. (2.6)
- The *Literacy Hub for Educators Literacy* was introduced as a way to connect with and support educators virtually. (2.6)
- In 2019-20, the use of online meetings and live-streaming events was increased and facilitated by IT services. (2.6)
- Increased the number of virtual training sessions and available resources in 2019-20. Some examples include but are not limited to: (2.6)
 - Over 100 teachers and DECEs learnt more about supporting play-based learning, a culture of inquiry through distance learning, assessment, evaluation, reporting, and the Communication of Learning for Kindergarten.
 - Speech Language Pathologists and Communicative Disorders Assistants were trained on how to provide virtual care for students.
 - In-service sessions were delivered to orient staff on cyber security and the Office 365 platform. Training and resources to staff were provided through the on-line training system and safe-schools training environment.



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 experienced administrators provided mentorship to thirty-three (33) 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. Program began in Fall 2019, but did not continue into 2020 due to job action and school closure. (3.1)
- The Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; 52 people enrolled in Module 1 (year 1) and 54 graduated from Module II (year two). (3.1)
- A Series entitled “Your Steps, Your Direction” was offered in 2019-20 to all staff through the leadership development strategy. Twenty-one people began in the three-part series. (3.1)
- In the Fall of 2019, a *Vice-Principal Community of Practice* was established to provide networking and support in sustaining strong leadership amongst this group. Participants developed a year long professional learning plan. There were 6 sessions in total in 2019-2020. Sessions continued virtually throughout the year. (3.1)
- A professional learning series was established for supporting people who have been placed in the Hiring Pool for Principal and Vice-Principal positions. The series focused on needs identified by the participants and as well by the system. The series began in the Fall but stopped due to labour action and COVID-19. (3.1)



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Successes (cont'd):

- We continue to engage Instructional Rounds. As of June 2020, 910 educators were trained in Instructional Rounds in Education, and two Secondary schools and 16 Elementary schools hosted Network Visits, with one Secondary school participating in School-Based Rounds. **(3.1)**
- We launched an online professional learning system (OLS). The system is used for Professional Development Day activities and houses various learning modules including, but not limited to, a Science Safety module for secondary teachers, a Feedback and Assessment Tools via the VLE module for elementary teachers, and (more recently) videos about Remote Learning. **(3.1)**
- In 2019-20, our staff engaged in professional learning around various topics. Some examples include: **(3.1)**
 - Secretaries and Administrative assistants received training on the importance of attendance, Trauma, and Duty to Report;
 - Social Works and Child and Youth Counsellors (CYC) received training on Sleep Hygiene, Substance Use, Equity and Diversity with an emphasis on Anti-Black and Anti-Indigenous Racism;
 - Educational Assistants, CYCs, and Social Workers received training on Trauma, Mentally Healthy Classrooms, Healthy Transitions, Stress, Social/Emotional Learning, and Duty to Report.
 - Student Success Team members received professional learning on Indigenous Learning, Equity and Inclusion, First Aid, Mental Health Awareness; they also attended the Cannexus Conference.
- In 2019-20, we continued to offer secondary students opportunities to learn more about SHSM, CO-OP, OYAP, College, University, and Career exploration, more generally. Likewise, elementary students accessed the Experiential Learning Room, Skills Ontario, and had meetings with Pathways Itinerants to gain skills and knowledge in this domain. **(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 2020, suggests that 69% of HCDSB stakeholders have a good understanding of the Ontario Catholic School Graduate Expectations. **(1.1)**
- The Ontario Catholic School Graduate Expectations are referenced regularly in news releases for staff, and on school and board websites. **(1.1)**
- The Aspiring Leadership program focused on the Catholic Graduate Expectations for our students and their translation into leadership expectations for our leaders.
- Canvas prints with the Ontario Catholic School Graduate Expectations and their descriptions were provided to every school office to be displayed. **(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)**
- Catholic values training continues to be offered to community members and professionals who work in our schools and with our students. **(1.2)**
- *Science and Catholic Faith (2019)* was released to secondary school Chaplains and Religion department heads schools as a tool to support science and religion courses. **(1.2)**
- *The Religious Education in Catholic Schools*, Specialist Additional Qualification (AQ) was accredited by The Ontario College of Teachers and was offered in the Spring and Summer sessions. **(1.2)**
- The *Fully Alive* curriculum became available in a digital format for all grades in May and June. **(1.2)**
- Completed roll-out of the *Growing in Faith Growing in Christ* resource in the Junior division. This resource provided many interactive activities for students and families during distance learning. **(1.2)**
- Launched the Cross Pilgrimage to carry the Cross between all schools and Board locations. **(1.3)**
- Shared Christian Mediation tools and prayer resources on websites, including the Learn at Home site. **(1.3)**



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Successes:

- Provided continued communication of materials through “Grace Notes” and “Grace Notes in Miniature” newsletters, to staff and the community. (1.3)
- The annual Strategic Plan Monitoring Survey, released in June 2020, suggests that 69% of HCDSB Shared Christian Mediation tools and prayer resources on websites, including the Learn at Home site. (1.3)
- Provided continued communication of materials through “Grace Notes” and “Grace Notes in Miniature” newsletters, to staff and the community. (1.3)
- Provided Twitter connections to daily prayers, Masses, saints’ information, and resources. (1.3)
- 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 liturgy. (1.4)
- Provided prayers, resources, and seasonal materials to schools (1.4)
- Offered prayer services and liturgical year events at the Catholic Education Centre for staff and Trustees. (1.4)
- Pastoral Animators participated in a workshop. (1.4)
- Disseminated the resources on Diocesan guidelines for liturgical celebration and seasons. (1.4)
- Offered 5 Adult Faith Formation sessions to staff in the Fall; 173 staff members attended. (1.5)
- Professional Development Academic funding support. (1.5)
- Two staff members participated in the Diocesan Faith Formation Program for Leaders (*From Information to Transformation*). (1.5)



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1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

Successes (cont'd):

- Resources and reading materials for faith development were sent to all Chaplains and Pastoral Animators. (1.6)
- Materials for Holocaust Remembrance Day and other such observances were sent to Chaplains and Pastoral Animators. (1.6)
- The Chief of Social Workers, Chief of Mental Health Programming, and Religion Consultant provided Catholic Values Training to all external agency partners working in the HCDSB. (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:

- The annual Strategic Plan Monitoring Survey found that 84% of HCDSB stakeholders agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations. (2)
- There were ongoing initiatives connecting school, home and parish, including schools staffing coffee after Mass, participating in social outreach collections, secondary chaplain hosting parish youth on-line gatherings. (2.1)
- Parish lay pastoral staff were involved as presenters in Adult Faith Formation program. (2.1)
- Disseminated a collection of videos on the Sacrament of Reconciliation to schools. (2.1)
- There were ongoing meetings of key Board personnel, parish representatives (clergy and lay), and Parent Councils. (2.2)
- Diocesan staff were involved in Adult Faith Formation presentations. (2.3)
- Links were provided and promoted for Diocesan workshops on liturgical ministries. (2.3)
- Around 89% of staff who responded to the Strategic Plan Monitoring Survey agreed that the HCDSB offers faith formation opportunities for its staff. (2.4)
- Promoted Diocesan and local parish events through website and social media. (2.4)
- Approximately 31 HCDSB staff members and the community, including Sisters from School Sisters of Notre Dame, participated in the 2019-2020 Eco-Café. (2.4)



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Successes (cont'd):

- Our 2nd Annual Lenten Trivia Challenge was hosted on social media through the Board's Twitter and Instagram accounts. (2.4)

2020 Lenten Trivia Social Media Analytics (#HCDSBlent)

- o 21.5K Reach
- o 17.6K Impressions
- o 269 Votes

- An Advent Trivia Challenge was initiated on social media through the Board's Twitter account. (2.4)

2020 Advent Trivia Social Media Analytics (#HCDSBadvent)

- o 18.2K Reach



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 annual Strategic Plan Monitoring Survey found that 73% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions. **(3)**
- Promotion and support of activities of the Interfaith Council of Halton with regard to inclusion and education. **(3.1)**
- Support of OneBurlington, Halton Alive, Multicultural and Indigenous Community events and initiatives. **(3.1)**
- Collaborative professional development on equity and inclusion with Board Human Rights and Equity Office. **(3.1)**
- Offered continued professional development workshops for educators and administrators to build and focus on a future of hope and promise. The work of equity is rooted in an understanding that all are created in the image and likeness of God and fosters the HCDSB's commitment to seeking out how best to use our minds, hearts, resources and education to make a world that is just and right. **(3.1)**
- We hosted our 7th Annual Keeping Christ in Christmas Student Contest, with 550+ student submissions received. **(3.1)**
 - We took samples of the student artwork submitted for the contest, and created Christmas cards, which were then offered up for purchase in our community. The proceeds went to the Society of Saint Vincent de Paul in support of their family Christmas program.

Keeping Christ in Christmas Social Media Analytics (#KeepingChrist)

- 24.6K Reach
- 269 Votes



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Successes (cont'd):

- Promotion of Development and Peace initiatives and activities through Secondary Chaplains and Elementary Pastoral Animators. (3.2)
- The October 2019 Faith Day provided opportunities for staff across each school and Board site to celebrate in our Catholic faith. (3.3)
- Secondary school retreats were offered for students. (3.3)
- An Advent evening retreat, a Spring overnight retreat, and “mini-retreats” were held for staff. (3.3)
- A two-day retreat/professional development experience saw teachers collaborating and co-creating classroom resources and experiences for the Grade 10 Religion Resource. (3.3)
- Social Justice education for secondary students has been promoted through Development and Peace and led by Chaplains. (3.4)
- 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. (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:

- The annual Strategic Plan Monitoring Survey, released in June, 2020, suggests that 76% of HCDSB stakeholders agreed that HCDSB schools promote student safety and that 79% of stakeholders agreed that HCDSB schools are welcoming for all students and promote a positive sense of belonging. (1)
- Continued to create individual transition plans for students to support entry to Kindergarten and the HCDSB, as well as support grade to grade, class to class, school to school, elementary to secondary, and secondary to post-secondary transitions. (1.1)
- Adherence to regulations outlined in [PPM 156](#) and [PPM 140](#). (1.1)
- 2 week transition program for Autism Spectrum Disorder (ASD) during the Summer. (1.1)
- Behaviour Analysts continued to provide transition support. (1.1)
- Collaborations with community partners/agencies to support transitions into and out of community-based programs. (1.1)
- Parent coaching provided virtually in the Spring and Summer for parents supporting their child's use of Alternative and Augmentative Communication. (1.2)
- Language development and social communication sessions provided virtually, and activities/strategies provided to parents to support carryover during school closures. (1.2)
- Continuation of the bullying prevention and awareness program. (1.2)

BELONGING



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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 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 administer 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



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Successes (cont'd):

Concussions:

- The Concussion Protocol and all related documents have been updated based on the requirements of PPM 158. (1.3)
- Policy II-42 Medical Conditions and Procedure VI- Concussion Safety were updated to reflect the changes and communicated. (1.3)
- Staff training was provided through newly created training module. (1.3)
- Information posted on the school and board website. (1.3)
- Concussion tracking continues, including types/cause of concussions Board-wide. (1.3)
- Rowan's Law Day is recognized in September. (1.3)

Immunizations:

- Ongoing communication is used to increase parent and school awareness about school-based immunization programs and the Immunization School Pupils Act. (1.3)
- Summer clinics were offered due to clinics being cancelled during the COVID-19 closure. (1.3)

COVID-19:

- Safety Protocols have been developed and communicated to provide awareness to all stakeholders, with the guidance of the Ministry of Education, Ministry of Health and local Halton Region Public Health. (1.3)
- We continue to consult and collaborate with the Halton Regional Health Department and share many of their resources with schools and families. (1.3)

BELONGING



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Successes (cont'd):

- Developed a board wide Equity and Inclusive Education Steering Committee with representation from diverse stakeholders including Trustees, Superintendents, and Chiefs of Social Work, Mental Health, and Research to guide the board's vision for equity and inclusive education and support the implementation of related policy and procedures. (1.4)
- Facilitated over 45 capacity-building sessions on equity and inclusion to over 1400 HCDSB staff members to build a shared understanding of key concepts including rights and responsibilities under the Ontario Human Rights Code, power and privilege, Indigenous history and contemporary issues, sexual orientation, Islamophobia, critical race theory, and anti-Black racism. These efforts have focused on building capacity and embedding equity as a driving value in the systems that inform curriculum development, resource selection, policies, and practices in schools in order to foster student achievement. (1.4)
- Facilitated 10 hours of training for HCDSB Trustees on Human Rights and Equity, focusing on a broad range of themes including Indigenous knowledge and Anti-Black Racism. (1.4)
- Developed a School Improvement Planning Tool which has equity and principles of culturally responsive and relevant pedagogy at its core. This is designed to enable schools to develop problems of practice that will focus on the most vulnerable students. (1.4)
- The D2L resource *Answering the Call: A Companion Resource for Catholic Educators* has equity and inclusion built into every aspect. (1.4)

BELONGING



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Successes (cont'd):

- The Settlement Services team served approximately 650 new Welcome Centre clients before the centres closed in March for Covid-19. From April to August, there were 96 new newcomer students and parents/guardians and 5,585 returning clients. **(1.5)**
- Throughout the school year, Settlement Services organized several youth, parent, and family sessions (in-person and virtual). **(1.5)**
- Newcomer youth were given the opportunity to participate in various learning and growth opportunities. **(1.5)**
- In collaboration with our Welcome Centre and Newcomer Services, we began featuring heritage months on our websites and through social media, promoting awareness around the diversity in the school communities across our district. **(1.5)**
- Continued recognizing celebrations of various faith traditions on social media to raise awareness and a sense of belonging in our community. **(1.5)**
- System messages to parents are translated into most prominent languages across our district: Arabic, Chinese and Spanish. Translations to additional languages provided upon request. **(1.5)**
- All school websites feature translation button to convert text to desired language. **(1.5)**
- HCDSB collaborated with the Halton Region to host 'Ready, Set, Go!' – 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:

- The Strategic Plan Monitoring Survey suggests that 68% of HCDSB stakeholders agreed that the HCDSB nurtures and supports relationships with external partners. **(2)**
- The PPM 149 Committee meets regular to vet and review external agencies and specific programs to ensure alignment with our Catholic Values and expectations of service. The current list of approved external agencies are posted on the [Board website](#). **(2.1)**
- [Halton Food for Thought](#) continues to be a strong community partner. **(2.1)**
- Partnership with [Our Kids Network](#) continues to offer supports to families in the Halton community. **(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)**
- Several Student Success initiatives (EL, Co-Op, SHSM, OYAP, Outdoor Ed) have continued to increase connections to Halton community (e.g. Halton Industry and Education Council, City of Burlington). **(2.1)**
- 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:

- The Strategic Plan Monitoring Survey suggests that 77% of HCDSB stakeholders agreed that HCDSB students are taught to think of others, and are given opportunities to get involved and be leaders in the school and/or community. **(3)**
- Several Indigenous Education activities and initiatives were undertaken across HCDSB, including a virtual National Indigenous Peoples Day Summit, 'Weaving the Braid of Unity' in June. This event was live streamed on the HCDSB [YouTube](#) channel, featuring several guest speakers, dancers, singers, musicians, influencers, artists, writers, and Indigenous Grandmothers, Grandfathers and Youth. **(3.1)**
- Several Student Success initiatives have continued to increase opportunities for learning experiences outside of the classroom within Halton (e.g. The Specialist High Skills Major program offered a variety of certifications, reach ahead experiences and experiential learning delivered by sector partnerships unique to their program). **(3.1)**
- A number of programs continued across HCDSB schools to empower students to be leaders in their communities, including *Playground Activity Leaders in schools (PALS)*, *MindUP*, *Roots of Empathy*, etc. **(3.3)**
- We initiated the HCDSB Alumni Program and launched the inaugural HCDSB Alumni Awards Nominations Process. **(3.4)**
- We continue to feature on our websites and promote on social media stories about HCDSB alumni from across our district. **(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:

- 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 worked collaboratively throughout the year to identify technology needs to support student learning. **(1.1)**
- Business Services provided training and support for the Teams platform to allow for departmental collaboration and the sharing of resources. **(1.1, 1.3)**
- Shared participation in PD on Tele-Practice with Psychology, Social Work, CYCs. **(1.2)**
- In the Summer of 2020, Special Education Services staff including Speech Language Pathologists and Behaviour Analysts collaborated with educators to pilot test Tier One Virtual Programming for classes and small groups. **(1.3)**
- New and continuing program teachers received SHSM-related professional development and other training. **(1.3)**
- Research, Special Education, and Curriculum staff worked collaboratively to review research proposals during the first half of the year. **(1.3)**
- Continuation of inter-departmental projects between Research Services and at least two other departments/teams included *MindUP* (Special Education Services – CYCs and classroom educators), and *Early Years Numeracy Project* (Curriculum Services, Special Education Services, and classroom educators). **(1.3)**

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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 (cont'd):

- Created a part-time Psychology position to support Multi-Disciplinary Mental Health and Wellbeing Team. **(1.4)**
- Every school identified a Mental Health & Well-Being Committee to support mentally healthy, caring, inclusive safe school environments. **(1.4)**
- We continued to offer Mental Health literacy training opportunities to all of our staff through various PD opportunities (e.g., Lunch and Learns, virtual modules, etc.). **(1.4)**
- Began and selected a new Student Information System. Expected implementation summer 2021. **(1.5)**
- IT has introduced several training materials and resources on Desire to Learn (D2L), On-line Learning System (OLS) and the Safe-Schools platforms. **(1.5)**
- A series of Communications Toolkits were developed and shared with school administrators to ensure consistency of messaging across our district during the school closure period. **(1.5)**
- Streamlining the posting process of Board-wide communication across school websites to ensure alignment and consistency in messaging 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, completed in June 2020, indicate that 81% of respondents agreed or strongly agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**
- Strategic Communications and Information Technology Services collaborated in the redesign and launch of new secondary school websites. **(2.1, 2.3, 2.4)**
- Communications plans were developed and implemented to ensure timely, consistent sharing of information related to labour negotiations and COVID-19, as well as any new initiatives, programs, and events. **(2.1)**
- We continue to send out HCDSB news releases to media contacts and share the releases with staff, parents, and members of the HCDSB community through email and social media. **(2.1)**
- Ongoing media, social media, and website training provided to various staff across HCDSB. **(2.1)**
- Continued to monitor daily media and share pertinent news stories with senior staff, school and board administrators. **(2.1)**
- During the 2019-2020 school year, French as a Second Language gained a significant presence across HCDSB webpages through the introduction of *Faith in French* – a series of promotional films highlighting the positivity, diversity, and inclusion within the FSL communities of our schools. **(2.1, 2.4)**
- During the 2019-2020 school year, Policy V-16, Copyright, Visual Identity and Intellectual Property was reviewed and updated to expand the scope of protection to social media and video. **(2.2)**
- In keeping with our commitment to community engagement and public consultation, in 2019-2020 we held a School Uniform Provider Public Consultation. The findings were presented to the Board of Trustees in February 25, 2020 and posted on our website. **(2.2)**

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 (cont'd):

- Parents, staff and students were invited to participate in more than 48 surveys delivered and analyzed by Research & Development Services throughout the 2019-2020 school year to obtain feedback on progress and special initiatives. **(2.2)**
- The Milton Secondary School Boundary Review Committee (SBRC) included one of the largest parent and student SBRC representation in recent years with a total of 23 parent and four student representatives, ensuring all Milton communities were involved throughout the process. **(2.2)**
- During COVID-19 closures and gathering restrictions, staff moved towards conducting virtual public information meetings and online surveys through the Planning website (schoolplanning.hcdsb.org) to gather community input for accommodation options under review, resulting in a total of 4,102 webpage visitors. **(2.2)**
- Stakeholder consultations undertaken during the 2019-20 school year included collaboration between Strategic Communications Services, Research and Development Services, and other departments such as Business Services, Facility Management Services, and Program Services. **(2.3)**
- We continue to use a weekly memo schedule to share important system/departmental information with school and Board administrators. **(2.3)**
- IT and Strategic Communications began work on a new public website to enhance communications and ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(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:

- On-going monitoring of School Improvement Plans by Superintendents through regular school visits, and tracked through an electronic school visit form. **(3.1)**
- Evidence of capacity and support success is reflected in the Ontario Teachers Pension Plan's Stewardship Report 2018/19, where HCDSB's Payroll department was ranked #1 among medium to large-sized boards. **(3.1)**
- An Educational Assistant (EA) deployment algorithm, developed by Research and Development Services, has been adopted in several more Boards in 2019, including: Renfrew County District School Board and Hamilton Wentworth Catholic District School Board. **(3.1)**
- We conducted literature reviews on current topics within Education, including one on Distance Learning (April) and disseminated them on our Research Portal for Board staff **(3.1, 3.4)**
- Research and Development Services built an automated solution to support the tracking and management of data, specifically a referral automation system for our Special Education Services Department. The system was successfully implemented in the summer of 2020 and is continuing in September 2020. **(3.1, 3.4)**
- Annual survey reports to monitor progress on various Board/Ministry Initiatives (including but not limited to the Multi-Year Strategic Plan, Transitions, Human Rights, Health and Safety, Professional Development, Curriculum Programs, Faith Formation). **(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)**

FOUNDATIONAL ELEMENTS



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3.4 Providing research and data support that is accessible and improves learning.

Successes (cont'd):

- 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)**
- By the start of 2020, our Steering Committee with school administrators and Board staff had a final School Climate Survey to be administered to students. **(3.3)**
- In March 2020, we began using Microsoft Teams to support School Administrators with resources/ understanding data in a timely, one-on-one manner. **(3.3)**
- The Research Portal continues to be updated with resources and reports. In 2019-20, nearly 4000 resources were downloaded by HCDSB staff from the portal. **(3.4)**
- Continued collaboration with community partner Our Kids Network, regularly inviting HCDSB staff to participate in sessions pertaining to data literacy. **(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, and trustee 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)**
- For 2019-20, HCDSB is estimating an operating reserve of approximately \$7.7 million and a capital reserve estimated at \$8.3 million after utilizing \$5.0 million during the year for capital improvements to our schools. **(4.2)**
- During COVID-19, the system's needs changed dramatically, and Business Services was able to realign budgets to service our students and staff. **(4.3)**
- Technology requirements, technology training, and technology classroom setups were all successfully implemented in a short timeframe. **(4.3)**
- 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)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

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Successes (cont'd):

- After reviewing our staffing needs in 2019, we hired 590 new staff members. **(4.3)**
 - 210 were permanent staff: 13 administrative positions, 1 Association of Professional Student Services Personnel (APSSP), 4 Custodians, 82 Educational Assistants (EAs), 70 Elementary Teachers, 11 Secondary Teacher, 8 Principals/Vice-Principals, and 21 Clerical staff.
 - 342 were supply teaching staff: 167 Occasional Teachers, 7 LINC/ESL Instructors, 132 EAs, 28 DECEs, and 8 Casual-Clerical staff.
 - 38 were temporary staff: 1 administrative position, 8 Principals/Vice-Principals, 9 APSSP, 1 Custodian, and 19 Clerical staff.
- Priority future Accommodation and Planning projects were identified and posted on the Board website. **(4.4)**
- In 2019-20, we completed a LED lighting retrofit at Holy Trinity Catholic Elementary School **(4.5)**
- Implemented a new Financial Information System . **(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), Ministry of Government and Consumer Services (MGCS), 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)**
- 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:

- We continued to develop our strategic recruitment process based on system needs. **(5.1)**.
- In addition to posting job opportunities on our Board website, Apply to Education, and other recruitment platforms, we also share job postings through social media ads on Twitter and LinkedIn. **(5.1)**
- Human Resources continued to fill vacancies from the completion of the PAF to fill date for each position to ensure proper coverage of positions. **(5.1, 5.2)**
- Human Resources continued to meet all collective agreement timelines regarding posting obligations and the filling of positions. **(5.1, 5.2)**
- We continued to expand the leadership candidate pools list for school administrators. **(5.2)**
- We hired an additional Network Analyst to assist with monitoring and managing the board IT network resources. **(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)**
- Implementation of an online support staff performance appraisal platform, *the Perform System*. **(5.3)**
- All HCDSB Staff were provided with COVID-19 Training (Parts I and II). **(5.3)**
- Human Resources completed its Laserfiche scanning project; all employee files are now digitized. **(5.3)**
- Developed IT Support Teams designated specifically to support the transition to work-from-home, as a result of COVID-19. **(5.3)**