Focus On Our Students

Strategic
PLAN
2016-2021

**Director's Report to Trustees
Year 5 of Implementation**
September, 2021

HALTON CATHOLIC
DISTRICT SCHOOL BOARD
HCDSB

Achieving   Believing   Belonging

Strategic Plan 2016-2021
Director's Report to Trustees— Year 5 of Implementation

HALTON CATHOLIC DISTRICT SCHOOL BOARD HCDSB

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:

- The annual Strategic Plan Monitoring Survey, released in June 2021, found that 74% of respondents agreed that 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)**

- We provided teacher resources/PD to support teaching of new mathematics curriculum. **(1.1)**

- Mental Health Services staff continue to support all three tiers in every HCDSB school, in-person and/or virtually. For example: **(1.1)**

  o Tier 1: Staff PD in Trauma Informed Classrooms, Anxiety, Depression, Mentally Healthy Classrooms, etc.; school-wide initiatives such as Bullying Prevention and Mental Health Week; and evidence-based programs such as Roots of Empathy Recovery Program, MindUP, Healthy Transitions, Zones of Regulation, and Kids Have Stress Too!, delivered based on specific needs of the schools/students;

  o Tier 2: Individual counselling utilizing the Brief Intervention for School Clinicians (BRISC) strategy, Cognitive Behavioural Therapy (CBT), Dialectical Behaviour Therapy (DBT), etc.;

  o Tier 3: Supporting families/students in navigating referrals to external agencies as well as providing individual counselling while community referrals are pending.

- CYCs piloted a new evidenced-based Tier 1 program, Stop Now and Plan (SNAP), in 10 schools and delivered the program virtually. **(1.1)**

- Mental Health Services staff provided individual and group Mental Health support in July/August, offering The Art of Wellness, Kids Have Stress Too!, and Transition Support groups to all ages. **(1.1)**

- We continue to utilize a multi-tier Response To Intervention (RTI) model during team meetings. **(1.1)**

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Successes:

- We increased the staff contingent for Behaviour Analyst to increase capacity to support student transitions into school for students with Autism Spectrum Disorder (ASD). **(1.1)**

- We offered the After School Skills Development Program to support students with ASD or other special education needs; this involved participation in Children's Friendship Training (CFT) or the Program for the Education and Enrichment of Relational Skills (PEERS). **(1.1)**

- Speech-Language Pathologists (SLPs) and Communicative Disorders Assistants (CDAs) provided virtual tiered intervention during remote learning. **(1.1)**

- Implemented a tiered support model for students with Fetal Alcohol Spectrum Disorders (FASD). **(1.1)**

- We launched class-wide Tier 1 programs to support social cognition skills, narrative development, and phonological awareness in elementary school and conversation and discourse skills in secondary Life Skills classrooms. **(1.1)**

- We continue to offer the Empower Reading program in most of our elementary schools. **(1.1)**

- We continue to use an Independence Rubric process to assess and identify students' areas of need and levels of independence. **(1.1)**

- We continue with Special Incidence Potion (SIP) claims process to provide extra support to students who need it. **(1.1)**

- We continue to refine processes to support all students through tiered Transition Support, Focused Support and Transdisciplinary Rounds. **(1.1)**

- Pathways Itinerants connected with grade 7 and 8 students to discuss pathways planning and supported elementary schools with virtual grade 8 transition meetings. **(1.1)**

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Successes (cont'd):

- The Pathways team continued to use social media to promote the importance and purpose of their programs, to enable opportunities for parent dialogue, and to inform parents of a new electronic course selection process. **(1.2)**

- Student Success/Pathways hosted numerous events (grade 8 nights, Women in Trades, Skills Ontario, virtual conference) that included parental invitations and feedback and student engagement. **(1.2)**

- We collaborated with the Halton Transition Advisory Committee. **(1.2)**

- Psychological assessments included Microsoft Teams-based videoconferencing, web-based data gathering tools, and tablet-based assessment tools to adhere to public health requirements and ensure continuation of evidence-based assessment of students' learning and mental health needs. **(1.2)**

- Parents supported students during virtual speech and language sessions, which allowed them to see and practice strategies to support their child's development. **(1.2)**

- We implemented an electronic management system for IEPs and the Identification, Placement, and Review Committee (IPRC) process to modernize collaboration between parents, educators and professionals to determine individual students needs and areas of growth. **(1.2)**

- We implemented Phase 1 of the electronic referral system through eLite for Psych-Ed and SLP referrals. **(1.2)**

- We used case conferences (parent, community, school) as a way to successfully support students within the school community. In-school team meetings also continued. **(1.2)**

- We increased outreach to parents involving teachers and our youth settlement workers. **(1.2)**

- We offered de-streaming presentations on "Understanding the why, who and what" for the Catholic

ACHIEVING

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Successes (cont'd):

- During the 2020-21 school year, 229 students were enrolled in the International Baccalaureate (IB) Programme offered at St Thomas Aquinas CSS in Oakville; 152 students in the Pre-IB courses (grades 9 and 10), and 77 students in the IB courses (grades 11 and 12). **(1.3)**

- In 2020-21, 97% of IB students received an IB diploma (36 of 37 students). Two students earned a perfect score (45 diploma points); this was the first time this score was obtained in the history of the Programme. **(1.3)**

- Our Advanced Placement (AP) programs continued to grow; three of the four Catholic secondary schools offering AP have expanded their grade 12 program course offerings (Assumption, Bishop P. F. Reding, Holy Trinity). **(1.3)**

- Our AP students continue to succeed in AP exams and post-secondary achievements; five students were identified by the College Board as AP Scholars and academic institutions/universities have recognized the achievements of our AP students by awarding over $600K in prestigious scholarships and awards. **(1.3)**

- We trained over 35 teaching staff through the AP College Board, provided resources to expand AP course offerings and provided culturally reflective and responsive options. **(1.3)**

- Bishop P. F. Reding CSS was one of two Ontario schools selected to partner with University of Toronto and St. Michael's College, to give AP students early access to university life and help them develop research skills. **(1.3)**

- We continue to support alternative programs such as Ontario Youth Apprenticeship Program (OYAP), Specialized High Skills Major (SHSM), Co-op, and Dual Credits to ensure that *all* students find their pathway to success, beginning in grade 7 and 8. **(1.3)**

- We engaged our Structured Teaching and Life Skills classes in the 'Let's Go Fitness' program, introducing a fitness instructor as a viable pathway for students with exceptionalities. **(1.3)**

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Successes (cont'd):

- We acquired funding to offer additional SHSM programs this upcoming school year including Arts & Culture at Notre Dame, Business at Corpus Christi and Holy Trinity, Environment at Corpus Christi, Non Profit at Bishop P. F. Reding and St. Ignatius of Loyola, and Sports and Construction at St. Thomas Aquinas. **(1.3)**

- We expanded Dual Credit program offerings through virtual delivery; Adult Dual Credit Program enrolment offered to Thomas Merton Centre students tripled. **(1.3)**

- We promoted the government-funded Personal Support Worker College program to Thomas Merton students. **(1.3)**

- We continue to use of the A4 Catholic Learning Community D2L platform to support staff with programming and the transition process leading to post-secondary pathways. **(1.3)**

- We participated in the Ministry of Education Pilot Project, "Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities". **(1.3)**

- We implemented the Project SEARCH school-to-work transition program in collaboration with Community Living North Halton and Halton Health Care to provide opportunities for Community Pathways students. **(1.3)**

- We expanded existing Extended French (EF) and French Immersion (FI) programs to accommodate increasing interest and demand in optional French as a Second Language (FSL) programming; this involved expansion of Grade 1 FI to new school sites throughout HCDSB and expansion of the FI program to secondary sites in preparation for the launch in September 2021. **(1.3)**

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Successes (cont'd):

- With the support of our Facilities Department, 16 elementary schools were provided with new outdoor learning spaces or enhancements to existing outdoor learning spaces. **(1.4)**

- Next-generation Wi-Fi enhancements continue to be incorporated into all of our locations and external Wi-Fi areas support our outdoor learning spaces. **(1.4)**

- Planning Services reviewed our Long-Term Capital Plan (LTCP) to ensure it reflects the most current trends; the most recent update was presented to the Board of Trustees on June 15, 2021. **(1.4)**

- We completed a $25M building addition and redeveloped site at Bishop P. F. Reding CSS. **(1.4)**

- Major renewal projects were undertaken at Our Lady of Victory and St. Joseph Catholic Elementary Schools. **(1.4)**

- We replaced our artificial turf sports field at Corpus Christi CSS. **(1.4)**

- We made an investments of approximately $8M in HVAC systems. **(1.4)**

- The Board began construction on Milton No. 10 Catholic Elementary School and St. Kateri Tekakwitha CSS in Milton. **(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:

- The annual Strategic Plan Monitoring Survey, released in June 2021, found that 78% of respondents agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement. **(2)**

- A number of innovative teaching practices were implemented in 2020-21 including but not limited to:

  - Curriculum Services staff facilitated webinars for educators on a variety of topics related to Synchronous/Asynchronous and Hybrid learning that were identified as areas of need, including D2L, Microsoft Teams, Descriptive Feedback, Differentiated Instruction, Culturally Responsive and Relevant Pedagogy (CRRP), and Cross-Curricular Integration. **(2.1)**

  - We made online resources to support using D2L accessible from our HCDSB D2L homepage and Online Learning System (OLS). **(2.1)**

  - We created the "CRRP Text Selection Checklist within a Catholic framework" tool to assist educators in centering equity and inclusive education in resource selection. **(2.1)**

  - The Pathways team engaged with grade 7-8 students virtually in activities such as the Real Game, which incorporated elements of financial literacy, career education, post-secondary pathways and self-discovery. They also developed a lesson involving creating nametags with a laser engraver and related software, which was designed to teach students about the device and help them make real-world connections to workplace applications. Elementary Pathways Itinerants ran Twilight Learning Sessions for teachers. **(2.1)**

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Successes (cont'd):

- The Student Success team implemented the "Innovation Creativity Entrepreneurship" component of the SHSM Program and students participated in the Skills Ontario virtual competition. **(2.2)**

- We engaged educators in professional learning opportunities to support inquiry learning. This included summer institutes/book studies on inquiry-based learning, coding, structuring literacy and numeracy instruction, building thinking classrooms in mathematics, and figuring out fluency in mathematics. **(2.2)**

- Curriculum Services staff conducted an assessment to determine needs of classroom educators to address the needs they identified in their students. **(2.2)**

- We piloted a student-centered coding initiative in cooperation with McMaster University's Computer Science Department; secondary students were trained by McMaster students on a coding language and then worked virtually with intermediate students and teachers to deliver coding lessons. **(2.2)**

- We established an Educator Summer Reading Club to identify texts for Board-approved literature studies (Grades 9-12) to enable reading and discussing literature through a Catholic lens and intentionally incorporating culturally relevant texts into our classrooms. **(2.2)**

- In 2020-21 we implemented our Virtual Catholic Elementary School, serving over 5000 students. Around 320 educators worked collaboratively to engage and develop the skills of our students across 195 classrooms in a virtual setting. Our class placements included Kindergarten to grade 8, French Immersion, Extended French, a grade 5-8 gifted class, and a Structured Teaching class. **(2.3)**

- We purchased more than 5,000 new devices through Information Technology (IT) Services, including over 3,500 Chromebooks to support online student learning through loan-out programs and over 1,500 laptops to support teaching staff instruction. **(2.3)**

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Successes (cont'd):

- We created English literacy, poetry, and spoken word units and resources reflecting CRRP and provided opportunities for educators to participate in the Board Literature Review process for Indigenous Education. Chosen titles were added to the holdings in Library Services for teachers. **(2.3)**

- We completed the Ministry of Education broadband modernization project to allow for additional Internet connectivity in our schools and installed additional Internet services in all schools to support redundancy in our online services. **(2.4)**

- We increased the technology available in school to support modernization of EQAO assessments and deployed technology to Elementary Core FSL staff to facilitate seamless program delivery. **(2.4)**

- We posted an Assessment and Evaluation series on D2L homepage with information on how to upload curriculum expectations and OCSGEs to courses so that teachers can use them for assessment. **(2.5)**

- We continue to participate in Habitat for Humanity's "The Meaning of Home" contest as an authentic creative writing opportunity for our grade 4-6 students. This contest aligns to the Focus on Faith themes for junior grades, which reflect the 'Responsible Citizen' OCSGE. **(2.5)**

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Successes (cont'd):

- We offered several training sessions, supports, and resources to help staff utilize technology or support remote learning, including: **(2.6)**
    - o Resources shared on the HCDSB D2L homepage;
    - o Resources shared in the Online Learning System (OLS);
    - o Hybrid Learning Resources document curated to offer videos and tip sheets;
    - o Mastery View Gradebook pilots with three secondary schools;
    - o Curriculum Itinerant/Consultant-led sessions, staff meetings, drop-in times, and ongoing individual support on the use of D2L and Office 365 (i.e. Microsoft Teams);
    - o PA Day sessions led by teachers on technology use and time provided for self-directed learning from the Hybrid Learning Resources document;
    - o Ongoing program training for Educational Assistants to support virtual learners (e.g., Boardmaker Online, Microsoft Teams, Online Autism Training, Safe Management training);
    - o Special Education Services created videos to support the use of the digital Special Equipment Amount (SEA) platform and offered Read & Write training sessions and SEA D2L site supports;
    - o LEARNstyle training for Special Education Teachers of our Community Classes;
    - o Training for Special Education staff and administrators on new electronic modules in eLite;
    - o Training for the Student Success team on using a laser engraver and the changes to myBlueprint;
    - o Purchased an additional cyber awareness training package to support staff and secondary students.

- We upgraded the Board StaffNET portal page to allow for a more seamless approach for staff information sharing. **(2.6)**

- We continued using digital assessment tools in psychological assessments and virtual parent conferencing. **(2.6)**

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:

- The Mentoring Program for new administrators supported thirty (30) first-year and second-year Principals and Vice Principals. There were thirty (30) experienced school administrators providing mentorship to those new in their roles. **(3.1)**

- We offered a three-part series entitled "Your Steps, Your Direction", focused on helping people discern a leadership calling. Eighteen (18) participants took part in the series. **(3.1)**

- Vice-Principals continue to participate in a *Community of Practice* to provide networking and support in sustaining strong leadership. **(3.1)**

- The Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; 28 people enrolled in Module 1 (year 1) and 53 graduated from Module II (year 2). The program was offered virtually, with guest speakers and reflection logs from participants. **(3.1)**

- We continued Catholic Learning Communities for all of our specialized classes. **(3.1)**

- In 2020-21, our staff engaged in professional learning around various topics. **(3.1)**
  Some examples:

  - Teacher-led virtual sessions exploring/promoting useful strategies for daily classroom practice;
  - The Special Education department offered PD/training to Itinerant Teams on Relias Modules, Department Heads on ways to support our Gifted students (on-demand through the National Association of Gifted Children), and all staff on Applied Behaviour Analysis (ABA). The department also provided reimbursement for all staff to take the Autism AQ course and had offered 20 spaces at the Learning Disabilities Association of Halton-Hamilton Conference;
  - Student Success team members received training on Equity Guidance and Career Education— De-streaming and participated in a Book Club Study of "White Fragility" with Curriculum staff;
  - Research and Development Services staff participated in an online training course through Algonquin College and the First Nations Information Governance Centre on the Fundamentals of OCAP® (Ownership, Control, Access, and Possession) related to First Nations data.

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Successes (cont'd):

- We continued to offer secondary students opportunities through SHSM, CO-OP, OYAP, and College, University, and Career exploration. Likewise, elementary students had several Experiential Learning opportunities to gain skills and knowledge in this domain (e.g., guest speakers addressing topics such as resiliency, stress, transition to secondary school, fitness, work as a Chef; participation in the first HCDSB Skills Competition; and meetings with Pathways Itinerants). **(3.2)**

- We expanded Dual Credit program offerings and increased enrolment in Adult Dual Credit through Thomas Merton Centre. **(3.2)**

BELIEVING

✝

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 recent Strategic Plan Monitoring Survey revealed that 81% of HCDSB stakeholders agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (OCSGE). **(1)**

- On the Strategic Plan Monitoring Survey, 75% of secondary student respondents indicated having a good understanding of the OCSGEs. **(1.1)**

- Pathways presentations included the OCSGEs and made a connection with the 4-Step Inquiry Model. **(1.1)**

- The OCSGEs are referenced regularly through news releases, social media, school and board website stories, and Director and Trustee communications. **(1.1)**

- We began to implement the Catholic Kindergarten program, which involves a provincial webinar facilitated, in part, by HCDSB staff. **(1.2)**

- We implemented the intermediate Growing in Faith Growing in Christ resource. **(1.2)**

- In 2020-21, over 200 teachers successfully completed the *Religious Education in Catholic Schools* Additional Qualification (AQ). **(1.2)**

- Around 15 educators enrolled in a Master of Religious Education program after attending an information session offered by University of Toronto, St. Michael's College. **(1.2)**

- We shared Christian Mediation tools on school and board websites; students participated in Christian Meditation both in person and virtually. **(1.3)**

- Prayer resources were made available in the Virtual Chapel for anyone to access. **(1.3)**

- Morning prayers and reflections were led by Chaplaincy Leaders online. **(1.3)**

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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Successes (cont'd):

- We shared the resources on Diocesan guidelines for liturgical celebration and seasons, and Ontario Catholic School Trustees' Association Catholic Education Week prayer and liturgy resources. **(1.4)**

- We provided information about the liturgical year and how to celebrate it through the *Grace Notes* online newsletter and shared prayers, liturgies, resources, and PowerPoint outlines for online use by schools and classroom teachers. **(1.4)**

- We offered virtual liturgical year events and prayer services, including a Weekly Prayer Liturgy for Catholic Education Centre staff and Trustees. **(1.4)**

- Provision of an opening school liturgy for all schools by the System Chaplain, modeled at the Administrator Opening Mass. **(1.4)**

- Adult Faith Formation sessions continued for staff in a virtual format. This provided the opportunity for a broader gathering of participants across the system. **(1.5)**

- Pastoral Animators participated in online meetings and had one-on-one communications with the HCDSB System Chaplain. **(1.6)**

- School Chaplains networked with Pastoral Animators in their Family of Schools. **(1.6)**

- We frequently shared *Grace Notes*, and Diocesan and other web links with information and resources for prayers and liturgies. **(1.6)**

- The Chief Social Worker, Chief of Mental Health Programming, and Religious Consultant provided Catholic Values Training to all external agency partners working in HCDSB. **(1.6)**

- We created CRRP Diplôme d'études en langue française (DELF)-inspired activities for use with newly-defined reading list resources from grades 7-12 in all FSL program tracks. **(1.6)**

- Staff were given opportunities through CRRP events to understand Catholic thought and theology on the subject of equity and inclusion. **(1.6)**

Celebrating our Catholic faith & aspiring to be models of Christ

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 recent Strategic Plan Monitoring Survey revealed that 70% of respondents indicated agreement that HCDSB schools and parishes work together to strengthen home/school/parish relationships. **(2)**

- The Focus on Faith Council gathered input on needs across various community partners. **(2.1)**

- There was ongoing sharing of information at the Deanery meetings. **(2.1)**

- A Return to School Committee on "Promoting Catholic Identity in Remote Spaces" developed plans that focused on enriching our faith experiences in remote and in-person learning settings. **(2.1)**

- We provided Summer Orientation sessions with incoming International Students, launched a Parent Portal in D2L, and hosted "Saturday Coffee with Fr. Con" – a virtual chat with Fr. Con O'Mahoney. **(2.1)**

- Virtual Chapels were made available to the school communities. **(2.1)**

- The February 2021 Faith and Equity Day provided opportunities for staff across each school and Board site to celebrate in our Catholic faith and explore how faith and equity are intertwined. **(2.1)**

- The Focus on Faith Council continues to meet throughout the year to share practices and information, and hear the needs of the various groups in the HCDSB community. **(2.2)**

- The Hamilton Catholic Education Partnership Steering Committee continues to meet six times a year. The partners developed a Faith Formation resource to support the implementation of staff faith formation across the Diocese. Two HCDSB staff participated in the Faith Formation program, "Information To Transformation. **(2.3)**

- Regular meetings take place with senior staff and the Vicar of Education to ensure HCDSB and the Diocese work together in the changed virtual working environment. **(2.3)**

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Successes (cont'd):

- Around 90% of staff who responded to the recent Strategic Plan Monitoring Survey agreed that the HCDSB offers faith formation opportunities for its staff. **(2.4)**

- Adult Faith Formation sessions continued to run with the support of many Diocesan staff. **(2.4)**

- We welcomed our new Auxiliary Bishop, Bishop Lobsinger, to give talks at several sessions that spoke about our faith and wellness throughout the pandemic with Trustees, Catholic Education Centre staff, and Principals. **(2.4)**

- Theological Education for Leadership (TEL) sessions continued for our administrators with a focus on "What does God require of you? Only this - to do justice, to love kindness, and to walk humbly with your God." (Micah 6:8). Equity and our faith, both personally and professionally, were the themes throughout the sessions. **(2.4)**

- Our 3rd Annual Lenten Trivia Challenge was hosted on social media through the Board's Twitter and Instagram accounts. **(2.4)**

  2021 Lenten Trivia Social Media Analytics (#HCDSBLent)

  o Impressions: **400K**
  o Reach: **206K**
  o Mentions: **137**

- Our 2nd Annual Advent Trivia Challenge was hosted on social media through the Board's Twitter account. **(2.4)**

  2021 Advent Trivia Social Media Analytics (#HCDSBAdvent)

  o Impressions: **230K**
  o Reach: **220K**
  o Mentions: **238**

Celebrating our Catholic faith & aspiring to be models of Christ

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 (cont'd):

- We held our 8th Annual Keeping Christ in Christmas Student Contest. Despite the change in format requirements due to COVID-19, we received over 350 student submissions. **(2.4)**

  2021 Keeping Christ in Christmas Social Media Analytics (#KeepingChrist)

  o Impressions: **718K**
  o Reach: **229K**
  o Mentions: **254**

- Once again, 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. All proceeds went to the Society of Saint Vincent de Paul in support of their family Christmas program. **(2.4)**

  Keeping Christ in Christmas — Christmas Card Fundraiser

  o **765** card sets were ordered.
  o **$10,793** was raised.

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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 recent Strategic Plan Monitoring Survey revealed that 72% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions. **(3)**

- Various equity sessions were held throughout the year with staff and students examining social justice issues through our faith lens. **(3.1)**

- Culture of Life clubs ran virtually in schools. **(3.1)**

- A team of teachers created a comprehensive resource to support the introduction of French Immersion Religion in grade 9 through the lens of action-oriented tasks throughout the liturgical year. **(3.1)**

- We promoted Development and Peace initiatives and activities through secondary Chaplains and elementary Pastoral Animators. **(3.2)**

- The Catholic Education Centre's Wellness Committee offered a virtual retreat for staff that focused on their well-being and self-care as we navigate coming through the pandemic. **(3.3)**

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:

- The recent Strategic Plan Monitoring Survey indicated that 79% of HCDSB stakeholders agreed that HCDSB schools promote student safety, and 79% of staff respondents agreed that HCDSB workplaces promote staff safety. **(1)**

- On the Strategic Plan Monitoring Survey, 72% of HCDSB stakeholders agreed that HCDSB schools are welcoming for all students and promote a positive sense of belonging. **(1)**

- We held a series of Fostering Mental Health & Well-being: Parent Information Sessions to support students and families during the pandemic. **(1)**

- We continued to create individual transition plans for students to support entry to school and support grade to grade, class to class, school to school, and school to community transitions, as directed by PPM 156. **(1.1)**

- We offered various transition supports and resources, including, but not limited to: **(1.1)**
  - o Transition support for new students (entering Kindergarten or new to our Board);
  - o One-week transition program for students with special education needs during the summer;
  - o Transition support group as part of the 2021 Summer Mental Health Programming;
  - o Transition support from Behaviour Analysts;
  - o Use of an infographic to support the transition to/from virtual and in-person learning;
  - o Use of an updated Transition Plan in eLite;
  - o Updated HCDSB Family Transition Guide;
  - o Addition of a "Community Pathways" section in myBlueprint';
  - o Created a Welcome Guide for secondary newcomer students and families new to HCDSB;
  - o Staff meetings and initiatives to ensure smooth transitions to high school for English Language Learners;
  - o Began to create transition plans for students entering optional FSL programs at HCDSB.

BELONGING

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Successes (cont'd):

- [Policy/Program Memorandum 161](#) – *Supporting Children and Students with Prevalent Medical Conditions in Schools* – was further reviewed with support from the Medical Conditions Committee and was used to update our 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)**

- We provided a variety of supports and training to increase awareness and understanding of various medical and health conditions. **(1.3)**

- Parent communication regarding medical and health conditions was posted on each school website. **(1.3)**

Auto-injector usage: (1.3)
- o   We continued to offer anaphylaxis online training for all staff in direct contact with students.
- o   Training and in-service on use of auto-injectors (EpiPen, ALLERJECT, Emerade) continued.
- o   Protocols, as well as updates to the FAQs were posted on the Board website for parents.
- o   To monitor annual EpiPen usage, we administered a survey to each school.
- o   Individual student *Plans of Care* were completed in collaboration with parents and schools.

Medical conditions: (1.3)
- o   We posted protocols for Asthma, Diabetes, Epilepsy, Heart Conditions, and SADS on our website as well as links to all forms.
- o   Individual student *Plans of Care* were completed in collaboration with parents and schools.
- o   OPHEA Asthma Kits and resources were made available to all schools.

Immunizations: (1.3)
- o   Ongoing communication to increase parent and school awareness about school-based immunization programs and the Immunization School Pupils Act .

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Successes (cont'd):

Concussions: (1.3)

o The Concussion Protocol and all related documents have been updated based on the requirements of PPM 158 and was posted on school and Board websites.

o Staff training was provided through new training modules.

o Concussion tracking continues, including types/cause of concussions Board-wide.

o Rowan's Law Day was recognized in September 2020.

COVID-19: (1.3)

o Safety Protocols were developed and communicated to provide awareness to all stakeholders, with guidance from the Ministry of Education, Ministry of Health, and local Halton Region Public Health.

o We provided on-line training of COVID-19 protocols and health and safety requirements and reviewed protocols for all staff.

- We continued to consult and collaborate with the Halton Regional Health Department and shared many of their resources with schools and families. **(1.3)**

- Site-based Staff Wellness Committees were established in 2020-2021. Surveys specific to each site were sent out throughout the year to collect information from staff on their well-being needs and various supports/initiatives were then put in place at each site to enhance staff well-being. **(1.3)**

BELONGING

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Successes (cont'd):

- The Board's Equity and Inclusive Education Steering Committee developed and launched a protocol on harmful language titled "Racism and Discrimination: Responding with Faith, Hope and Love". **(1.4)**

- We launched the Culturally Responsive and Relevant Pedagogy (CRRP) project in collaboration with libraries in Secondary Schools, "Building libraries to affirm the dignity and inherent value of every student in Catholic Secondary Schools". **(1.4)**

- We facilitated over 60 HCDSB staff capacity-building sessions on equity and inclusion to a combined total of over 9,600 participants to build a shared understanding of key concepts including Human Rights and accommodations, CRRP, equity and inclusion frameworks, building equity literacy, anti-racism, de-streaming, faith and equity, equity as a leadership competency, supporting 2SLGBTQ+ students, Islamophobia, whiteness, Indigenous Cultural Safety, and Indigenous pedagogy. **(1.4)**

- All schools participated in a three-part training to address systemic anti-Black racism at the beginning of the school year. Schools formed equity teams to develop context-specific Action Plans to build staff capacity, dismantle anti-Black racism, and centre Black excellence. **(1.4)**

- In consultation with Indigenous Elders, Knowledge Keepers from Mississaugas of the Credit First Nation, Six Nations, the Indigenous Education Advisory Council, and the HCDSB Indigenous Education Advisor, we have created a territorial/land acknowledgement and shared it widely through our YouTube channel. **(1.4)**

- During the month of June, we launched a celebration of Pride Month across all HCDSB schools to raise awareness around Pride and nurture our call to build safe and inclusive learning environments where every student, staff and community member is welcomed, valued and respected. **(1.4)**

- We prepared a toolkit for schools in support of First Annual International Day of People with Disabilities with a focus on celebrating diversity and inclusion. **(1.4)**

- We invited stakeholder feedback to review and provide input on changes to Policy II-45 Equity & Inclusive Education. The consultation findings are posted on the HCDSB website. **(1.4)**

BELONGING

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   1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

Successes (cont'd):

- The Leadership program provided mandatory and optional sessions that focused on equity and human rights; these helped ensure that, as leaders, we provide an inclusive learning and work environment for all. Program participants also took part in an Indigenous learning experience focused on Aboriginal Culture, History, and the Calls to Action in the Truth and Reconciliation Report. **(1.4)**

- The Settlement Services team served approximately 6,236 Welcome Centre clients in the 2020-21 school year, including over 210 new families in our schools. **(1.5)**

  - Youth and Family Settlement Workers and Assessors delivered 221 group sessions and supported families to receive information, resources, and services to help them integrate into our schools and their community. **(1.5)**
  - Through our Community Connection program, the Settlement team ran two online leadership programs with 85 students to help them acquire and use leadership skills through leading camps and multicultural celebrations for other youth. **(1.5)**
  - We delivered 25 group sessions under Mental Health Programming (e.g., short-term counselling, information sessions, and workshops). **(1.5)**

- We hosted 'Ready, Set, Go!' virtual information sessions to support parents of children transitioning to Kindergarten; recorded videos were posted on the HCDSB website. **(1.5)**

- In collaboration with our Welcome Centre and Newcomer Services, we featured heritage months on our websites and through social media, promoting awareness around the diversity in the school communities across our district. **(1.5)**

- We continued recognizing celebrations of various faith traditions on social media to raise awareness and a sense of belonging in our community. **(1.5)**

- All school and board websites feature a translation button to convert text to a desired language. **(1.5)**

- System messages to parents are translated into most prominent languages across our district: Arabic, Chinese, and Spanish. Translations to additional languages are provided upon request. **(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 recent Strategic Plan Monitoring Survey revealed that 68% of HCDSB stakeholders agreed that the HCDSB nurtures and supports relationships with external partners. **(2)**

- The PPM 149 Committee met regularly to vet and review external agencies and specific programs to ensure alignment with our Catholic Values and expectations of service. In 2020-21, we added the equity-focused program by Roots to our PPM 149 partnerships. **(2.1)**

- Community Partners were engaged and continued to provide services during the pandemic. Partners shifted to virtual support and Social Workers/CYCs assisted families and students with referrals, ensuring that they had virtual access to the services. **(2.1)**

- Transfer of School Based Rehab Services to ErinoakKids was supported through providing an orientation to their staff in August 2020 and collaborating to develop processes to support OT/PT/ Speech services both in schools and virtually. **(2.1)**

- We continued our strong community partnerships with organizations such as Halton Food for Thought and Our Kids Network to support our students and families. **(2.1)**

- Several Student Success initiatives (EL, Co-Op, SHSM, OYAP, Outdoor Ed.) have continued to increase connections to the Halton community (e.g., Halton Industry and Education Council, City of Burlington). The Student Success website and social media presence helps to reach the school communities and keep them informed of programs and initiatives. **(2.1, 2.2)**

- We worked closely with community partners, such as the Canadian Caribbean Association of Halton, to deliver events and learning opportunities on topics such as anti-Black & anti-Asian racism and Islamophobia and share services supporting students and families. **(2.1, 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 recent Strategic Plan Monitoring Survey revealed that 76% of HCDSB stakeholders felt 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 Student Success initiatives and external partnerships have continued to increase opportunities for K-12 students to have learning experiences outside of the classroom within Halton (e.g., The Specialist High Skills Major program offered certifications, reach ahead experiences, and experiential learning delivered by sector partnerships unique to their program). **(3.1)**

- We successfully expanded program offerings with Mohawk College for 2021-2022 school year and Dual Credit Programs to meet the needs of our students. **(3.1)**

- We hosted a virtual college panel for students to inquire about their post-secondary programs and assist in their decision-making process. **(3.1)**

- Students with special education needs had the opportunity to participate in a summer coding program, summer learning program, and After School Skills Development Program. **(3.1)**

- The Student Success team helped schools establish License 2 Learn (L2L) - a tutoring certification program that enables students to help other students within their school community. **(3.3)**

- We piloted a Youth Voice Forum on Mental Health at the secondary level where students received leadership and group facilitation training though the organization, Live Different, and utilized this training to co-facilitate Youth Voice Forum break-out groups on student mental health topics. **(3.3)**

- We continue to promote stories about HCDSB alumni on our websites and social media. **(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:

- The recent Strategic Plan Monitoring Survey indicated that 76% of HCDSB staff respondents agreed that staff have opportunities for professional development and training related to their role. **(1.1)**

- Itinerant staff continue to support school staff based on a Family of Schools model. **(1.1)**

- Program Services staff, school administrators and staff, and Information Technology staff worked collaboratively throughout the year to identify technology needs to support student learning. **(1.1)**

- New and continuing program teachers received Specialist High Skills Major professional development and other training. **(1.1)**

- The Student Success team developed a virtual/electronic course selection process with Guidance. **(1.1)**

- We implemented training on the new Student Information System, PowerSchool. **(1.1)**

- Social Workers and CYCs offered presentations to the system on topics such as supporting student attendance, Trauma, Mental Health, and Duty to Report. **(1.1)**

- We moved most cross-panel activities to virtual offerings to help transition grade 8 students to secondary school. **(1.2)**

- The Grade 9 De-streamed Mathematics Summer Writing Team included cross-panel educators teaching grades 7 to 10. **(1.2)**

- French as a Second Language (FSL) teaching staff had the opportunity to take part in Summer initiatives to inform the HCDSB direction in all grade levels and program tracks. **(1.2)**

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   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 (cont'd):

- Research, Special Education, and Curriculum staff worked collaboratively to review external research proposals. **(1.3)**

- Special Education central staff participated in monthly presentations which highlighted the scope of various disciplines at the board including SLPs, CDAs, Behaviour Analysts, CYCs, and the Social Work and Psychological Services team. **(1.3)**

- Various Special Education staff participated in planning the ABA for All PD for educators and the Behaviour Analyst team organized Self & Match Training for all Special Education Resource Teachers and Special Education teachers. **(1.3)**

- Collaborative learning and planning sessions occurred with secondary English as a Second Language (ESL) and Student Services staff around processes and practices for reception and support of multilingual learners (ELLs). **(1.3)**

- We engaged in work between FSL and a wide variety of curricular areas and departments to inform FSL teacher recruitment, practice, and pedagogy. **(1.3)**

Achieving   Believing   Belonging

FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

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

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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 (cont'd):

- We continued to offer various Mental Health/social-emotional literacy professional development opportunities to all staff (e.g., virtual Lunch and Learns, staff meeting presentations, and weekly resource sharing to build capacity and tips to support student mental health during the pandemic). **(1.4)**

- Every HCDSB school identified a Mental Health & Well-Being Committee to support mentally healthy, caring, welcoming, inclusive, and safe school environments. **(1.4)**

- We engaged in a Mental Health Social Media Strategy to share mental health resources and to highlight positive activities happening within schools and to acknowledge awareness days. **(1.4)**

- Special Education Services staff hosted a six-part virtual parent information series, Fostering Mental Health and Well-being, to support families during the pandemic. **(1.4)**

- We completed the implementation of a new modernized Student Information System, PowerSchool. **(1.5)**

- We shared mental health resources from School Mental Health Ontario (SMHO) with school staff. **(1.5)**

- We created an Elementary Resource and Secondary Resource site in the HCDSB Online Learning System. **(1.5)**

- School Communications Toolkits were developed and shared with school administrators to ensure consistency of messaging related to the management of COVID-19 across our schools throughout the school year. **(1.5)**

- We continue to streamline 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)**

Achieving   Believing   Belonging

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:

- The annual Strategic Plan Monitoring Survey indicated that 79% of respondents agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**

- 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)**

- We provided ongoing media, social media, and website training to various staff across HCDSB. **(2.1)**

- We continue to monitor daily media and share pertinent news stories with senior staff and school/ Board administrators. **(2.1)**

- We continue to streamline the posting process of Board-wide communication across school websites to ensure alignment and consistency in messaging and improve supports to our schools. **(2.1)**

- Teachers were added to virtual Catholic Learning Communities for information dissemination and collaboration. **(2.1)**

- A series of School Communications Toolkits were developed and shared with school administrators to ensure consistency of messaging around COVID-19, Labour Relations, Pride Month, and other areas throughout the 2020-2021 school year. **(2.1)**

- Strategic Communications and Information Technology Services collaborated in the development and redesign of a new Board website, which was launched in January 2021. The new HCDSB website is now accessible to a wider range of people with disabilities and provides a more user-friendly experience for all website visitors. **(2.1, 2.3, 2.4)**

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Successes (cont'd):

- The Milton Secondary School Boundary Review Committee (SBRC), running from the 2019-20 to 2020-21 school year, included one of the largest parent and student SBRC representation in recent years (23 parent and four student representatives), ensuring all Milton communities were involved throughout the process. Staff hosted a YouTube live event in October 2020 to present information to the community; as of summer 2021 the video had over 600 views. **(2.2)**

- During COVID-19 closures and gathering restrictions, staff moved toward conducting virtual public information meetings and online surveys through the Planning website to gather community input for accommodation options under review, resulting in a total of 4,102 webpage visitors. **(2.2)**

- Three new School Boundary Reviews were initiated to address accommodation challenges in new growth communities in Milton and Oakville. **(2.2)**

- We made available an Activity Feed that can be added to all teacher D2L homepages that allows for safe communication to and from students. **(2.2)**

- We had increased outreach efforts by our youth settlement workers. **(2.2)**

- During the 2020-21 school year, a new policy was created to provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees. Policy I-46 Correspondence to the Board of Trustees, was approved at First Reading at the Policy Committee Meeting held on June 16, 2021, and subsequently released for Stakeholder Consultation. The consultation findings are posted on the HCDSB website. **(2.2)**

- In keeping with our commitment to community engagement and public consultation, during the 2020-21 school year, we initiated a public consultation during a review of the Mission, Vision, and Value Statements. The consultation findings are posted on the HCDSB website. **(2.2)**

FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

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Successes (cont'd):

- Stakeholder consultations undertaken during the 2020-21 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)**

- With the completion of the new Board website, all HCDSB websites now meet Web Content Accessibility Guidelines (WCAG) 2.0 Level AA compliance standards. **(2.4)**

- Strategic Communications provided support to Planning Services to enhance the School Planning website to ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.4)**

- We conducted ongoing streamlining and editing of HCDSB webpages to ensure programming and site information is up-to-date and accurate. **(2.4)**

- An online Accessibility Feedback Form was posted on the Board's website to gather accessibility-related feedback and a mechanism for reporting barriers to accessibility by visitors to our facilities and/or websites. (**2.2, 2.4**)

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:

- Superintendents conducted ongoing monitoring of School Improvement Plans through regular school visits, and tracked them through an electronic school visit form. **(3.1)**

- An Educational Assistant deployment algorithm, developed by Research and Development Services, continues to be adopted in other School Boards, including Waterloo Catholic District School Board. **(3.1)**

- Research and Development Services continued to automate solutions for managing data flow for various initiatives, including: Special Education referral automation, Duty to Report. **(3.1, 3.4)**

- Research and Development Services modified and developed a HCDSB School Climate Survey Battery for students for both virtual and in-person learning environments and administered it successfully for the first time in 2020-21. **(3.1, 3.4)**

- In 2020-21, over 75 surveys, forms, and/or evaluations were conducted by the Research and Development Services Department; we heard from over 54,000 stakeholders this year. **(3.2)**

  - We completed annual survey reports to monitor progress on various Board/Ministry Initiatives (including but not limited to the Multi-Year Strategic Plan, transitions, Professional Development, Program Services Projects, School Climate, and PPM 164: Impact of Remote Learning). **(3.2)**

- IEP Review Cycles continue to be maintained. **(3.2)**

- Psychology staff and Speech-Language Pathologists continue to monitor wait times for assessments and implement strategies for equitable waits across the system. **(3.2)**

- Met all financial reporting deadlines and complied with reporting restrictions or requirements. **(3.2)**

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

Successes (cont'd):

- Research and 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)**

- We continued use of Microsoft Teams to support School Administrators and CEC staff with resources/understanding data and other research-related activities. **(3.3)**

- We continued collaboration related to data literacy with community partner Our Kids Network. **(3.3)**

- We participated in a GTA Research Project with other Boards regarding the impact of COVID-19 and school achievement and well-being. The report was published by the Principal Investigator. **(3.3)**

- We communicated an ongoing review of enrolment against projections across the Board on a monthly basis, while navigating the changes to learning environments resulting from the pandemic. **(3.4)**

- The Research Portal continues to be updated with resources and reports. In 2020-21, HCDSB staff downloaded over 2000 resources and there were around 250 unique page views (logins). **(3.4)**

- HCDSB staff published a summary of the Early Years Numeracy Collaboration Project in a peer-reviewed journal. **(3.4)**

- Office of the Director staff, Research and Development Services and Human Rights and Equity, secured external funding for a pilot study on the collection of identity-based data and completed a Student Census Pilot Study in preparation for a Board-wide student census in 2022. **(3.4)**

- myBlueprint usage increased to 8500 logins in K-6; active engagement was at 90% for grades 7-8 and 95% for grades 9-12. **(3.4)**

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:

- Business Services completed monthly 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)**

- 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)**

- We engaged in ongoing examination and collaboration between departments to ensure targeted and effective spending as optional FSL programs grow. **(4.1)**

- For 2020-21, HCDSB is estimating an operating reserve of approximately $2.3M and a capital reserve of $9.1M after utilizing $5.6M during the year to address COVID-19 pandemic-related needs. **(4.2)**

- Business Services worked with all departments throughout 2020-21 to address pressing budget needs, including additional temporary staffing. **(4.3)**

- After reviewing our system staffing needs in 2020, we hired 768 new staff members. **(4.3)**
    - o 231 permanent staff: 19 administrative positions, 9 Association of Professional Student Services Personnel (APSSP), 10 Custodians, 29 Educational Assistants (EAs), 112 Elementary Teachers, 24 Secondary Teachers, 6 Principals/Vice-Principals, and 22 Clerical staff.
    - o 464 supply teaching staff: 253 Occasional Teachers, 166 EAs, 49 Designated Early Childhood Educators (DECE) (43 supply and 6 emergency supply), and 2 Casual-Clerical staff.
    - o 67 temporary staff: 7 administrative positions, 12 APSSP, 21 Custodians, 11 Principals/Vice-Principals, and 16 Clerical staff.
- Human Resources maintains a continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators, and Educational Assistants to meet system needs. **(4.3)**

- Special Education Resource Teacher and EA allocation processes continue to be maintained to ensure we are meeting system staffing needs. **(4.3)**

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

Successes (cont'd):

- Priority future Accommodation and Planning projects were identified and posted on the Board website as part of the 2021 Long-Term Capital Plan and shared with the Board's stakeholders through the 2021 Community Planning and Facility Partnerships meeting. **(4.4)**

- HCDSB Ranked 4th of 72 Ontario school boards in the 2021 Top Energy Performing School Boards Report from the Climate Challenge Network (ranked 1st in the GTA). **(4.5)**

- We completed a LED lighting retrofit at St. Ignatius of Loyola CSS. **(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 project.**(4.5)**

- As part of the budget process, Business Services worked with budget holders to consider alternative solutions to address program initiatives and enhancements. **(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)**

- We successfully pivoted Transportation to incorporate the new secondary panel noon hour dismissal and successfully implemented pandemic procedures and requirements (e.g., seating charts, enhanced bus disinfectant, and increased communication with bus companies). **(4.5)**

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)**

- Human Resources staff attended 16 recruitment fairs hosted by several universities, ApplyToEducation, and Careers for Canada. **(5.1)**

- In addition to posting job opportunities on our Board website, ApplyToEducation, and other recruitment platforms, we also shared job postings through social media ads on Twitter and LinkedIn. **(5.1)**

- We hired an additional Student information Systems Analyst to assist schools in managing student data and an additional Financial Analyst to better serve every department's financial needs and assist with increased Board and Ministry reporting requirements. **(5.2)**

- We continued to expand the leadership candidate pools list for school administrators. **(5.2)**

- "The Leadership Journey: Your Steps, Your Direction" series is offered to all Board employees interested in exploring their leadership capabilities. 40 people participated in the program. **(5.2)**

- "Equity and Inclusive Education: Leadership Development Sessions" are open to all staff and, in particular, those interested in leadership. **(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**)

- We provided in-depth training to school and Board administrative staff on the financial reporting system as well as the new online Purchasing-Card reconciliation process. **(5.3)**