



Regular Board Meeting

Information Report

Strategic Plan 2016-2021: Director's Report to Trustees – Year 6 of Implementation	Item 10.2
Tuesday, October 4, 2022	

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 six of the implementation of the Halton Catholic District School Board (HCDSB) multi-year strategic plan.

Background Information

In September 2016 the HCDSB launched a multi-year strategic plan (MYSP). 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 2021-22 school year, the online survey was available from June 8th to 21st, 2022. Also part of this monitoring activity is a listing of successes that relate to the goals within each priority area; these successes are reported by senior staff at the end of each monitoring cycle. This is the sixth and final monitoring report for the 2016-21 MYSP provided by the Director of Education and Secretary of the Board; year 1 was presented on September 19, 2017, year 2 was presented on October 2, 2018, year 3 was presented on September 17, 2019, year 4 was presented on October 6, 2020, and year 5 was presented on September 21, 2021.



Conclusion

In year 6, a total of 1385 HCDSB stakeholders responded to the survey. Overall, results of the survey suggest that we continued to make good progress in all four of our priority areas, with the majority of respondents (54-78%) agreeing or strongly agreeing that we met our targets in 2021-22. The complete set of monitoring results are included as Appendix A (***Monitoring our Multi-Year Strategic Plan: 2021-2022 Survey*** Report) and Appendix B (***Year 6 Report Card***, which lists our successes from 2021-22).

Next Steps

These monitoring results suggest that the HCDSB continued to fulfil the goals outlined in our Multi-year Strategic Plan, despite the brief mandated school closure last year. Our Senior Staff are using the results of this monitoring report to help guide and refine our System Priorities for the 2022-2023.

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Monitoring our Multi-Year Strategic Plan: 2021-2022

Survey Report

Report Prepared by:
Research & Development Services
6/24/2022

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Monitoring our Multi-Year Strategic Plan: 2021-2022

Survey Report

Introduction

Six years ago, the Halton Catholic District School Board (HCDSB) released a Multi-Year Strategic Plan (MYSP) with the purpose of identifying the board's values and various strategic 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 6 of this plan.

HCDSB stakeholders (including parents, school staff, secondary school students, Halton Parish members, and Board Office staff) were invited to participate in the online survey between June 8th and June 21st, 2022. In total, 1385 responses were received. Responses are aggregated and discussed below¹.

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 (78.0%; n = 1080) were *parents/guardians*.

Table 1. Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Guardian	1080	78.0%
School Staff	193	13.9%
Board Office (CEC) Staff	27	1.9%
Secondary School Student	62	4.5%
Halton Parish Member	10	0.6%
Other	13	0.9%
TOTAL	1385	100.0%

If respondents selected *Parent/Guardian* as their role, they were then asked to select the panel(s) that their child(ren) attend(s). Most respondents had children in the **elementary panel** (58.7%; n = 635), 24.5% (n = 265) had children in the **secondary panel**, and 16.7% (n = 180) had children in **both panels**.

¹ 'Not applicable' responses were removed from the dataset for each question.

If respondents selected *School Staff* as their role, they were then asked to select the panel in which they work. More than half of the school staff (60.1%; n = 116) worked in the **elementary panel**; 39.9% (n = 77) worked in the **secondary panel**.

Pillars of the Multi-Year Strategic Plan

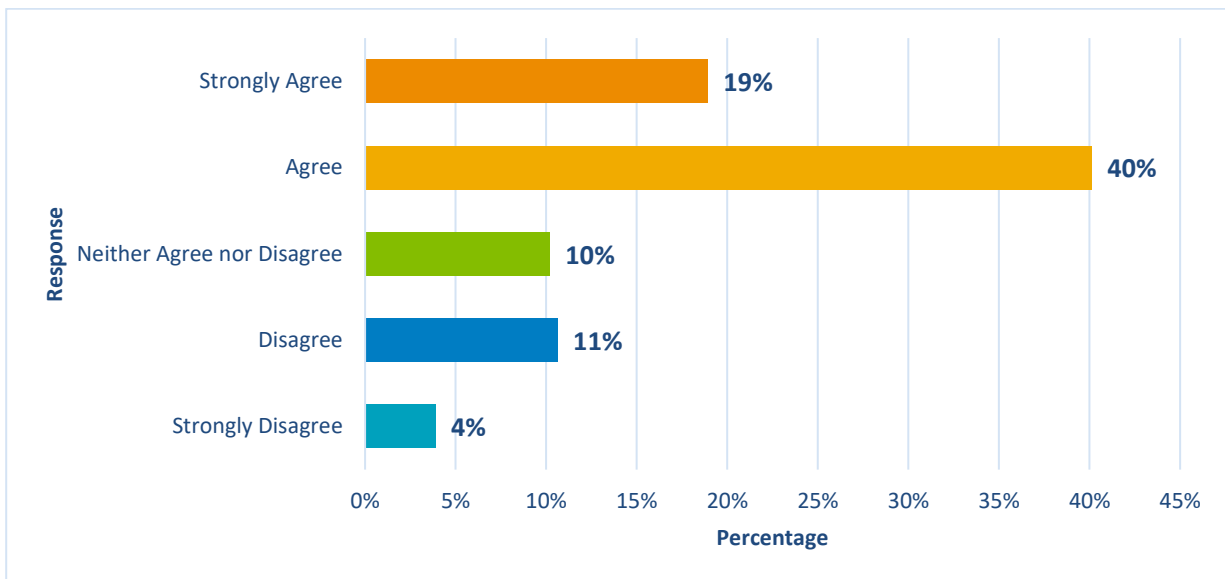
The monitoring survey asked about the four pillars: *Achieving*, *Believing*, *Belonging*, and *Foundational Elements*. Several multiple-choice questions were asked for each pillar. Results are summarized by pillar below².

Achieving

Overall, most respondents (54-64%) agreed that in year 6 of the Strategic Plan, the HCDSB is meeting the needs of all learners through our *Achieving* pillar goals (see Figures 1 to 3 below).

Figure 1: The HCDSB offers educational experiences and opportunities to all learners (n = 1363)

- **59%** of respondents *agreed or strongly agreed* that the HCDSB offers educational experiences and opportunities to support all learners.



² Note that there may be slight discrepancies in the percentages provided, due to rounding.

Figure 2: HCDSB schools, teachers, and learners collaborate in ways that promote student engagement, learning, and achievement (n = 1370)

- **64%** of respondents *agreed* or *strongly agreed* that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

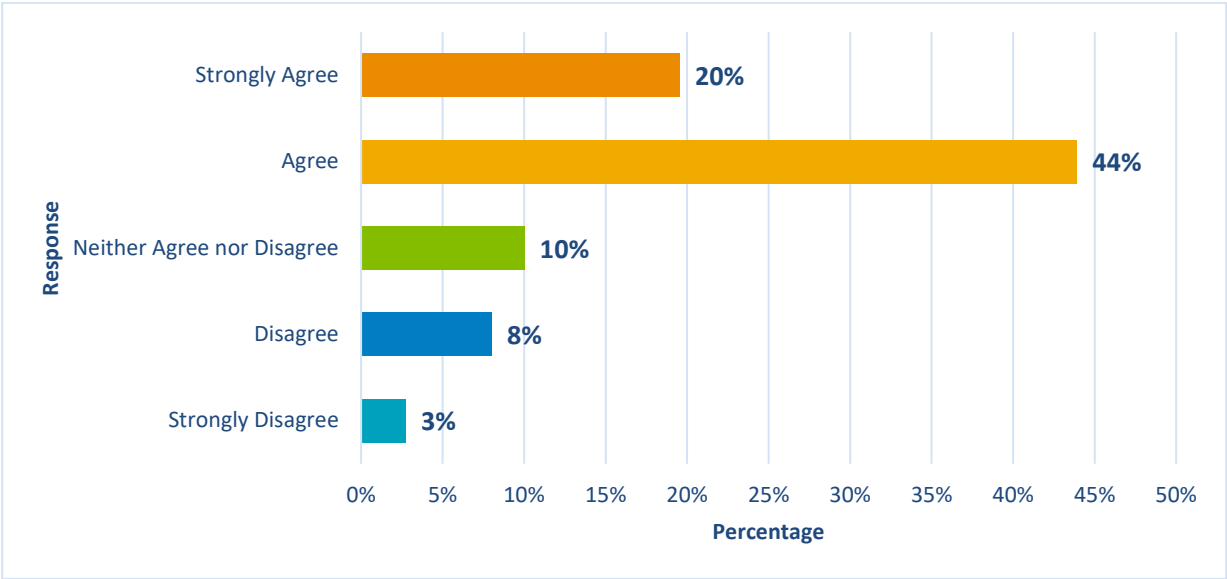
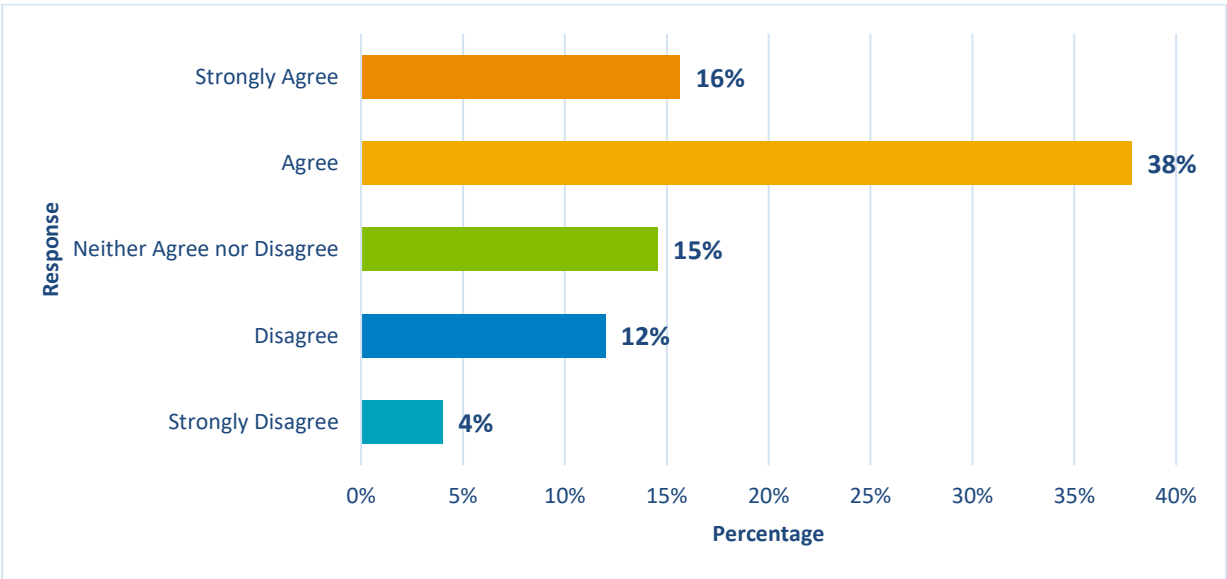


Figure 3: The HCDSB holds high expectations for all learners (n = 1368)

- **54%** of respondents *agreed* or *strongly agreed* that the HCDSB holds high expectations for all learners.



Believing

Overall, most respondents (60-78%) agreed that in year 6 of the Strategic Plan, the HCDSB is celebrating our Catholic faith and aspiring to be models of Christ through our *Believing* pillar goals (see Figures 4 to 8 below).

Figure 4: The HCDSB promotes a Catholic learning environment rooted in Gospel Values and the [Ontario Catholic School Graduate Expectations](#) (n = 1359)

- **73%** 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.

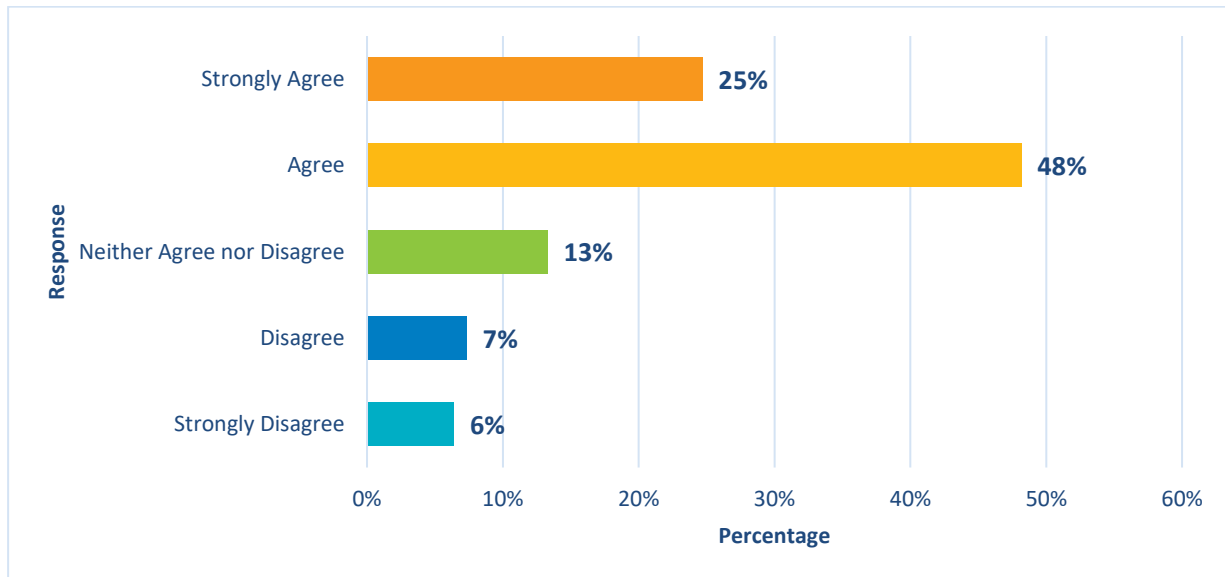


Figure 5: HCDSB secondary students have a good understanding of the Ontario Catholic School Graduate Expectations³ (n = 59)

- **61%** of secondary student respondents *agreed* or *strongly agreed* that they had a good understanding of the Ontario Catholic School Graduate Expectations.

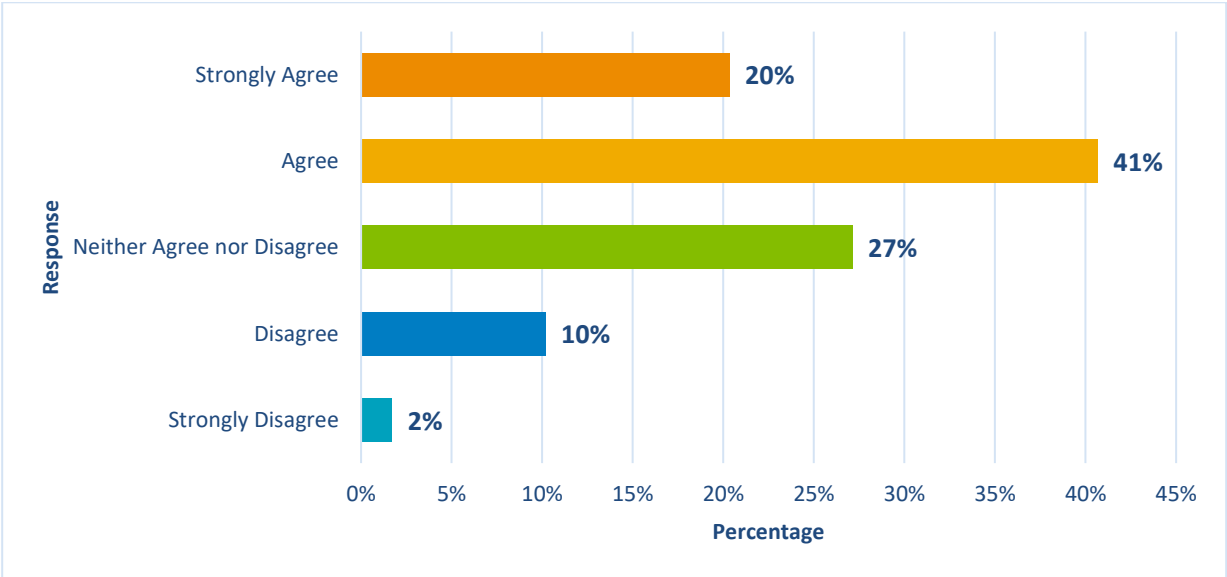
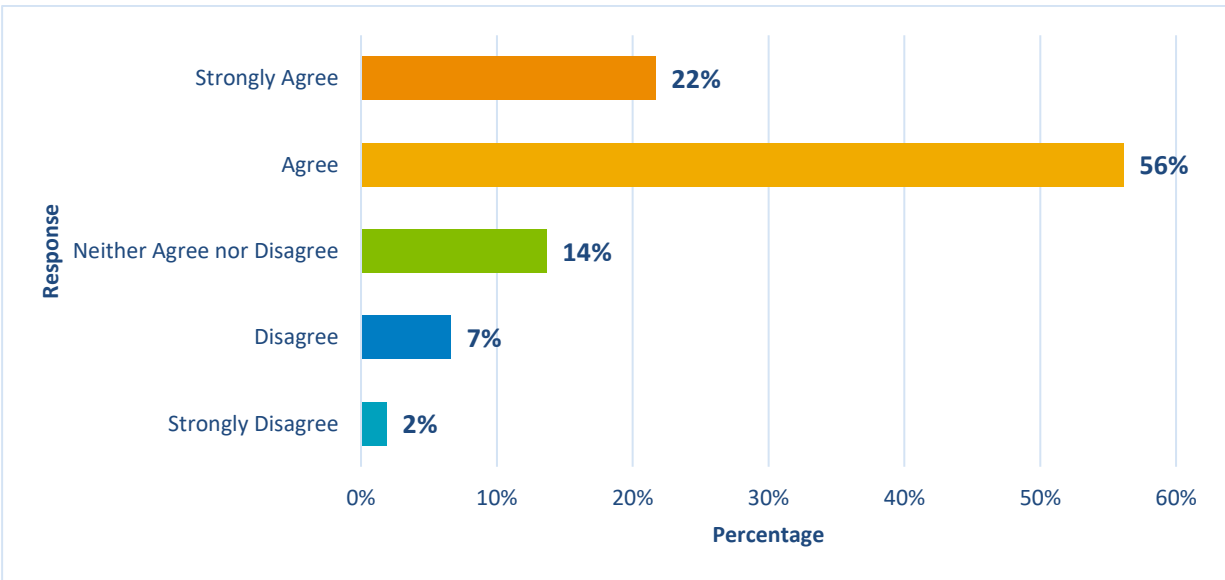


Figure 6: The HCDSB offers faith formation opportunities for its staff⁴ (n = 212)

- **78%** of staff respondents *agreed* or *strongly agreed* that the HCDSB offers faith formation opportunities for its staff.



³ Only asked to *Secondary School Students*

⁴ Only asked to *Board Office (CEC) Staff and School Staff*

Figure 7: HCDSB schools and parishes work together to strengthen home/school/parish relationships (n = 1342)

- **60%** of respondents *agreed* or *strongly agreed* that the HCDSB schools and parishes work together to strengthen home/school/parish relationships.

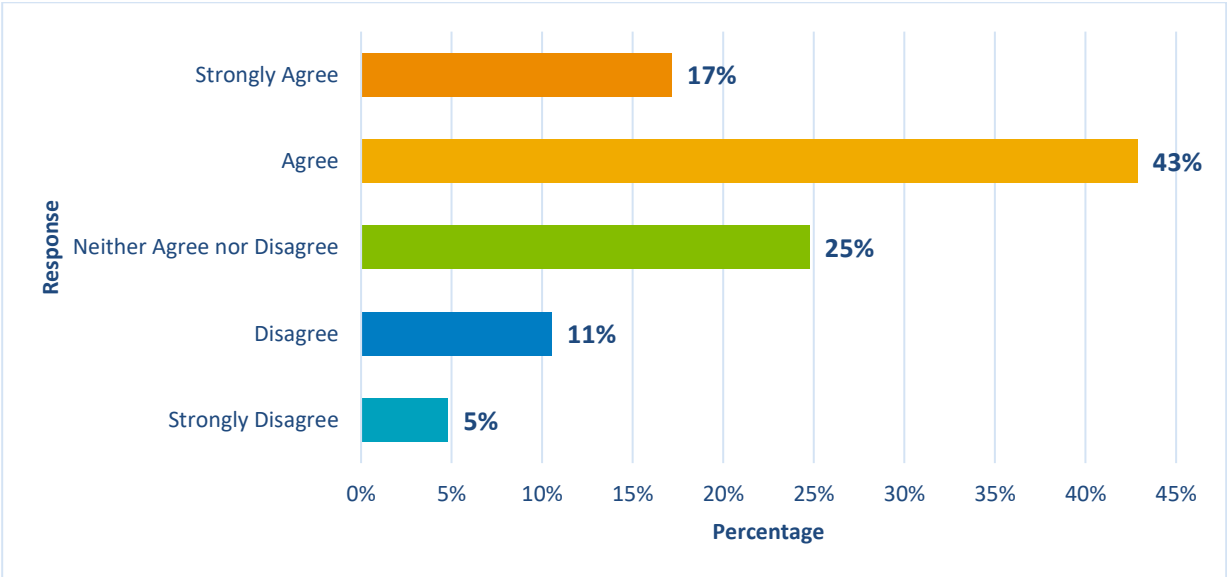
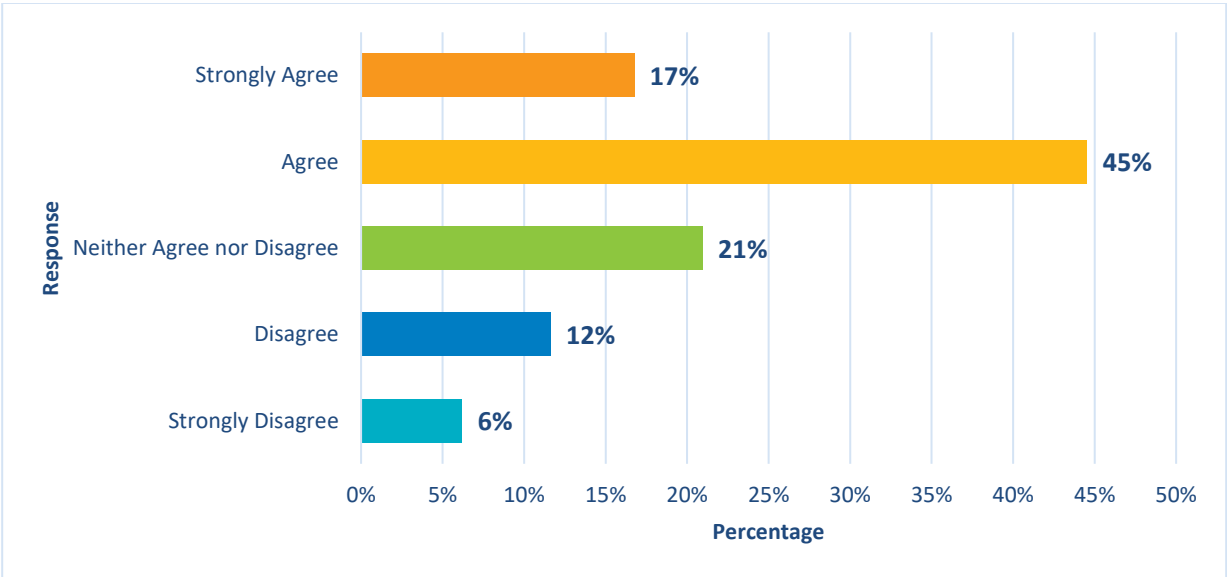


Figure 8: HCDSB students and staff model Christ in their actions (n = 1361)

- **61%** of respondents *agreed* or *strongly agreed* that HCDSB students and staff model Christ in their actions.



Belonging

Overall, most respondents (60-73%) agreed that in year 6 of the Strategic Plan, the HCDSB is embracing relationships and sustaining safe and welcoming schools through our *Belonging* pillar goals (see Figures 9 to 14 below).

Figure 9: HCDSB schools promote student safety (n = 1375)

- **73%** of respondents *agreed or strongly agreed* that HCDSB schools promote student safety.

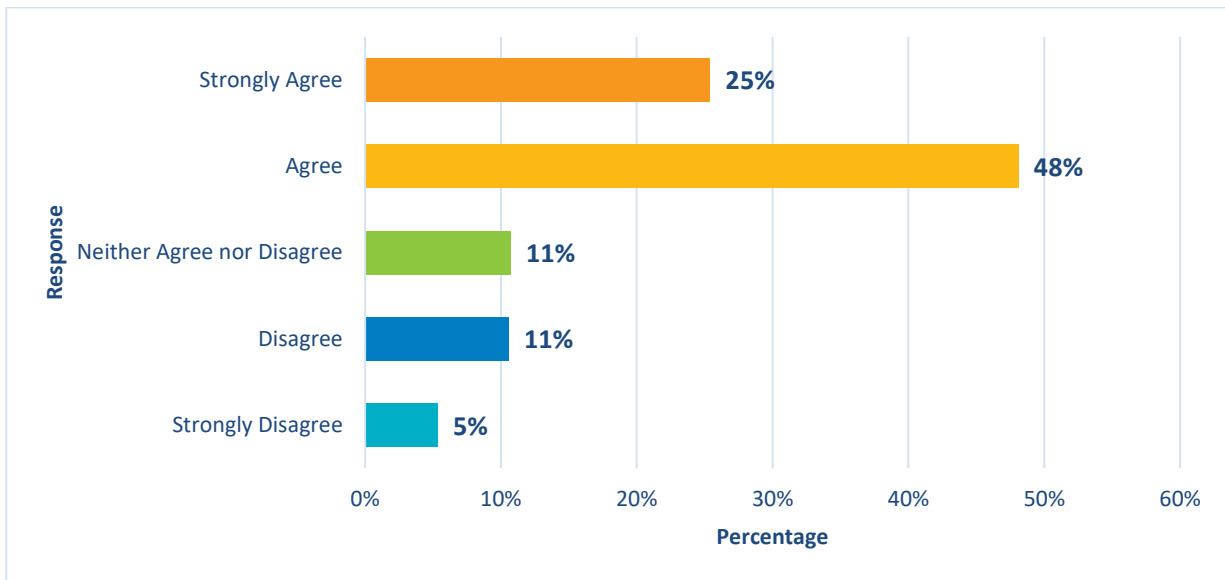
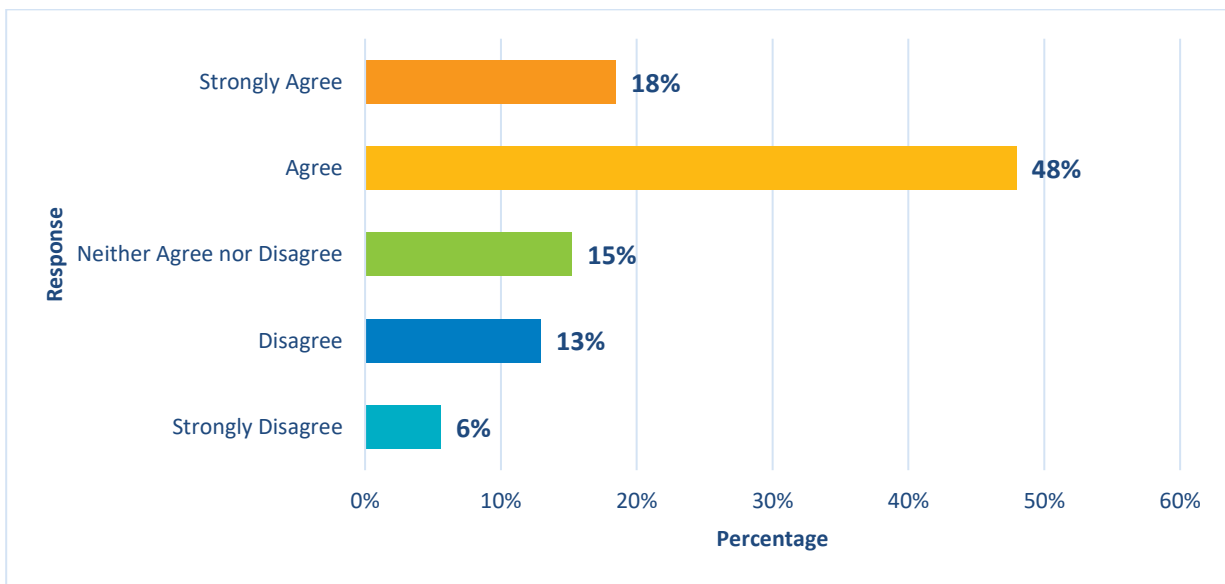


Figure 10: HCDSB workplaces promote staff safety⁵ (n = 217)

- **66%** of staff respondents *agreed or strongly agreed* that HCDSB workplaces promote staff safety.



⁵ Only asked to *Board Office (CEC) Staff* and *School Staff*

Figure 11: HCDSB schools are welcoming for all (n = 1370)

- **73%** of respondents *agreed or strongly agreed* that HCDSB schools are welcoming for all, and promote a positive sense of belonging.

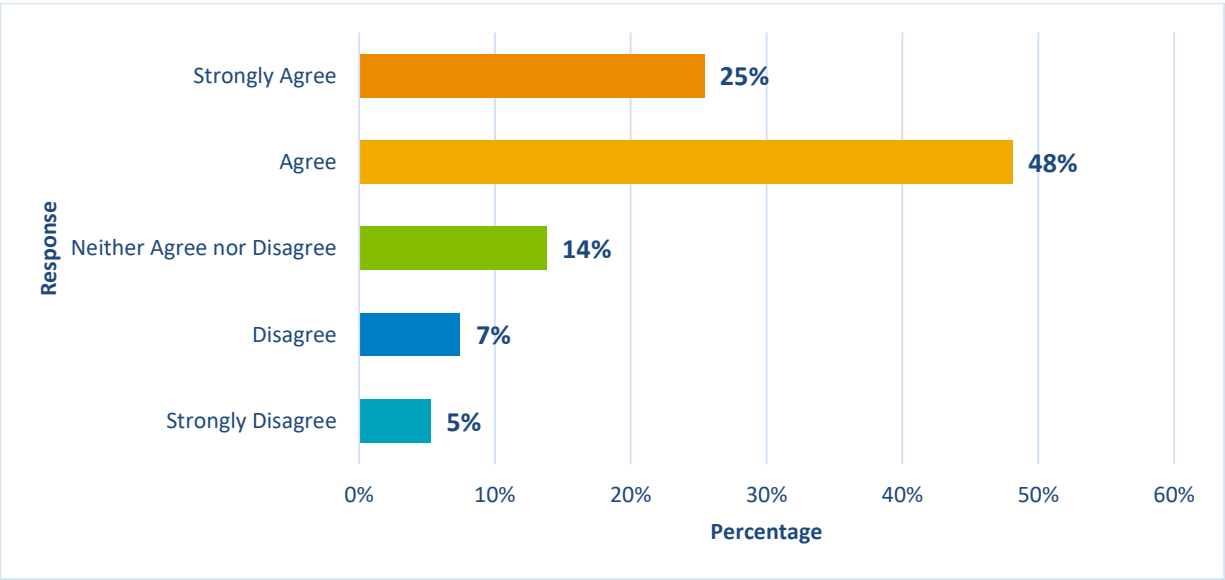
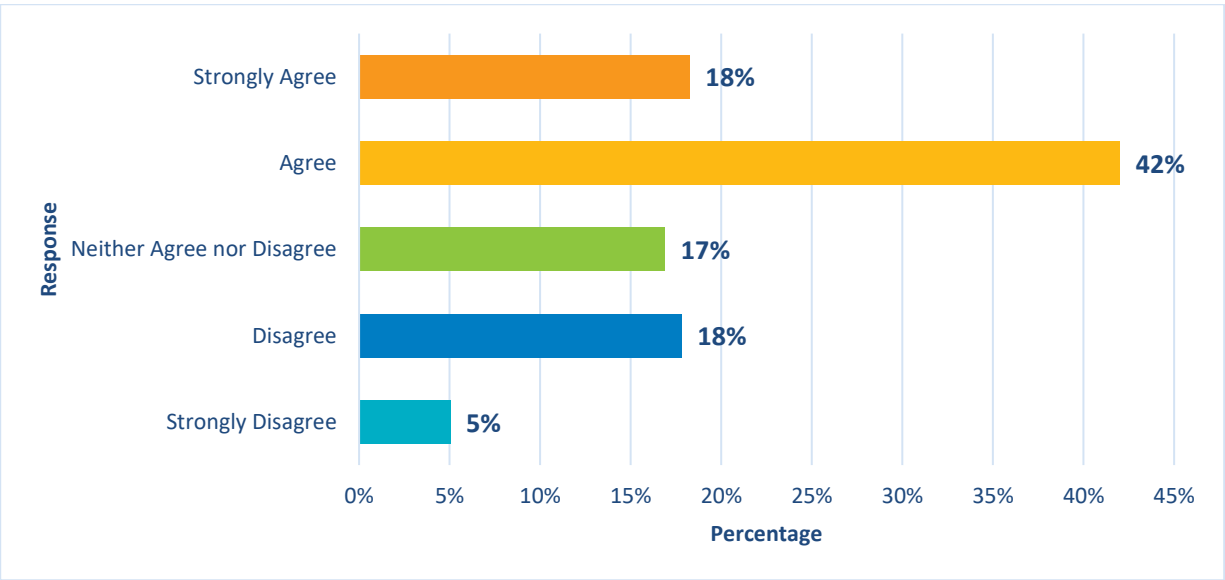


Figure 12: HCDSB workplaces are welcoming for all staff⁶ (n = 219)

- **60%** of staff respondents *agreed or strongly agreed* that their HCDSB workplaces are welcoming for all staff, and promote a positive sense of belonging.



⁶ Only asked to *Board Office (CEC) Staff* and *School Staff*

Figure 13: Community relationships: HCDSB (n = 1357)

- **63%** of respondents *agreed or strongly agreed* that the HCDSB nurtures and supports relationships with community/external partners.

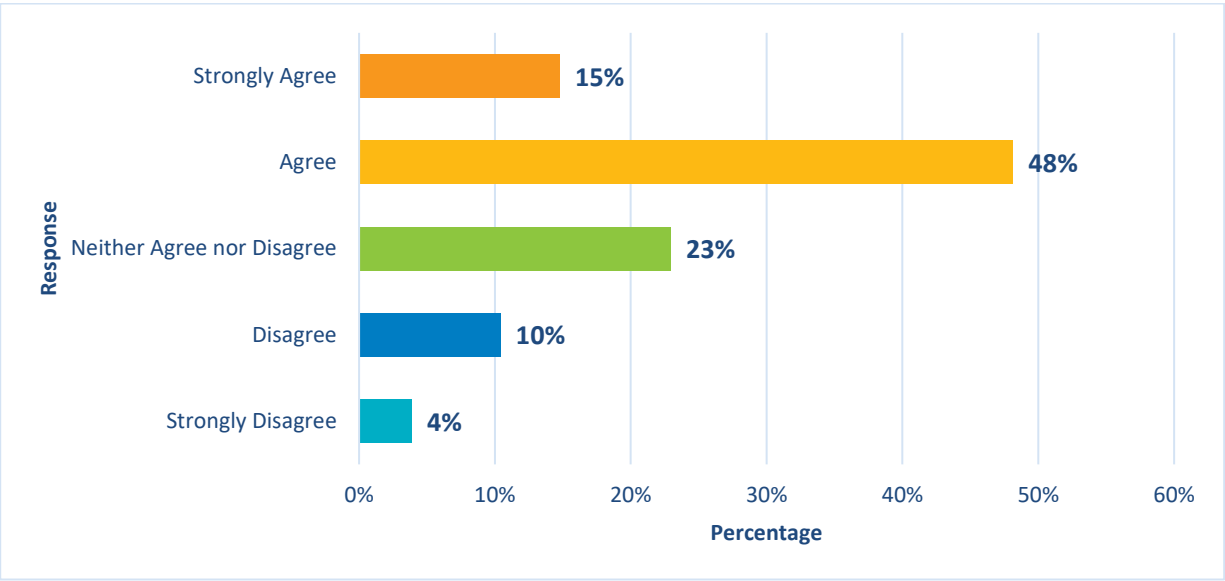
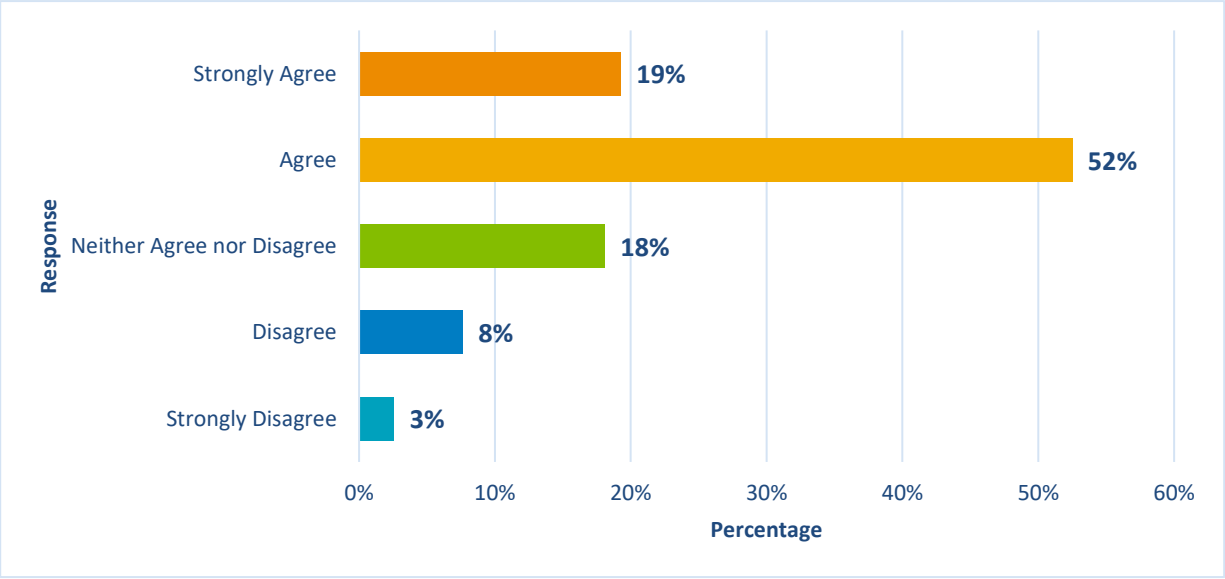


Figure 14: Community engagement: Students (n = 1366)

- **71%** 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.

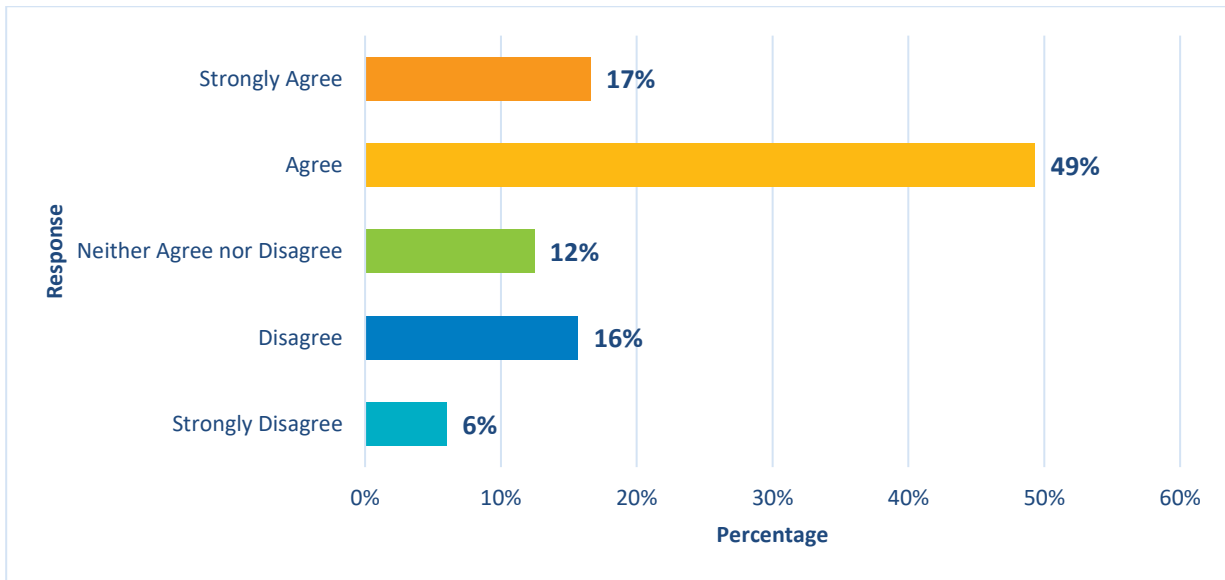


Foundational Elements

Overall, most respondents (55-74%) agreed that in year 6 of the Strategic Plan, the HCDSB is optimizing organizational effectiveness through our *Foundational Elements* pillar goals (see Figures 15 to 18 below).

Figure 15: The HCDSB offers professional development and training for our staff⁷ (n = 217)

- **66%** of staff respondents *agreed or strongly agreed* that HCDSB staff have opportunities for professional development and training related to their role.



⁷ Only asked to *Board Office (CEC) Staff* and *School Staff*

Figure 16: Communication from HCDSB schools/board office is clear, transparent, and responsive (n = 1373)

- **74%** of respondents *agreed* or *strongly agreed* that communication from schools/the board office is clear, transparent, and responsive.

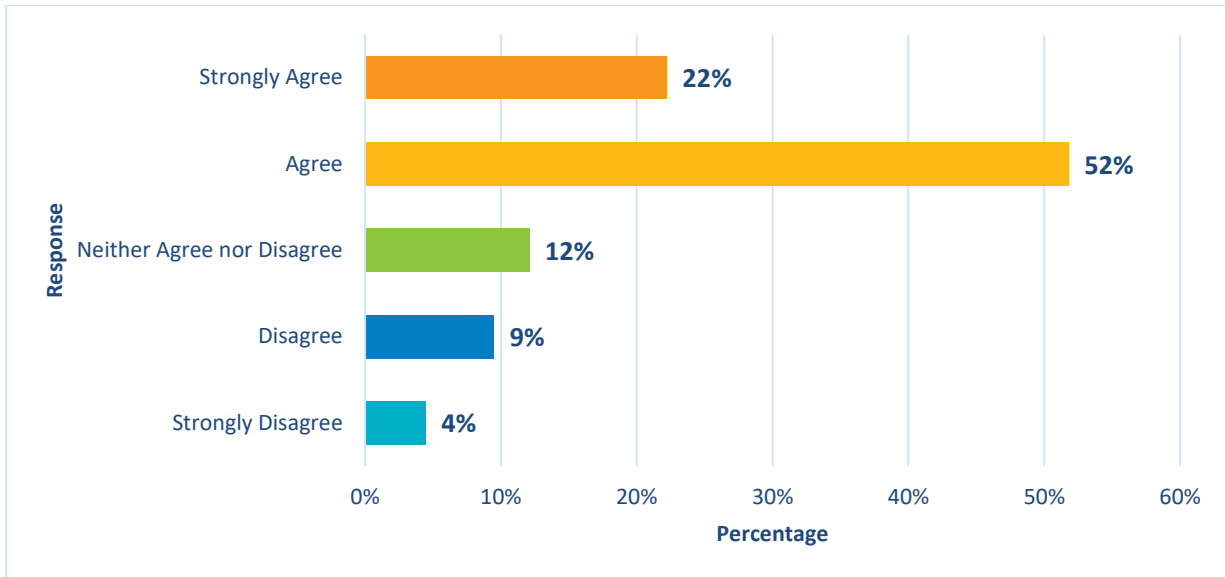
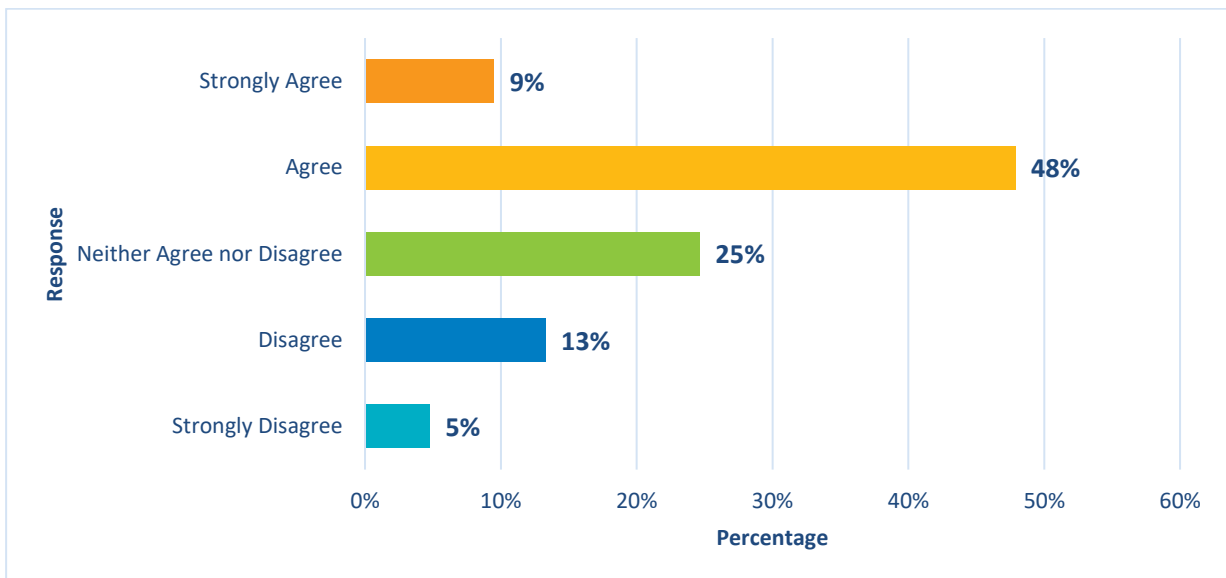


Figure 17: The HCDSB uses evidence to inform decisions, strategies, or initiatives⁸ (n = 211)

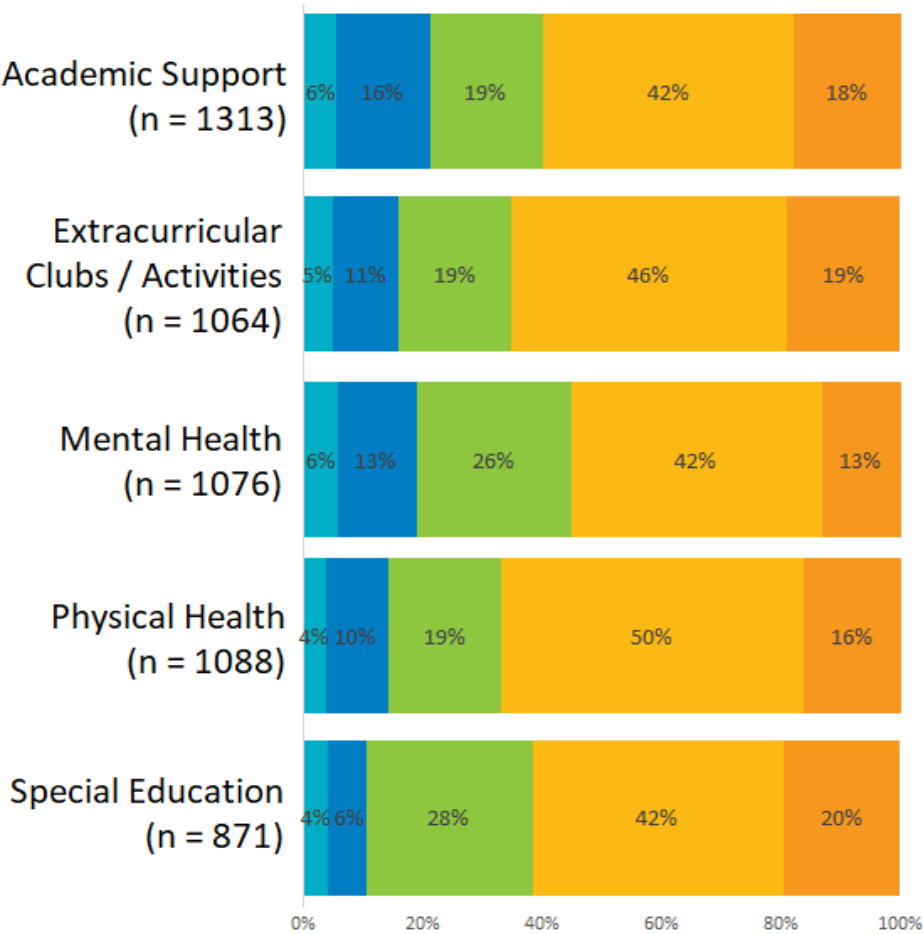
- **57%** of staff respondents *agreed* or *strongly agreed* that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.



⁸ Only asked to *Board Office (CEC) Staff* and *School Staff*

Figure 18: The HCDSB offers supports and opportunities for HCDSB students in the following areas...

- **55-66%** of respondents *agreed* or *strongly agreed* that schools offered support/opportunities to students in various areas.





Strategic PLAN

2016-2021

Director's Report to Trustees
Year 6 of Implementation
October, 2022



Strategic Plan 2016-2021

Director's Report to Trustees— Year 6 of Implementation



ACHIEVING

Meeting the needs of all learners

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



BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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



BELONGING

Embracing relationships & sustaining safe, welcoming schools

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



FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

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

ACHIEVING

Meeting the needs of all learners



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

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

Successes:

- The annual Strategic Plan Monitoring Survey, released in June 2022, found that 59% of respondents agreed that HCDSB offers educational experiences and opportunities to support all learners. **(1)**
- In 2021-22, we continued to successfully operate Thomas Merton Adult & Continuing Education to support all learners in our school community. **(1)**
- We continued to support all students through Transition Support, Focused Support and Trans-Disciplinary Rounds. **(1.1)**
- Special Education Services, Curriculum Services, and Student Success staff collaborated on new initiatives, professional development (PD), and resources to meet students' needs. **(1.1)** For example:
 - We reviewed and updated the 'Process of Psychological/Speech and Language Assessment of Multilingual Learners' document and trained staff;
 - We collaborated on outdoor education and experiential learning;
 - We provided ongoing PD and resources regarding the new elementary math curriculum and de-streamed grade 9 Math to a variety of educators in both panels;
 - We formed a Catholic Learning Community on secondary MID Programming support; and
 - We developed an Early Reading Intervention Plan to be implemented in 2022-23.
- Our Special Education Itinerant Teams (I-TEAMS) supported schools with tiered intervention strategies, and we continued to utilize a response to intervention model during team meetings. **(1.1)**
- Special Education Services staff continued to offer services to identify student needs and provide support. This includes successful completion of an Early Reading Screening Tool and Intervention Pilot, expanding the Empower Reading program in all our elementary schools and hiring dedicated Itinerant Empower Special Education Resource Teachers (SERTs), continuing to use an Independence Rubric, continuing the Special Incidence Portion (SIP) claims process, and providing tiered transition support. **(1.1)**
- We continued Children's Friendship Training (CFT) or the Program for the Education and Enrichment of Relational Skills (PEERS) through the After School Skills Development Program, and continued work on alternative goals for gifted learners. **(1.1)**

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Successes:

- Pathways Itinerants continued to hold regular meetings with each grade 7 and 8 student to discuss pathways planning and supported all elementary schools with grade 8 transition meetings. **(1.1)**
- The Pathways team continued to use social media to promote the importance and purpose of their programs and enable opportunities for parent dialogue and feedback. **(1.2)**
- Student Success/Pathways hosted numerous events such as grade 8 nights, Skilled Trades Career Fair, and an Indigenous Education Week pilot that included parental invitations and feedback. **(1.2)**
- We continued partnerships with school and itinerant staff, youth settlement workers, and agencies (e.g., Halton Multicultural Council Connections, Halton Newcomer Strategy, Volunteer Halton, St. Vincent de Paul Society) to help support newcomer families and multilingual learners. **(1.2)**
- We continued transition support through: Transition Plans on the Individual Education Plans (IEPs) our Behaviour Analysts, parent presentations, and transition meetings. **(1.2)**
- We continued to implement Phase 1 of the electronic referral system through eLite for Psych-Ed and Speech-Language Pathologist (SLP) referrals. **(1.2)**
- We continued to use case conferences (parent, community, school) to support students within the school community, continued in-school team meetings and Transdisciplinary Rounds (TDR), and introduced the Mental Health & Well-being Multi-Disciplinary Team process to increase staff capacity and support student needs. **(1.2)**

ACHIEVING

Meeting the needs of all learners



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Successes:

- We had 240 students enrolled in the International Baccalaureate (IB) Programme offered at St. Thomas Aquinas CSS and 32 students (100%) received the IB Diploma. Average grades from our IB Diploma students were higher than the average grades worldwide in 8 of the 9 subject groups. **(1.3)**
- Our AP students continue to succeed in AP exams and post-secondary achievements; 26 students were identified by the College Board as AP Scholars and our students were offered over \$1.3M in prestigious scholarships/awards. **(1.3)**
- We enhanced AP teacher training through developing Professional Learning Communities between Guidance Counsellors from AP schools and provided resources to expand AP course offerings, including culturally reflective and responsive texts in AP English and French Language programs. In total, staff development led to 17 newly trained HCDSB AP teachers in 7 subject areas. **(1.3)**
- Bishop P. F. Reding CSS successfully participated in the AP Capstone Pilot with University of Toronto; our students submitted their research projects for review and defended them to researchers. This pilot led to all HCDSB schools applying and achieving accreditation as AP Capstone schools and secured the University's commitment to support more HCDSB students. **(1.3)**
- The HCDSB International Student program continues to grow and evolve. In the 2021-22 school year, our international students achieved 99% credit completion and several students received graduation scholarships or awards, including the Governor General's Academic Award.
- We continued to support alternative programs such as Ontario Youth Apprenticeship Program (OYAP), Specialist 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 continued to engage our Structured Teaching and Life Skills classes in the 'Let's Go Fitness' program. **(1.3)**

ACHIEVING



Meeting the needs of all learners

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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:

- We received Ministry of Education approval to offer additional SHSM programs this upcoming school year including Business at Christ the King CSS and Loyola CSS, and Health and Wellness at Christ the King. **(1.3)**
- In 2021-22, Thomas Merton Adult & Continuing Education continued virtual Dual Credit program offerings and continued to promote the government-funded Personal Support Worker College program to Thomas Merton students. **(1.3)**
- We continued to use the A4 Catholic Learning Community D2L platform to support staff with programming and the transition process leading to post-secondary pathways and added supplemental activities for A4 students to MyBlueprint to support pathway discernment. **(1.3)**
- We continued 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 completed a pilot project on using Virtual Reality to support our Life Skills students. **(1.3)**
- We investigated cross-curricular instructional strategies that can be implemented between subjects in grades 9-12 (e.g., Math, Science, Art, Tech). **(1.3)**
- We launched the expansion of the French Immersion (FI) program to the secondary panel in four HCDSB schools and created a framework for the proposed FI pathway. **(1.3)**

ACHIEVING



Meeting the needs of all learners

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- 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:

- With the support of our Facilities Department, 14 outdoor playgrounds were refurbished at our elementary schools in 2021-22. (1.4)
- Next-generation Wi-Fi enhancements continue to be incorporated into all of our locations. We expanded external Wi-Fi to our outdoor learning spaces, expanded Wi-Fi to every Secondary School classroom, and continued Wi-Fi growth in our Elementary Schools. (1.4)
- Planning Services conducted the annual review of our Long-Term Capital Plan (LTCP) to identify accommodation needs and ensure information is up to date; the most recent update was presented to the Board of Trustees on June 21, 2022. (1.4)
- We received approval from the Ministry of Education for a new elementary school in Milton (Milton #9 CES) through a Capital Priorities Business Case. (1.4)
- The Milton No. 10 Catholic Elementary School building opened in Aug 2022 (to be used as St. Kateri Tekakwitha Catholic Secondary School). (1.4)
- In 2021-22, we completed school refresh projects at St. John (B) CES and Holy Rosary (M) CES, replaced artificial turf at St. Ignatius of Loyola CSS, replaced the running track at Corpus Christi CSS, and made Accessibility for Ontarians with Disabilities Act (AODA) improvements at St. Christopher CES. (1.4)
- We invested approximately \$6.5M in ventilation related projects in schools. (1.4)
- We opened newly renovated Welcome Centre spaces in Oakville and Milton for in-person assessments and student/family support. (1.4)
- Facilities, Library Services, and STEAM staff collaborated to create innovative Learning Spaces in Library Learning Commons. (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:

- Despite a period of school closure, the annual Strategic Plan Monitoring Survey found that 64% of respondents agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement. **(2)**
- Several supports for innovative instructional practices/methods were implemented in 2021-22 including but not limited to: **(2.1)**
 - Curriculum Services staff provided PD for educators on effective teaching practice for De-streamed courses (e.g., CRRP, Differentiated Instruction), Problem/Project-based Learning using cross-strand/cross-curricular approaches in K-12 and offered professional learning on equity-related topics such as dismantling anti-Black racism.
 - We supported the effective use of D2L Brightspace by posting regular announcements on our HCDSB D2L homepage, promoting of webinar opportunities, and purchasing additional D2L widgets/templates designed to create engaging online classroom spaces.
 - We introduced the Lumio digital learning tool to support teachers with lesson delivery.
 - We purchased new digital resources to support Math (grades 1-9) and blended digital resources with print to support all French as a Second Language (FSL) program tracks in both panels.
 - We introduced a teacher laptop program to better support online learning environments.
- The Pathways team engaged with grade 7-8 students both virtually and in person in activities that incorporate elements of financial literacy, career education, post-secondary pathways, and self-discovery. **(2.1)**
- We held our very first STEAM week in the Spring of 2022 which included prayers, problems of the day, main and optional challenges, at-home connections, and guest speakers. **(2.1)**
- Our virtual educators working in collaborative, professional learning teams, shared innovative uses of technology (e.g., Microsoft Teams Breakout Rooms, Whiteboard FI) to deliver engaging and personalized content and support student learning. **(2.1, 2.2)**

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:

- Our virtual educators used digital research and presentation tools to facilitate the design and delivery of rich inquiry provocations and allow students to deeply explore topics of interest within an inquiry framework. (2.2)
- The Student Success team successfully 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 collaborative inquiry projects to support spiraling in Grade 9 De-streamed Mathematics and engaging in STEAM collaborations to support cross-curricular approaches in Elementary and Secondary classrooms through Problem/Project Based Learning (including incorporating student voice/choice for real-world community-driven learning and supporting cultural learning via collaboration between FSL and STEAM). (2.2)
- We conducted a pilot project on students' use of Lumio. (2.2)
- We purchased over 800 access points to enhance staff and student access to Internet-based resources and our classrooms were equipped with digital hardware (e.g., interactive whiteboards, projectors, connections) that easily allowed for sharing of multimedia content. (2.3)
- We purchased new digital resources to support Math in grades 1-9 and offered Chromebooks dedicated to supporting the use of SMASH in FSL. (2.3)
- We collaboratively designed STEAM/Makerspaces within schools to support cross-strand/cross-curricular Problem/Project-based learning. (2.3)
- We provided opportunities for educators to participate in the Board Literature Review process for Indigenous Education, Elementary and Secondary. Chosen titles are added to the holdings in Library Services and are available for teachers to use to increase choice in literature being studied in English/Language Arts classrooms. (2.3)
- We continued to implement our Virtual Catholic Elementary School, St. Clare of Assisi, serving around 737 students in 49 classrooms (~60 educators). We trained educators, who worked collaboratively to engage and develop the skills of our students in a virtual setting. Survey feedback indicated the educators' comfort in utilizing technology to present/receive information through a variety of modalities. (2.3)

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:

- We provided access to e-resources through myapplications.microsoft.com and engaged in a collaborative project between Curriculum Services, IT Services, and external e-resource partners to authenticate through Microsoft Azure to ensure seamless access to digital resources through Library Services. (2.4)
- Curriculum and IT Services partnered on upgrading infrastructure to support online EQAO assessments and Chromebook distribution in Secondary schools. (2.4)
- 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 as it aligns to the junior Focus on Faith themes. (2.5)
- Through HCDSB's inquiry-driven community-connected STEAM projects, OCGEs are directly connected to learning and 21st Century competencies required for future-ready students (e.g., using technology to solve food bank shortages through hydroponic agriculture). (2.5)
- We offered several training sessions, supports, and resources to help staff utilize technology or support remote learning, including: (2.6)
 - Resources shared on the HCDSB D2L homepage and in the Online Learning System (OLS);
 - Monthly online lunchtime sessions to support the effective use of D2L Brightspace;
 - Continuation of pilot projects introducing the Mastery view gradebook in D2L;
 - De-streaming Educator Writing Teams created resources to support the transition to Grade 9 De-streamed program;
 - STEAM-supported workshops based in 3D Design, Circuitry, and Coding to support the new Math and Science Curriculum;
 - Resources purchased and provided to support De-streamed Grade 9 FSL;
 - A variety of skill-based learning sessions for our virtual educators to assist them to use licensed software tools;
 - Updated Technology-enabled Learning and Teaching StaffNET site with links to resources, including those created specifically for HCDSB educators; and
 - A mandatory Cybersecurity and Protection of Privacy training course and phishing simulations to protect all staff from cyber dangers.
- We completed the StaffNET portal upgrade to enable easier access to Board materials. (2.6)

ACHIEVING

Meeting the needs of all learners



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:

- We held our [Virtual Student Awards of Excellence Ceremony](#) to recognize and celebrate the [student recipients](#) from across our HCDSB schools who received the Student Awards of Excellence and the Spirit of Inclusion Award. **(3.1)**
- Our Vice-Principals participated in a Community of Practice – a steering committee to determine needs and build learning experiences to support other vice principals’ professional development. **(3.1)**
- In 2021-22, several HCDSB leadership programs and opportunities continued or were introduced. **(3.1)** For instance,
 - Our Mentoring program for Principals and Vice Principals provided opportunities for professional development and the support of mentors for 22 people;
 - We delivered a three-part series for 34 staff participants discerning leadership in the system entitled ‘Your Steps, Your Direction’;
 - Our Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; 30 people enrolled in Module 1 and 28 graduated from Module II; and
 - We offered a new four-part micro series to all staff on ‘Facilitative Leadership’; this supported 50 participants in to developing and enhancing their skills in the areas of planning effective facilitation processes, navigating conflict and disruptions, and engaging participants.

ACHIEVING

Meeting the needs of all learners



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:

- In 2021-22, our staff engaged in professional learning around various topics. Some examples: **(3.1)**
 - Curriculum Services staff offered professional learning opportunities/sessions on translanguaging and co-teaching, STEP and supporting multilingual learners in secondary mainstream classes, and equity and inclusion (e.g., 'Why Indigenous Literatures Matter');
 - Curriculum Services facilitated weekly Educator Book Studies offered on several titles (e.g., *Building Thinking Classrooms*, *The Art and Science of Teaching Primary Reading*);
 - External STEAM opportunities were communicated to staff when available (e.g., Ontario Science Centre, STEAM Week Workshops and Webinars);
 - We offered self-paced professional learning modules to support the use of virtual software;
 - We offered learning opportunities and resources to support Kindergarten educators, including: Monthly Community of Practice for Designated Early Childhood Educators (DECEs), successful implementation of the HCDSB's DECE Mentorship Program, Ontario Catholic Kindergarten Program learning modules, and Kindergarten Chronicles monthly newsletter;
 - We offered professional learning to certify FSL teachers to support the Diplôme d'études en langue française (DELF);
 - Staff participated in self-directed modules covering many topics available in the staff online learning system (ols.hcdsb.org) and on StaffNET (Technology enabled teaching and learning section of Curriculum);
 - Library staff participated in PD on 'Collection Development Through an Equity Lens';
 - The Student Success team organized and delivered two Catholic Education Centre (CEC) PD days;
 - Research and Development Services staff participated in a virtual conference on Meaningful Ways of Engaging Diverse and Marginalized Student Voices in Research and Decision Making, PowerBI and GIS training webinars with Research staff at other Ontario Boards and completed the Fundamentals of OCAP® online training course through Algonquin College and the First Nations Information Governance Centre;
 - Professional conference opportunities were offered to staff (e.g., When Faith Meets Pedagogy, Ontario Mathematics Coordinators Symposium: Rehumanizing Mathematics, Ontario Council for Technology Education; Association of Educational Researchers of Ontario).

ACHIEVING

Meeting the needs of all learners



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:

- STEAM Itinerants supported our educators in the creation and delivery of real-world authentic tasks and problems through Project Based Learning in K-12 (e.g., 3D Design Workshops using Tinkercad, Coding with Scratch) and provided our virtual students with hardware and software tools to support digital skills. (3.2)
- We gave our students opportunities to engage with cultural experiences outside the classroom in the French language. (3.2)
- The Student Success team continued to offer secondary students opportunities through SHSM, Co-op, OYAP, and College, University, and Career exploration. We also gave elementary students Experiential Learning opportunities (e.g., listening to guest speakers on resiliency, stress, transition to secondary school, fitness, work as a Chef; participating in a pilot for Indigenous Education Week; and meeting with Pathways Itinerants). (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 recent Strategic Plan Monitoring Survey revealed that 73% of HCDSB stakeholders agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (OCSGE). (1.1)
- On the Strategic Plan Monitoring Survey, 61% of secondary student respondents indicated having a good understanding of the OCSGEs. (1.1)
- We ensured the continued presence, communication, and promotion of OCSGE in posters in all schools, newsletters, lesson plans, and assessment and evaluation opportunities. We also highlighted connections of OCSGE to Focus on Faith pillars, to Digital Citizenship, and to topics of equity and inclusivity. (1.1)
- The Student Success team included the OCSGEs in all Pathways presentations and created an Experiential Learning Opportunity for students in grades 7 and 2 that was connected to the sacraments and Catholic graduate expectations. (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 introduced HRE 20M – Religious studies in the French Immersion program track and created, shared, and implemented a resource to support the new course. (1.1, 1.2)
- We provided interdisciplinary school resources and experiences (i.e., ‘Faith and Science Matter’, ‘For Heaven’s Sake Vote’, ‘Catholic Social Teaching and the Federal Election’). (1.2)
- We supported the NAC 10 course in understanding Indigenous art in the context of a Catholic school system and world view. (1.2)
- We released the *Growing in Faith Growing in Christ* grade 8 online portal to all HCDSB elementary schools. (1.2)
- We provided professional development for the Kindergarten Religion program, in collaboration with six Catholic School Boards. (1.2)
- We selected HCDSB staff to support the creation of the Kindergarten Religion program and the new grade 9 Religion program to be published by the Assembly of Catholic Bishops of Ontario and Pearson. (1.2)



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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:

- We provided learning opportunities about rights and responsibilities, and dignity and solidarity through OneChild anti-sex trafficking presentations. (1.2)
- We supported Notre Dame CSS teachers to attend the Notre Dame University Faith and Science summer program. (1.2)
- Our chaplains, pastoral animators, and the Religious Education Curriculum Consultant shared articles and information about many subject areas – especially sciences. (1.2)
- Program Services staff adapted the series of mental health literacy lessons delivered to all secondary (School Mental Health Ontario's 'MH LIT: Student Mental Health in Action') by incorporating a Catholic lens and adding resources directly connected to the OCSGEs. (1.2)
- We supported and engaged in liturgical celebrations throughout the system. (1.3) This included:
 - Provision of Children's Daily Prayer resource to elementary schools;
 - Traditional prayers offered through highlighting feast days and observances, including providing scripture references and history of practices within the Church;
 - Liturgies and prayer services shared through the Chaplain/Pastoral Animator network;
 - Masses for administrators;
 - Journeying with Jesus involving all schools;
 - Seasonal materials sent in hard copy to schools and posted at the CEC;
 - Retreats at the school level and offered virtually by Caritas and other groups;
 - Links to Catholic websites with prayer and liturgical year/liturgy resources;
 - Chaplains' communications through social media and school sites, including links to 'Coffee and Conversation' videos featuring Vicar for Education, Fr. Con O'Mahony; and
 - A Visual Arts Stations of the Cross virtual Lenten journey for students in grades 7 to 12.
- According to the Christian meditation monitoring survey, about 40% of our secondary students continued to participate in Christian Meditation and most do so at least once a week at school. (1.3)



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

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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:

- We offered weekly virtual prayer liturgies for CEC staff and school administrators. (1.4)
- We provided seasonal liturgical guidelines, sample liturgies and print materials to all schools as well as online connections to lectionary and daily liturgy resources. (1.4)
- Our Chaplain/Family of Schools Pastoral Animator network provided mutual support and information. (1.4)
- We shared a collection of books on prayer for anxiety, depression, and mental health with all schools. (1.4)
- In 2021-22, we introduced a new faith formation program for leaders called 'Rekindling Mission: Wholehearted Leadership' to 21 staff members who graduated from the Catholic Leadership program. A program evaluation found that staff felt their participation was valuable (i.e., they were satisfied with the sessions; gained relevant knowledge; and were personally, professionally, and spiritually enriched). (1.5)
- We offered staff the opportunity to participate in an Eco-Café, a three-session book study on contemplative practices for personal spiritual growth, ten virtual Adult Faith Formation sessions, and Theological Education for Leadership (TEL) sessions. (1.5)
- We continued to implement a Faith Day across the system. In 2021-22 it included accompanying reflective messages from David Wells. (1.5)
- We frequently distributed materials, in hard copy or digitally, and provided messages and links supporting and enhancing faith development and faith-based events and activities. (1.6)
- We provided tech tools and Internet connectivity to promote access to resources and opportunities to strengthen connections between our Catholic school communities (e.g., intra- and inter-school Virtual Masses, Liturgies, and learning opportunities). (1.6)
- We continued to share social media posts highlighting liturgical seasons, saints' days, and Vatican events and provided links to Catholic university sites and youth ministry supports. (1.6)
- HCDSB supported and promoted a Master of Religious Education program offered by University of Toronto, St. Michael's College. (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:

- 60% of respondents to the recent Strategic Plan monitoring survey indicated agreement that HCDSB schools and parishes work together to strengthen home/school/parish relationships. (2)
- HCDSB staff, students, and families participated in Home-School-Parish Committee meetings to review current research on the Canadian Church, participate in faith life, and to discuss ways to enhance the Home-School-Parish connections in our Families of Schools. (2.1)
- We engaged our HCDSB families through presentations, resources, and online activities, including CPIC presentations by our Religious Education Consultant and System Chaplain, a presentation to parents/guardians on creating a domestic church, conducting online liturgies and prayers with pastors and parish teams, and sharing online Journeying with Jesus activities. (2.1)
- Our staff participated in Halton Deanery meetings and Hamilton Diocese Partnership table and facilitated discussions with Diocesan staff on initiatives to support faith life in our schools. (2.1)
- In April 2022, CEC staff attended a virtual session on Supporting our Diverse School Communities to build knowledge and understanding to accompany and support our staff, students, and their families who identify as 2SLGBTQIA+, in line with our Catholic Social Teachings and the Board Mission. (2.1)
- Our Focus on Faith sub-committee worked on creating the new theological theme for the HCDSB, to be introduced on Faith Day 2022. (2.2)
- The HCDSB was involved in a Faith In Education Council collaboration. (2.3)
- We regularly connected with the Diocesan Liturgy Office to share materials for training of student ministers and mandates for students/staff in ministries of Lector and Extraordinary Minister of the Eucharist. (2.3)
- We had Board representation at Catechesis Office virtual coffee mornings and presentations. (2.3)
- We participated in Diocese-initiated Synodal Church activities. (2.3)
- HCDSB staff collaborated with the Diocese to develop and administer a Synod Consultation Questionnaire to the Diocesan community. The questionnaire focused on “how we can deepen our communion in the Lord and how all members of the Church can participate more fully in its mission”; results were shared with the Assembly of Catholic Bishops of Ontario. (2.3)



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Successes:

- Around 78% of staff who responded to the recent Strategic Plan Monitoring Survey agreed that the HCDSB offers faith formation opportunities for its staff. (2.4)
- We promoted learning opportunities for families and adults through newsletters and Chaplaincy/Pastoral Animator teams. (2.4)
- In 2021-22, over 150 teachers successfully completed the *Religious Education in Catholic Schools* Additional Qualification (AQ), Part I, II, or Specialist. (2.4)
- Our 4th Annual Lenten Trivia Challenge was hosted on social media through the Board's Twitter and Instagram accounts. (2.4)

2022 Lenten Trivia Social Media Analytics - #HCDSBLent

Impressions: 469K

Reach: 249K

Mentions: 167

- Our 3rd Annual Advent Trivia Challenge was hosted on social media through the Board's Twitter account. (2.4)

2022 Advent Trivia Social Media Analytics - #HCDSBAdvent

Impressions: 229K

Reach: 156K

Mentions: 315



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- 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:

- We held our 9th Annual Keeping Christ in Christmas Student Contest. Despite the change in format requirements due to COVID-19, we received over 560 student submissions (a 60% increase from the number of submissions received in 2020). (2.4)

2022 Keeping Christ in Christmas Social Media Analytics - #KeepingChrist

Impressions: **339K**

Reach: **188K**

Mentions: **98**

Keeping Christ in Christmas — Christmas Card Fundraiser

- Once again, we took samples of the student artwork submitted for the contest and created Christmas cards, which were then offered for purchase in our community. The proceeds went to the Society of Saint Vincent de Paul in support of their family Christmas program. (2.4)

663 card sets were ordered.

\$9,176 was raised.



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 61% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions. [\(3\)](#)
- Our school communities conducted seasonal outreach through donations and collections (e.g., Food Drives) and were involved in various social justice initiatives and events (e.g., Halton Alive initiatives in support of Elderly and Extended Care homes, as well student clubs like Development and Peace Clubs, Eco Clubs, and Global Aid Clubs, Titans for Life that held campaigns and guest speakers). [\(3.1\)](#)
- We held equity sessions for staff and students examining social justice issues through our faith lens (e.g., 'Equity & Inclusion', 'Professional Learning Series to Dismantle Anti-Black Racism', 'Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy', 'Why Indigenous Literature Matters: Teacher Literature Circle'). Staff also participated in Culturally Responsive and Relevant Pedagogy (CRRP) events to understand Catholic thought and theology related to equity and inclusion. [\(3.1\)](#)
- Our schools worked with Development and Peace to create experiences for students to understand the call to social justice in our schools, communities, and world. [\(3.2\)](#)
- Our HCDSB community viewed presentations by the Diocese of Hamilton on social justice initiatives in the region. [\(3.2\)](#)
- Our school communities contributed to supporting local charities such as the Good Shepherd Refuge, Food Bank, Caritas and Chalice Catholic charities, and the Halton Catholic Children's Foundation (HCCF). [\(3.2\)](#)
- Our Chaplaincy leaders provided grade retreats, daily prayer, staff retreats and liturgies. [\(3.3\)](#)
 - Student retreats were offered either virtually or in person at all our secondary schools (e.g., student "mini-retreats" to build community and integrate faith with everyday life);
 - Board-wide staff retreats in Advent and post-Easter; and
 - Individual school staff mini-retreats.
- We offered prayer services and prayers ("tool boxes" and SharePoints) to accompany social justice initiatives. [\(3.4\)](#)

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 recent Strategic Plan Monitoring Survey indicated that that 73% of HCDSB stakeholders agreed that HCDSB schools promote student safety, 66% of staff respondents agreed that HCDSB workplaces promote staff safety, and 73% of stakeholders agreed that HCDSB schools are welcoming for all, and promote a positive sense of belonging. (1)
- We developed and shared a communications toolkit with all administrators to assist schools in raising awareness around Pride Month. The toolkit included sample messages, age-appropriate classroom learning resources, and digital and printed materials. (1, 1.2, 1.4)
- We continued to create individual transition plans for students to support entry to school, grade to grade, school to school, and school to community transitions, as per PPM 156, and offer various supports and resources, including but not limited to: (1.1)
 - Transition support for new HCDSB students;
 - Special Education Summer Learning Program with a focus on the return to school;
 - Tiered transition support from Behaviour Analysts;
 - A 'Community Pathways' section in myBlueprint;
 - Events and opportunities for multilingual students transitioning from grade 8 to 9 to integrate into their new school communities at the end of their graduating year;
 - Continued support for students entering optional FSL programs; and
 - Supports and programming for our Dual Credits program students to familiarize them with navigating college registration and the college community.
- We created a Steering Committee to plan for PD and initiatives aimed at ensuring a safe and inclusive environment for all to support staff, students, and allies in the 2SLGBTQIA+ community. (1.1)
- Elementary Pathways staff supported schools with virtual and in-person cross-panel events and engaged parents/guardians in discussions about transitions to Secondary and Pathways planning. (1.2)
- We offered Youth Settlement Worker-led events and committees involving parents/guardians and students to encourage newcomer voices to be heard and recognized in schools. (1.2)

BELONGING



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Successes:

- We engaged our Student Trustees through participation such committees as the Home School Parish Committee and on the planning committee for the Journey with Jesus. (1.2)
- We gathered secondary students together for focus groups on supporting students and allies in the 2SLGBTQIA+ community and provided facilitated conversations for 2SLGBTQIA+ students and allies with support from 'Get Real Movement'. (1.2)
- Strategic Communications coordinated the creation of a video to celebrate Staff Appreciation Day. (1.2)
- PPM 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)
- We posted parent/guardian communication regarding medical and health conditions on each school website with a link to consistent information on the board website. (1.3)

Auto-injector usage: (1.3)

- We continued to offer anaphylaxis online training for all staff in direct contact with students.
- We continued training and in-service on use of auto-injectors (EpiPen, ALLERJECT, Emerade).
- We posted protocols and updates to the FAQs on the Board website for parents/guardians.
- We continue our annual to monitoring of auto-injector usage.
- Individual student Plans of Care are completed annually in collaboration with parents/guardians and schools.

BELONGING



Embracing relationships & sustaining safe, welcoming schools

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- 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:

Medical conditions: (1.3)

- o We posted protocols and links to forms for Anaphylaxis, Asthma, Diabetes, Epilepsy, heart conditions, and SADS on our website.
- o Individual student Plans of Care are completed annually in collaboration with parents/guardians and schools.
- o Ophea Asthma Kits and resources were made available to all schools.

Concussions: (1.3)

- o The Concussion Protocol/documents have been updated based on the requirements of PPM 158 and posted on school and Board websites.
- o We provided new staff training modules.
- o Concussion tracking continues, including types/cause of concussions Board-wide.
- o Rowan's Law Day was recognized in September.

Immunizations: (1.3)

- o We provided ongoing communication to increase parent/guardian and school awareness about school-based immunization programs and the Immunization School Pupils Act and offered Public Health Clinics.

COVID-19: (1.3)

- o We developed and communicated Safety Protocols to provide awareness to all stakeholders, with guidance from the Ministry of Education, Ministry of Health, and local Halton Region Public Health.
- o We continued to provide online training of COVID-19 protocols and health and safety requirements and review 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.

BELONGING



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1.1 Examine current transition programs and initiatives.

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1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.

1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.

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

Successes:

- We developed and shared with HCDSB stakeholders a new Procedure to respond to and prevent racism and bias/hate-motivated incidents impacting students and help create safe and inclusive learning environments. (1.4)
- We engaged in building capacity to promote Culturally Responsive and Relevant Pedagogy (CRRP) with a focus on denouncing and dismantling systemic anti-Black racism. (1.4)
 - HCDSB staff participated in a board-wide PA Day to learn about CRRP as a framework for dismantling systemic barriers and increasing student engagement, wellbeing, and academic achievement and practical strategies for developing classroom and school-based applications.
 - As a follow up to the Student Census data collection, staff attended a system-wide PA Day session on anti-oppressive, anti-racist approaches to data analysis to build the foundation for addressing disparities and disproportionalities in student wellbeing and achievement.
 - We offered PD sessions for staff, led by authors Dr. Gholdy Muhammad and Lawrence Hill, focused on such topics as equity, using Culturally Responsive Education to improve teaching practices, and dismantling anti-Black Racism through literature and language.
- We facilitated 50 HCDSB staff capacity-building sessions on equity and inclusion to a combined total of over 8,668 participants to build a shared understanding of a wide range of topics including Human Rights and accommodations, CRRP, equity and inclusion frameworks, anti-racism, de-streaming, faith and equity, equity as a leadership competency, supporting 2SLGBTQIA+ students, Islamophobia, anti-Black racism, whiteness, Indigenous Cultural Safety, Indigenous pedagogy and building equity literacy. (1.4)
- Recognizing the importance of meaningfully engaging staff and community voice in the work of equity and inclusion, the HCDSB established two new committees in 2021-22: the Human Rights and Equity Advisory Council (HREAC) and the Black Staff Advisory Committee (BSA). (1.4)
- We in-serviced all staff on supporting staff and students in the 2SLGBTQIA+ Community. (1.4)
- We distributed Welcome posters and banners in multiple languages to all schools. (1.4)
- We prepared a toolkit for schools in support of the Annual International Day of People with Disabilities, which celebrates diversity and inclusion. (1.4)

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:

- Our virtual educators promoted positive Digital Citizenship skills in students to support augment a positive, equitable, and inclusive online learning environment. (1.4)
- We offered Tier 1 programming and school wide initiatives that support a mentally healthy learning environment. (1.4) For example:
 - Our CYCs worked with the developers of the evidenced-based Tier 1 program, MindUP, to conduct a pilot program with our Secondary students; this led to in-person delivery in 18 classrooms. We also continued to offer the program in 265 elementary classrooms.
 - CYCs scaled up the delivery of an evidenced-based Tier 1 program, Stop Now and Plan (SNAP), in 40 classrooms across 24 schools, which was facilitated in person.
- The Settlement Services team served approximately 1,162 new Welcome Centre clients in the 2021-22 school year, including approximately 290 new newcomer families to the HCDSB. (1.5)
 - We delivered 6,125 services to our returning newcomer clients, and supported families with 216 group information sessions.
 - The Settlement team delivered two leadership programs with over 80 students and 25 group sessions.
 - We also delivered 31 Mental Health group sessions to our newcomer population.
- We created the secondary *HCDSB Welcome Guide* for newcomer students. (1.5)
- Our International Student Program offered New International Student Orientation Day for each intake, Pre-Arrival Learning (PAL) program for new students, and Pre-entry information webinars for all students and their parents/guardians. (1.5)
- We hosted 'Ready, Set, Go!' virtual information sessions and created a video, 'Introduction to Kindergarten at HCDSB' to support parents/guardians of children transitioning to Kindergarten. (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)

BELONGING



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

Successes:

- We 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 and translations to additional languages are provided upon request. We also offered the Student Census in Arabic, Simplified Chinese, French, Spanish, and Tagalog, and continue to provide translators and translations to connect with parents/guardians of our students in our International Student Program. (1.5)
- All school and board websites feature a translation button to convert text to a desired language. (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:

- 63% of HCDSB stakeholders from the recent Strategic Plan monitoring survey agreed that the HCDSB nurtures and supports relationships with external partners. (2)
- In 2021-22, collaboration with community partners continued to thrive. We worked with School Based Rehabilitation Services to create and pilot trial sensory kits for students to support the Special Equipment Amount claims process, partnered with Halton FASD to support Camp Unity for children with Fetal Alcohol Spectrum Disorder, and continued our strong partnerships with organizations such as Reach Out Centre for Kids (ROCK), Halton Food for Thought, and Our Kids Network. (2.1)
- 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. The current list of approved agencies is posted on the HCDSB website. (2.1)
- Community Partners provided services virtually and/or in person, including counselling and student group sessions. For example, in collaboration with ROCK, the HCDSB co-facilitated both in-person and virtual groups for students aged 8-18. Our Social Workers/CYCs also assisted families and students with referrals to ensure that they had virtual access to the services. (2.1)
- Our Social Workers/CYCs received updated information about the Access & System Navigation (ASN) centralized referral process for families to receive mental health services in Halton. (2.1)
- We expanded child care centres in schools to support children and families and created child care and before and after school program license agreements. (2.1)
- We worked with Positive Space Network to create learning modules and provide professional development to support staff and students in the 2SLGBTQIA+ Community. (2.1)
- Library staff, in partnership with community libraries, highlighted summer reading programs, March Break programs, and programs offered during Christmas break to ensure that access to library services continues when schools are closed. (2.1, 2.2)
- We developed a PPM 149 partnership and process for a new Entry to School program with community partners to facilitate the transition of students with ASD into our schools. (2.1, 2.2)

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:

- In 2021-22, we distributed 560 municipal transit passes to HCDSB students who were ineligible for busing, and we promoted Active School Travel to students across our Board to help improve student health and to reduce traffic around schools, leading to safer school zones. (2.1, 2.2)
- We worked with community partners to help develop and promote services for families. For instance, we created parent learning sessions to support Kindergarten transitions with ROCK; we partnered on the Halton FASD Diagnostic and Assessment Team to provide access to assessment and diagnosis to children with suspected FASD; and we were part of the Halton Dual Diagnosis Action Table to develop a framework and promote awareness of the needs of students/families with developmental and mental health needs. (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:

- 71% of HCDSB stakeholders from the recent Strategic Plan monitoring survey 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)**
- In 2021-22, we offered FSL cultural learning experiences for students in both panels in all program tracks. **(3.1)**
- 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). **(3.1)**
- We successfully expanded program offerings with Mohawk College for Dual Credit Programs to meet the needs of our students. **(3.1)**
- 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 Strategic Plan Monitoring Survey indicated that 66% of HCDSB staff respondents agreed that staff have opportunities for PD and training related to their role. **(1.1)**
- The Student Success team continued to support SHSM program teachers with professional development and implemented an electronic course selection process. **(1.1)**
- We continued to provide PowerSchool training to support usage and reporting capabilities. **(1.1)**
- We offered a series of monthly workshops on supporting students with FASD in schools. **(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 participated in several cross-panel initiatives and opportunities (e.g., Collaborative Inquiries, the Grade 9 De-streamed Spring Writing Team, 'mentorship model' coding instruction through McMaster University) and our Pathways team supported Families of Schools with their cross-panel events. **(1.2)**
- Research, Special Education, and Curriculum staff worked collaboratively to review external research proposals; we reviewed over 13 applications in 2021-22. **(1.3)**
- The Program Services team streamlined communication, information sharing, and professional learning offered to the system (e.g., created online sites in D2L and the OLS) and partnered around math, De-streamed Math, early reading intervention, and providing French and Special Education support. **(1.3)**
- Special Education staff worked on inter-departmental presentations between disciplines and collaborated with other departments and teams (e.g., reciprocal presentation with Student Success on Pathway Planning, and collaborations with the STEAM team and Gifted classes). **(1.3)**
- Special Education central staff participated in monthly presentations highlighting the scope of various disciplines at the Board, including Speech Language Pathologists, Communicative Disorders Assistants, Behaviour Analysts, CYCs, Social Workers, and Psychological Services team. **(1.3)**
- Special Education staff planned 'ABA for All' PD for educators and the Behaviour Analyst team organized Self & Match Training for all Special Education Resource Teachers/Special Education Teachers. **(1.3)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

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- 1.5 Streamlining of supports and resources.

Successes:

- 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 with tips to support student mental health during the pandemic) and provided specific topic training according to school/student needs. **(1.4)**
- Every school had a Mental Health & Well-Being Committee to support mentally healthy, caring, welcoming, inclusive, and safe school environments, and most schools and the CEC had Wellness Committees to promote physical and mental health for staff and students and provide tips for coping with stress and self-care strategies. **(1.4)**
- We continued to engage in a Mental Health Social Media Strategy to share mental health resources, and to highlight positive school activities and awareness days. **(1.4)**
- Social Workers and CYCs provided individual support over the summer to students already on their case load, and CYCs provided support to the Special Education Summer Learning Program. **(1.4)**
- Special Education staff hosted a six-part virtual parent/guardian information series, [Fostering Mental Health and Well-being](#), posted on the HCDSB website to support families. **(1.4)**
- Special Education staff collaborated with Burlington and Oakville Family of Schools Parent Councils to host parent/guardian information sessions and events focused on student mental health & well-being. **(1.4)**
- We shared mental health resources from School Mental Health Ontario (SMHO) with school staff and parents/guardians to promote positive mental health and coping strategies as well as resources focused on equity and priority populations. **(1.5)**
- We transitioned educator resources from D2L (student facing) to OLS (teacher facing) and continued the addition of online forms for staff using a modernized document management system. **(1.5)**
- We continued 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. For example, Strategic Communications shared School Communications Toolkits with school administrators to ensure consistency of messaging across all schools related to the management of COVID-19. **(1.5, 2.1)**

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:

- The Strategic Plan Monitoring Survey indicated that 74% of respondents agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**
- Strategic Communications staff conducted a website audit for the Thomas Merton Adult & Continuing Education website and redesigned it with a more modern visual style. The website incorporated a mobile-first approach and a more intuitive, user-focused navigation menu to appeal to Thomas Merton's audience of current and prospective students, parents/guardians, and newcomers to Canada. **(2.1)**
- Communications plans were developed and implemented to ensure timely, consistent sharing of information related to COVID-19, as well as any new initiatives, programs, and events. **(2.1)**
- We continued to share HCDSB news releases with media contacts, staff, parents/guardians, and members of the HCDSB community through email and social media. **(2.1)**
- We continued to monitor daily media and share pertinent news stories with senior staff and school/Board administrators. **(2.1)**
- We provided ongoing media, social media, and website training to various staff across HCDSB. **(2.1)**
- We invited stakeholders to review and to provide input on a new policy, Policy I-47 Information Security. The consultation findings are posted on the [HCDSB website](#). **(2.2)**
- Our Planning staff continue to gather feedback from the community using multiple methods (e.g., reviews, public information sessions, YouTube Live Public Meetings, and online surveys). **(2.2)**
- Two School Boundary Reviews continued to address accommodation challenges in new growth communities in Milton and Oakville (e.g., the Milton Catholic Elementary Boundary Review to Accommodate French Immersion Expansion). **(2.2)**

FOUNDATIONAL ELEMENTS



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Successes:

- 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 disseminated topic guides highlighting e-resources available at HCDSB through Library Services that support special days/months of recognition (e.g., Bullying Prevention, Black History Month, Indigenous History Month). **(2.3)**
- Research and Development Services built on existing collaborations with Special Education and Student Success to collaborate on data analysis and increased operational efficiency. **(2.3)**
- We continue to utilize StaffNET to better facilitate dissemination of information. **(2.3, 2.4)**
- We updated the way we share weekly memos containing important system/departmental information with school and Board administrators, using our new StaffNET Hub. **(2.3)**
- All HCDSB websites continue to meet Web Content Accessibility Guidelines (WCAG) 2.0 Level AA compliance standards. **(2.1, 2.3, 2.4)**
- We conducted ongoing streamlining editing, and management of HCDSB webpages/websites to ensure that content is up-to-date, accurate, and easy to access. **(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:

- We continue to use an Educational Assistant deployment algorithm, developed by Research and Development Services. **(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, and piloted the use of a new digital tracking and reporting tool to more accurately track the needs and successes of our multilingual learners in partnership with the Curriculum department. **(3.1, 3.4)**
- Research and Development Services began to implement new data warehousing strategy for student achievement analysis in consultation with Student Information Services and collaborated with Student Success to develop data portals for ongoing analysis of student achievement. **(3.1, 3.4)**
- Research and Development Services finalized the development of HCDSB Workforce Census and Student Census batteries and administered them successfully for the first time in 2022. **(3.1, 3.4)**
- We met all financial reporting deadlines and complied with reporting restrictions or requirements. **(3.2)**
- In 2021-22, over 80 surveys, forms, focus groups, and/or evaluations were conducted by the Research and Development Services Department; we heard from over 33,000 stakeholders this year. **(3.2, 3.4)**
- We completed annual survey reports to monitor progress on various Board/Ministry Initiatives (including but not limited to the Multi-Year Strategic Plan, transitions/exit from grade 8 and grade 12, Professional Development Sessions, Program Services Projects, Workforce Census, School Climate, Student Census, PPM 164: Impact of Remote Learning, and the implementation of Grade 9 De-Streamed Mathematics). **(3.2, 3.4)**
- Research and Development Services conducted drop-in sessions with Superintendents and School Administrators to access and interpret School Climate reports, held information sessions with Student Success to enhance access to data analyses/reports, and provided one-on-one support to staff to identify gaps, collect data to support evidence-informed decision making, and assist with any technical issues. **(3.3)**

FOUNDATIONAL ELEMENTS



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Successes:

- Research and Development Services worked with HCDSB board staff to identify data needs that could be met with new reporting mechanisms and better leverage the new PowerSchool Student information System. **(3.3)**
- We participated in a MISA collaboration with other boards around student achievement before, during, and after COVID-19. Publication in progress. **(3.3)**
- We communicated an ongoing review of enrolment against projections across the board on a monthly basis, as best as possible. **(3.4)**
- The Research Portal continues to be updated with resources and reports, and it has recently been overhauled for easier access and usability. In 2021-22, HCDSB staff downloaded over 1,000 resources, and there were around 200 unique page views (logins). **(3.4)**
- Research and Development Services staff contributed to a successful Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant proposal on Assessment and Intervention for Mathematics (AIM) in collaboration with Cognitive Sciences researchers and other school board partners. The grant will continue to support research-practice collaborations on early numeracy development. **(3.4)**
- In the Summer of 2022, Curriculum and Research and Development Services staff were invited to participate in a panel presentation for a trainee event at the International Mind, Brain and Education Society (IMBES) Conference. Topic: How to include the educator voice in research collaborations with school boards. **(3.4)**
- In 2021-22, myBlueprint usage in K-6 included 3,534 students; active engagement was at 85% for grades 7-8 and 90.5% for grades 9-12. **(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:

- Business Services completed monthly monitoring and reporting of the Board's budget, identifying budget pressures (e.g., COVID-19 pandemic-related) and working with all budget stakeholders on solutions that address the needs of the system and support our strategic priorities. **(4.1)**
- We continued to receive stakeholder feedback through staff, and the annual budget survey, and held Trustee budget sessions to ensure alignment of budget priorities with system needs and strategic priorities. **(4.1)**
- For 2021-22, HCDSB estimated an operating reserve of approximately \$8.9M and a capital reserve of \$8.5M after utilizing \$3.1M during the year to address pandemic-related needs. **(4.2)**
- We opened one new school facility and four buildings progressed through the construction process. **(4.2)**
- Business Services worked with all departments and project leads throughout 2021-22 to address pressing budget needs, including additional temporary staffing resources. **(4.3)**
- We monitored enrolment and staffing needs across the elementary panel and at St. Clare of Assisi virtual school, as families were given several opportunities to pivot to/from virtual learning to meet students' needs. **(4.3)**
- In response to ongoing staffing and shortage needs related to COVID-19, we hired approximately 460 new staff members. **(4.3)**
- We implemented Emergency Replacement Supply staff to ensure that the safety and supervision of students was not compromised. **(4.3)**
- Human Resources Services conducted a review of staff utilization to comply with Ministry of Education funding and worked collaboratively with the staffing leads to staff all schools. **(2.3, 4.3)**
- We had targeted engagement in virtual recruitment opportunities. **(4.3)**
- We critically evaluated our recruitment processes on an ongoing basis to ensure inclusive hiring and retention practices at all levels of the organization. **(4.3)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

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

Successes:

- Priority future Accommodation and Planning projects were identified and posted on the Board website as part of the 2022 Long-Term Capital Plan and shared with the Board's stakeholders through the 2022 Community Planning and Facility Partnerships meeting. **(4.4)**
- HCDSB ranked 2nd most energy efficient Board in the Province, and the most energy efficient Board in the GTA. **(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 school boards and municipalities. The Board further seeks collaboration by actively engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency projects. **(4.5)**
- We conducted an annual budget survey to monitor ongoing feasibility and cost benefits. Ensuring efficient management of school/board operations (specifically through fundraising/volunteering, managing consumables, efficient energy use, etc.), was the most common suggestion for finding savings/efficiencies in our Board. **(4.6)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

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

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

Successes:

- Human Resources Services collaborated with various departments to conduct a voluntary Workforce Census as a necessary step to understand the demography of our staffing complement and to identify and address any gaps between our staff, students, and the communities we serve. **(5.1)**
- Human Resources Services has implemented ongoing data collection of applicants through a voluntary self-identification disclosure during the application and hiring process to help with understanding ongoing candidate and staff demography. **(5.1)**
- We continued to critically review recruitment processes to limit barriers, encouraging applicants from under-represented groups and ensuring the interview process values the lived experiences of all. **(5.1)**
- Human Resources Services opened recruitment opportunities for School Administrator Pools at multiple times in the year, to remain inclusive and responsive to system staffing needs (particularly at the leadership level) and implemented a preference for the Pool applicants who have completed the HCDSB Equity and Inclusion Training, Part I, and requirements to complete both Part I and II within their second year of appointment. **(5.1)**
- In addition to posting job opportunities on our Board website, on Apply to Education and other recruitment platforms, we also shared job postings through social media ads on LinkedIn, Facebook, and Instagram. **(5.1, 2.3)**
- Strategic Communications collaborated with Human Resources and Curriculum Services on two social media recruitment campaigns for FSL Educators. **(5.1, 2.3)**
- We developed a formal collaboration with Western University to allow internship placements for students in the School Psychology Ph.D. program as a long-term recruitment strategy to ensure staffing for school psychology services at the HCDSB. **(5.1)**
- We created a flexible work program for central staff to increase staff effectiveness and talent retention. **(5.1)**

FOUNDATIONAL ELEMENTS



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- 5.3 Provide training and support to staff based on identified learning and departmental needs.

Successes:

- We hired additional staff to assist with Network Management, Student Information and support, and school IT support staff, as well as a Capital Analyst and a Reporting Analyst to assist with enhanced internal and external reporting requirements. **(5.2)**
- We continued to replenish the leadership candidate Pools for School Administrators. **(5.2)**
- Human Resources Services and Leadership development partnered to expand opportunities for all Prospective Board staff to participate in the Leadership Development Program. **(5.2)**
- We offered 'The Leadership Journey: Your Steps, Your Direction' series to all HCDSB employees interested in exploring their leadership capabilities; 40 people participated. **(5.2)**
- 'Equity and Inclusive Education: Leadership Development Sessions' are open to all staff, especially 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)**
- Human Resources Services, in concert with various departments, continued to provide several training resources on StaffNET and expect staff to complete online training modules through the Safe Schools portal within two weeks of hire. **(5.3)**
- We offered School Mental Health Ontario (SMHO) training to Psychology staff to enhance capacity to serve system needs with respect to mental health. **(5.3)**
- Business Services staff continued to provide financial training and assistance to school staff and meet regularly with Secondary finance clerks to ensure schools are following best practices. **(5.3)**