Focus On Our Students

Strategic
PLAN
2016-2021

Director's Report to Trustees
Year 7 of Implementation
October, 2023

HALTON CATHOLIC
DISTRICT SCHOOL BOARD
HCDSB

Achieving   Believing   Belonging

Strategic Plan 2016-2021
Director's Report to Trustees— Year 7 of Implementation

HALTON CATHOLIC CD
DISTRICT SCHOOL BOARD SB

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 2023, found that 66% of respondents agreed that HCDSB offers educational experiences and opportunities to support all learners. **(1)**

- In 2022-23, 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 Transdisciplinary Rounds. **(1.1)**

- Program Services collaborated on new initiatives, professional development (PD), and resources to meet students' needs. For example, **(1.1)**

  o We provided cross-panel PD for grade 7-9 teachers on Effective Literacy Practices, Differentiated Instruction (DI), Culturally Relevant and Responsive Pedagogy (CRRP), voice and choice, multiple entry points, high ceiling low ceiling activities, and Literature Circles;

  o We provided PD opportunities in Primary, Junior, and Intermediate divisions to build teacher capacity with differentiating instruction in mathematics, as well as ongoing PD for Department Heads, SERTs, and grade 9 Math teachers on de-streaming and transitions to grade 9;

  o We piloted a library partnership with structured teaching classrooms and students who use augmented communication devices to develop a collection of books for story time programming where all students can participate;

  o We continued to collaborate on outdoor education and experiential learning and focus on PD to support the new elementary Math curriculum and de-streamed grade 9 math;

  o We developed an Early Reading Intervention Plan using the Reading Readiness Screening Tool (RRST); and

  o 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.

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Successes (cont'd):

- Special Education Services staff developed the PEERs/CFT After School Skills Development Program, updated the Independence Rubric (one per panel), implemented a Tier 2 math intervention (Do The Math) across 36 schools and the Equals Math program in 6 Structured Teaching Classes, continued with Let's Go Fit for all STC and Life Skills classes, and continued to support students through tiered models of service and in the development of effective IEPs. **(1.1)**

- Empower Reading continued in all our elementary schools with a new dedicated Empower SERT model plus individual schools running additional Empower groups. (**1.1**)

- Pathways Itinerants continued to meet regularly with each grade 7 and 8 student to discuss pathways planning and supported all elementary schools with grade 8 transition meetings. **(1.1)**

- Curriculum Services staff provided various services to identify student students and provide support, including the implementation of the Flyleaf reading series in grades 1 and 2 and the Heggerty Phonemic Awareness Curriculum for K-2, updating the secondary initial assessment materials at our Welcome Centre, updating the elementary assessment process for newcomer students and their families, and creating modified grade 7 History materials for multilingual learners. **(1.1)**

- We offered pathways presentations to grade 10 students that highlighted postsecondary opportunities in apprenticeship, college, community, university, and the workplace, and opportunities to support individual interests, such as Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), and Dual Credit programs. **(1.1)**

- Program Services staff continued partnerships with schools and school councils (e.g., partnership with the Learning Resource Centre and Notre Dame Life Skills class to support student work experience; offering Family Math Nights to schools; working with elementary school councils to support the implementation of STEAM Makerspaces). **(1.2)**

- Curriculum Services promoted the Activity Feed in D2L Brightspace to support the parent/guardian portal and introduced a new parent/guardian app. We also invited parent representatives to join the board De-streaming and Regional Specialized Program teams. **(1.2)**

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Successes (cont'd):

- Student Success/Pathways hosted numerous events (e.g., grade 8 nights and a Skilled Trades Career Fair, which had 1000 visitors including parents/guardians) and continued to use social media to promote the importance of their programs and enable opportunities for parent engagement. **(1.2)**

- In 2022-23, we had 290 students enrolled in the International Baccalaureate (IB) Programme offered at St. Thomas Aquinas CSS (205 in pre-IB and 85 in IB Diploma Program courses) and 40 of 48 students received the IB Diploma. Average grades from our IB Diploma students were higher than the average grades worldwide in 9 of the 11 subject groups and had improvements in 6 of 8 subjects compared to 2021-22 (up to a 28% increase in Chemistry – Higher Level, with a mean change of 9% overall). **(1.3)**

- Our Advanced Placement (AP) programs continued to grow in all four HCDSB secondary schools offering AP, with especially large enrolment increases at Christ the King CSS (93% increase)) and Holy Trinity CSS (43% increase). **(1.3)**

- In anticipation of the new AP program at Corpus Christi CSS next year, collaboration and training occurred for 7 teachers. **(1.3)**

- All AP schools are working toward expanding course offerings, with much success in 2022-23. Over 60 students participated in new AP Art & Design and AP Capstone Seminar courses at Bishop P. F. Reding CSS, with 97% of students achieving success on their submissions. **(1.3)**

- Bishop Reding CSS participated once again in the AP Capstone Pilot with University of Toronto; our students submitted their research projects for review and defended them to over 10 University researchers in a variety of subject areas. Bishop Reding's Capstone program has been recognized as being exemplary and received high praise from the Director of Advanced Placement in Canada, after the school hosted a delegation from the AP College Board. **(1.3)**

- Our AP students continue to succeed in AP exams and post-secondary achievements; after increases in the number of exams written, most students achieved success (e.g., 100% exam success rate at Assumption and 99.3% success rate at Bishop Reding CSS, with 87% of those Bishop Reding students surpassing the provincial standard), and 63% of HCDSB AP students were offered prestigious scholarships/awards worth over $2M. **(1.3)**

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Successes (cont'd):

- Staff development led to nearly 50 newly trained HCDSB AP teachers in 12 subject areas in 2022-23. We continued to enhance AP teacher training and collaboration through providing culturally reflective and responsive resources, Professional Learning Communities between Guidance Counsellors from AP schools, and collaboration sessions (including having staff and over 70 students come together to share knowledge and achievements at the AP Capstone Research Colloquium in June). **(1.3)**

- The HCDSB International Student Program continues to thrive. In the 2022-23 school year, our international students achieved 98% credit completion and 13 high-achieving students received monetary graduation scholarships. **(1.3)**

- We continued to support alternative programs such OYAP, SHSM, Co-op, and Dual Credits to ensure that all students find their pathway to success. In 2022-23, 3 Concentrated OYAP programs were established (i.e., Concentrated Construction, Chef/Baker, and Skilled Trades) and we offered additional SHSM programs at Christ the King and Loyola CSS. **(1.3)**

- We continued to engage our Structured Teaching and Life Skills classes in the 'Let's Go Fitness' program, engaged 180 students in the LevelUp! Skilled Trades Fair highlighting apprenticeship as a postsecondary pathway, and enhanced our partnership with Habitat for Humanity's Tiny Homes program. **(1.3)**

- We developed STEAM Interdisciplinary programs at 2 additional secondary schools (Notre Dame and St. Francis Xavier). **(1.3)**

- We expanded the French Immersion (FI) program to new elementary school sites and grade 10 in secondary and extended French as a Second Language (FSL) course offerings in summer school and in secondary panel Specialist High Skills Major (SHSM) programming. **(1.3)**

- In 2022-23, the Special Education Transition Pathways Itinerant position was created to support all secondary school Life Skills students with their post-secondary transition. **(1.3)**

- To support staff with programming and the transition process leading to post-secondary pathways, the A4 Catholic Learning Community is now in the OLS platform, and supplemental activities for A4 students were added to MyBlueprint. **(1.3)**

- We extended the pilot project on the use of Virtual Reality in supporting Life Skills students in preparation for co-op placements and social skill development. **(1.3)**

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Successes (cont'd):

- Our Welcome Centre initial assessment services expanded to the Thomas Merton Burlington location. **(1.4)**

- Facilities, Library Services, and STEAM continued to collaborate on creating innovative Learning Spaces in Library Learning Commons. **(1.4)**

- In 2022-23, we started construction on Milton No. 9 CES, Milton No. 3 CSS and North Oakville No. 4 CES, and two school refresh projects were completed St. Paul CES and St. Raphael CES. **(1.4)**

- In 2022-23, we replaced the artificial turf and track at Christ the King CSS. **(1.4)**

- AODA (Accessibility for Ontarians with Disabilities Act) improvements were done at Notre Dame CSS, St. Raphael CES and St. Paul CES. **(1.4)**

- Planning Services presented the 2023 Long-Term Capital Plan (LTCP) at the June 6, 2023, Regular Board Meeting. This plan identifies accommodation needs such as new school builds, school boundary/program reviews, renewal projects, and opportunities for community partnerships over the next 15 years. Staff shared this plan with Board partners (local and regional) to support collaborative and timely planning for projects. The plan will be updated annually to ensure information is current. **(1.4)**

- Next-generation Wi-Fi enhancements continue to be incorporated across all our locations. We are ensuring external Wi-Fi support for our outdoor learning spaces and upgrading Wi-Fi coverage to every Secondary School classroom, while continuing to grow the Wi-Fi infrastructure 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)**

Achieving Believing Belonging

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

2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.

2.2 Engage students in authentic, personalized, relevant inquiry learning.

2.3 Modernize schools and classrooms that support and enhance innovation in learning.

2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.

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

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

Successes:

- The annual Strategic Plan Monitoring Survey found that 66% of respondents agreed that at HCDSB schools, teachers, and learners collaborate in ways that promote student engagement, learning, and achievement. **(2)**

- Curriculum Services staff implemented several supports for innovative instructional practices/methods in 2022-23, including but not limited to: **(2.1)**

  o PD for grade 7-9 de-streamed English teachers on D2L and the Blended Learning Model to aid in their development of effective Literacy teaching practices that are multi-modal and in a blended learning format;

  o D2L supports such as posting Tuesday Tech Tips, offering webinar opportunities for educators, developing professional learning modules in our Online Learning System (OLS), and sharing strategies using Brightspace to support other Curriculum PD initiatives;

  o STEAM supports and PD for problem/project-based learning in elementary and secondary (including cross-panel) and engaging in ungrading collaborative inquiry and book studies to support innovative assessment and evaluation practices in STEAM;

  o CNTIP Orientation, which included partnerships with Technology Enabled Learning and Teaching (TELT), Special Education, and the Program team;

  o Purchase of ON-Core Video Streaming Platform (a bilingual streaming platform providing unlimited access to thousands of full-length video programs, documentaries, films, short edu-clips, and podcasts related to the K-12 curriculum) and new digital resources for Grades 7, 8 and 9 mathematics programs and expansion of dual-language eBook collection through Overdrive;

  o Providing schools with iPads and the Procreate app to support visual and media arts in assessment and evaluation practices and enable creative exploration of new art-focused technology.

- The Pathways team engaged grade 7-8 students in activities that help them better understand careers available to them in a variety of pathways (e.g., Chef Imrun, This is the Job Program) and activities such as the Real Game, which incorporated elements of financial literacy, career education, postsecondary pathways, and self-discovery. **(2.1)**

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Successes (cont'd):

- IT Services continued to support an educator laptop program for all staff, ensuring ongoing assistance to improve online learning environments. **(2.1)**

- Our virtual educators continued to work in collaborative, professional learning teams and 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)**

- Our virtual educators continued to use 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)**

- In May 2023, the inaugural Student Equity Symposium was held at St. Francis Xavier Secondary School. Over 150 students participated in the symposium, there were numerous sessions and guest speakers covering a range of topics from anti-racism and, allyship to intersectionality. **(2.2)**

- Our OYAP participation increased by 96% in 2022-22; this program occurs through a Cooperative Education placement in a skilled trade. **(2.2)**

- Pathways staff sent 5 teams to the Skills Ontario virtual competition, winning a silver medal in elementary and a gold in secondary. **(2.2)**

- We had 500 grade 6 students engage in hands-on activities connected to SHSM and OYAP programs in the Experiential Learning Room. **(2.3)**

- We purchased and upgraded over 300 access points to enhance staff and student access to Internet-based resources. **(2.3)**

- We purchased new digital resources for grade 7-9 math programs. **(2.3)**

- We invested in ventilation improvements to improve our learning environments. **(2.3)**

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Successes (cont'd):

- We collaboratively designed STEAM/Makerspaces within schools to support cross-strand/cross-curricular problem/project-based learning. **(2.3)**

- We continued to offer opportunities for elementary and secondary educators to participate in the Board Literature Review process for Indigenous Education. 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)**

- Curriculum Services also enhanced access to new digital course content via the "Discover" tab in D2L Brightspace, connected digital gaming environments through esports (e.g., Minecraft) to curriculum expectations, and offered STEAM/Makerspaces to provide materials/resources for students to create solutions to problems. **(2.3)**

- We continued to implement our Virtual Catholic Elementary School, St. Clare of Assisi, serving 149 students (~22 educators). Feedback from grade 4-8 students on our annual remote learning survey items appeared to be more positive than last year in several areas and indicated that they were engaged and comfortable in remote learning. Both elementary students and parents/guardians also reported high levels of ease with using and accessing HCDSB's remote learning technology. **(2.3)**

- We developed Kiosks in the Integrated Library System Online Public Access Catalogue (OPAC) for French, Special Education, and English Literature Studies to support search strategies and increase search results and updated controlled terminology ("Subject Headings") in OPAC to reflect CRRP. **(2.4)**

- We established the Digital Resource/App committee to create an updated process for reviewing pedagogy and privacy for digital tools. **(2.4)**

- We support the OCSGEs in all Curriculum implementation and inquiry. For example, HCDSB's STEAM projects are directly connected to the OCSGEs, as well as to global competencies and United Nations' SDGs. **(2.5)**

- The Pathways Consultant worked with Guidance teams to enhance Apprenticeship resources that align with OCSGEs. **(2.5)**

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Successes (cont'd):

- We offered several training sessions, supports, and resources to help staff utilize technology or support remote learning, including: **(2.6)**

  o PD and workshops for Primary, Junior, Intermediate, and Grade 9 Mathematics Teachers to support effective use of digital mathematics resources (MathUP and Mathology);

  o PD on 3D printing and design technologies and their incorporation into the classroom;

  o Presentations from Library staff to highlight available resources through the Learning Resource Centre (LRC) and Library Services and support access to and use of the catalogue and online resources;

  o Classroom support for digital tools/platforms like Minecraft Education, which enable teachers/students to imagine, design, and create new solutions;

  o Incorporation of online cloud-based video editing tools (e.g., WeVideo) and podcasting/broadcasting technologies to capture ideas;

  o Use of the D2L Brightspace platform for PD days to add structure, provide easier access to resources, and model how the platform can be leveraged for teaching and learning;

  o Ongoing additions to the Online Learning System (OLS) using D2L Brightspace (e.g., Kindergarten invitations, de-streaming resources, Human Rights and Equity, Four Seasons of Reconciliation, Curriculum-based Hubs);

  o In-service for staff on providing accessible written materials to students and utilization of assistive technology programs;

  o Student Success staff attendance at the Cannexus Conference;

  o Partnership with Hour Republic to provide software that supports Cooperative Education and OYAP; and

  o Continued mandatory cyber awareness training and phishing simulations to protect staff from cyber dangers.

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 2022-23, several HCDSB leadership/mentorship programs and opportunities continued or were introduced. For instance, **(3.1)**

  o The Vice Principals Community of Practice focused on needs of the group.

  o Our Mentoring program for Principals and Vice Principals was accessed by 29 people.

  o A three-part series for discerning leadership entitled "Your Steps, Your Direction" was offered to 20 staff participants.

  o Our Catholic Leadership Program for those interested in pursuing positions of added responsibility was offered as well; 40 people enrolled in Module 1 and 28 people graduated from Module 2.

  o A 4-part micro series was offered to all staff on "Facilitative Leadership" to support the development and enhancement of facilitative leadership skills in the areas of planning effective facilitation processes, navigating conflict and disruptions, and engaging participants; 21 participants received a certificate of completion.

  o New for 2022-23 was a 4-part micro series offered to all staff on "Developing a Healthy Approach to Conflict" to support staff in developing and enhancing their ability to deal in respectful and constructive ways with situations of conflict. 23 participants received a certificate of completion.

  o "Leading from Within" was another new program offered to all School Administrators. Designed using the Courage to Lead and the Circle of Trust process created by Parker Palmer, the program develops and enhances leadership skills and provides spiritual companionship; 19 participated in the program.

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Successes (cont'd):

- Our staff engaged in professional learning around various topics. Some examples: **(3.1)**

  o We supported teachers in different grades and departments on Holocaust Education, teaching NBE, effective literacy practices for grade 7-9 de-streamed English, building capacity on differentiating math instruction, and supporting de-streamed mathematics classrooms;

  o Our Kindergarten educators received PD or resources on learning through play, authentic early learning experiences, relationships, and the Learning Environment and had opportunities to participate in HCDSB's DECE Mentorship Program. Supply DECEs also had PD sessions on standards of practice and human rights, equity and inclusion, and Indigenous education;

  o We offered cross-curricular sessions on STEP and supporting multilingual learners in mainstream classes and had an English as a Second Language (ESL) Program Development Day in-service;

  o The LRC virtually hosted weekly Coffee Chats to build a community of best practices in Library Services by highlighting resources and programming and encouraging peer to peer support;

  o We supported Master of Religious Education candidates, provided Additional Qualification (AQ) in Religious Education in Catholic Schools, and became accredited for the Anti-Black Racism, Part 1 AQ (to start in 2023-24);

  o Our Student Success Consultants, Career Studies teachers, and Guidance Counsellors attended various conferences and experiential learning opportunities (e.g., OCTE Conference, TradeUCation at Conestoga College, and EL in the skilled trades) to support promotion of the apprenticeship pathway;

  o Our Principals and Vice Principals saw a presentation on Supporting 2SLGBTQIA+ through the lens of faith and pastoral support and a presentation from Justice Grayson Nichols on our call as Catholic Educators in the work of the calls to action.

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Successes (cont'd):

- We offered authentic problem/project-based learning through cross-panel projects in STEAM and provided students with the opportunity to connect with others across Halton through participation in several competitions/events in esports, robotics, and STEAM innovation. **(3.2)**

- 240 students participated in the DELF (Diplôme d'Études en Langue Française) exam with a 77% success rate. **(3.2)**

- We supported NAC Integrated Indigenous learning and experiences through Indigenous artists and elders. **(3.2)**

- The Student Success team continued to offer secondary students opportunities through SHSM, Co-op, OYAP, and College, University, and Career exploration (e.g., skilled trades experiences at Niagara College, Mohawk College, and Conestoga College, including Conestoga's Jill of All Trades and Women as Career Coaches). We also gave elementary students several Experiential Learning opportunities, including meetings with Pathways Itinerants and 3 weeks of Indigenous based learning for all grade 5 students. **(3.2)**

- HCDSB was successful in garnering Ministry funding for its first Graduation Coach for Black students. Based at St. Francis Xavier CSS, the Graduation Coach helps to create identity affirming spaces for Black students to support their academic achievement and well-being. **(3.2)**

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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.**

   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:

- 65% of HCDSB stakeholders in the recent Strategic Plan monitoring survey agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (OCSGE) and 63% of secondary student respondents indicated having a good understanding of the OCSGEs. **(1, 1.1)**

- We ensured the continued presence, communication, and promotion of OCSGEs, including through connections to the HCDSB's new Theological Theme and integration into curriculum materials by displaying OCSGE posters in schools and many classrooms and by identifying OCSGE aims in many projects. **(1.1)**

- The Student Success team continued to include the OCSGEs in all Pathways presentations and continued an Experiential Learning opportunity for students in grades 2 and 7 that was connected to the sacraments and OCSGEs. **(1.1)**

- The OCSGEs are referenced regularly through news releases and social media, and we implemented the HRE 2OM program (French Immersion and Extended French access) and offered HRT 3MF (grade 11 World Religions) in French in summer school. **(1.2)**

- We created the Invitations for Learning through Play document for kindergarten educators supporting the Demonstrating Literacy and Mathematics Behaviours frame through a Catholic faith lens. **(1.2)**

- We offered classroom support to connect problem/project-based STEAM learning to OCSCEs (e.g., community gardens). **(1.2)**

- We had three Burlington Principals attend the McGrath Institute at Notre Dame University Faith and Science Program as a follow up to the teachers who attended in June 2022. **(1.2)**

- Art appreciation occurred through the Crossroads Lenten art installations project. **(1.2)**

- We provided opportunities for traditional and contemporary Catholic spiritual practices throughout the system. This included an Advent online webinar for families; continual encouragement of Christian Meditation in all schools; a poster series of saints and traditions from many cultures displayed in schools; our Theological Theme prayer translated into several languages including Anishinaabemowin; journeying with Jesus for all schools; and Chaplains' communications through social media and school sites. **(1.3)**

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Successes (cont'd):

- We continued to provide liturgical support and in-servicing for staff. For instance, **(1.4)**
    - o We offered weekly virtual prayer liturgies for CEC staff and school administrators;
    - o We provided ordo, liturgical norms, secondary sacramental preparation outlines, seasonal liturgical guidelines, sample liturgies, and print materials to all schools as well as online connections to lectionary and daily liturgy resources;
    - o Masses for administrators throughout the year at various meetings;
    - o Liturgy outlines and PowerPoints were provided for Masses and Liturgies of the Word to address events and seasons of the Church calendar and school year.
    - o Regular and seasonal information for preparation of liturgies provided to Faith Animators;
    - o Sample liturgies provided for liturgical seasons and special events like Journeying with Jesus, Death of HM the Queen, Ash Wednesday, raising of Rainbow Flag, Sacred Heart, Indigenous Peoples' Day, etc.; and
    - o Mentorship of Faith Animators by Family of Schools Chaplains.

- Several adult faith formation opportunities were offered again to staff during the 2022-23 school year, including: **(1.5)**
    - o Our Theological Education for Leadership series for all administrators;
    - o Our Adult Faith Formation sessions for all staff;
    - o Our Faith Formation Program for Leaders;
    - o Various staff retreats;
    - o Faith Day, including a reflective message by David Wells; and
    - o Eco- Café, with a focus on contemplative practices for personal spiritual growth facilitated by Sister Mary Heather McKinnon; current and retired HCDSB staff, Sisters from School Sisters of Notre Dame, and community members participated.

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.**

   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 (cont'd):

- In 2022-23, we offered a summer lunch and learn retreat program for CEC staff, "Set the World on Fire", exploring the lives and spiritual teaching of the four female Doctors of the Church. **(1.5)**

- There were also various partnerships with the Diocese, such as the Diocesan Faith Formation Program "From Information to Transformation" and "Walking Each Other Home" – a learning series in response to the encouragement in Renewing the Promise to develop faith formation programs. **(1.5)**

- We provided schools with a presentation by Dr. Jill Gowdie to strengthen the spirit in our Catholic community on "The Heart of our Catholic Schools" focused on mission, identity and faith formation. **(1.6)**

- We offered the Additional Qualification (AQ) program in Religious Education for teachers. **(1.6)**

- In May 2023, the Board team participated in the Institute for Catholic Education's Symposium focused on Faith Formation. We provided resources for school libraries on Catholic material and connections to curriculum expectations through Catholic resources. **(1.6)**

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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

   2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.

   2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.

   2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).

   2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

Successes:

- 58% 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 presentations by the Religious Education Consultant and System Chaplain to CPIC members on preparing to celebrate the liturgical seasons of Advent, Lent, and Easter in the home. **(2.1)**

- Elementary school administrators and Chaplains maintained dialogue with Parish clergy and pastoral teams to encourage interaction. **(2.1)**

- Schools participated in social outreach programs with parishes (e.g., to support the Society of St. Vincent de Paul), and parish visitors were involved in making and praying the Rosary. **(2.1)**

- The Focus on Faith newsletter shared initiatives from across the Board which reflect OCSGE's alive and well in our schools. **(2.2)**

- Adult Faith Formation opportunities are linked to local Catholic university programs in theology and faith development (Assumption, St. Jerome's, St. Michael's, St. Paul's), and Secondary school connections to Catholic postsecondary educational institutions are highlighted. **(2.2)**

- We offer a Board scholarship program to support Master's level studies in theology and faith development. **(2.2)**

- We participated in the Annual Diocesan Mass celebrating Catholic Education in the Hamilton Diocese and in Diocesan Partnership Steering Committee meetings. **(2.3)**

- HCDSB staff participated in a Diocesan Committee to look at Parish and School Relationships. **(2.3)**

- HCDSB received support from the Diocesan Liturgy Office to educate staff and students as Lectors, Extraordinary Ministers of the Eucharist, and Music Ministry. **(2.3)**

- Our Religion Consultant engaged in regular meetings with the Diocese. **(2.3)**

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).

2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

Successes (cont'd):

- 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)**

- In 2022-23, HCDSB started to re-establish School-Parish connections after COVID shutdowns. **(2.4)**

- We promoted Diocesan programs through links to Hamilton Diocese website. **(2.4)**

- Diocesan publications were distributed electronically to Faith Animators and Chaplains for sharing with staff. **(2.4)**

- We held our 10th Annual Keeping Christ in Christmas Student Contest and received over 400 student submissions. **(2.4)**

- We took samples of the student artwork submitted for the Keeping Christ in Christmas 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. 593 card sets were ordered and $8,327 was raised. **(2.4)**

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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

3.1 Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life.

3.2 Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to support social justice initiatives within the Diocese.

3.3 Retreats organized for staff and students.

3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.

Successes:

- The recent Strategic Plan Monitoring Survey revealed that 52% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions. **(3)**

- We offered STEAM problem/project-based learning rooted in community (e.g., creating solutions to food shortages, climate change). **(3.1)**

- 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., visits to senior centres and long-term care facilities, Birthright, Shifra Homes, Halton Alive), held various school campaigns to support international organizations such as Chalice, Development and Peace, and contributed to supporting local charities like the Good Shepherd Refuge and the Halton Catholic Children's Foundation (HCCF). **(3.1)**

- Our schools continued working with the Diocesan Office for Justice and Peace and Development and Peace to learn about world issues. **(3.1, 3.2)**

- Our schools participated in a symposium presented by Development and Peace and People of Life. (3.2)

- Our students engaged in student-generated projects arising from the Student Senate to support social justice initiatives. **(3.2)**

- Our Chaplaincy leaders and invited speakers provided retreats for secondary students, sacramental retreats were offered for students anticipating reception of First Eucharist and Confirmation, and staff were offered two evening retreats and one overnight retreat. **(3.3)**

- We offered posters, educational materials and KAIROS resources to accompany social justice initiatives, as well as development and peace (Caritas) clubs in schools. **(3.4)**

Achieving   Believing   Belonging

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:

- 65% of HCDSB stakeholders from the recent Strategic Plan monitoring survey agreed that HCDSB schools promote student safety, and 67% agreed that HCDSB schools are welcoming for all and promote a positive sense of belonging; 63% of staff respondents agreed that HCDSB workplaces promote staff safety. **(1)**

- We formed a Special Education writing team to review our debriefing practices related to successful student behaviour interventions. **(1.1)**

- We continued to create individual transition plans to support entry to school, grade to grade, school to school, and school to community transitions, as per PPM 156, and we offer various supports and resources, including but not limited to: **(1.1)**

  o Transition support for new HCDSB students and students with FASD;

  o A Special Education summer learning program;

  o Tiered transition support from Behaviour Analysts;

  o Continued collaboration with external agencies;

  o New resources to support students moving to an apprenticeship postsecondary pathway and continued supports and programming for Dual Credits program students to help them navigate college registration;

  o Events and opportunities for multilingual students transitioning from grade 8 to 9 to integrate them into their new school communities; and

  o Ensuring that our crisis intervention program for staff focuses on prevention and successful transitions.

- Our students received several IGNITE Grants related to how they use SEA technology. **(1.2)**

- HCDSB's Catholic Parent Involvement Committee (CPIC) engaged in presentations on liturgical seasons as experienced in parishes, mirrored in schools and supported in homes. **(1.2)**

- In 2022-23, Secondary School Genders & Sexualities Alliances (GSA) groups met monthly through virtual meetings and learning sessions and an in-person GSA retreat was held for all students participating in GSAs across secondary schools. **(1.2)**

Achieving   Believing   Belonging

BELONGING

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

Successes (cont'd):

- We offered various opportunities to engage our community in school-level programs and initiatives. Some key examples are: **(1.2)**
  - o Elementary Pathways staff supported schools with cross-panel events and engaged parents/ guardians in discussions about transitions to Secondary and Pathways planning, we held another successfully attended SEA Showcase, and 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 (e.g., "A Night for Ukrainians", "HCDSB Multicultural Fair");
  - o Curriculum Services provided information sessions for parents/guardians on preparing their child for Kindergarten and STEAM events such as robotics, esports, and innovation projects for the entire school community; and
  - o Student Success planned and presented the first Indigenous Education gala attended by 200 HCDSB staff and community members.

- PPM 161 – *Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy, Heart Conditions and/or SADS) in Schools* was further reviewed by the Medical Conditions Committee and was used to update our medical conditions policy, procedures, and protocols, accordingly. **(1.3)**
  - o We posted parent/guardian communication regarding prevalent medical and health conditions on each school website with links to information, protocols, and forms on the board website.
  - o Individual student Plans of Care were completed annually, as relevant.

- We provided a variety of supports, training, resources to schools to increase awareness, understanding, and/or monitoring of prevalent and other medical and health conditions. For example, **(1.3)**
  - o Ongoing anaphylaxis and auto-injector training for staff in direct contact with students and annual monitoring of auto-injector usage;
  - o Staff training on the Concussion Protocols, concussion information was shared on school and board websites, recognition of Rowan's Law Day in September, and continued board-wide concussion tracking;
  - o Ophea Asthma Kits and resources were made available in all schools; and
  - o The Learning Resource Centre (LRC) circulated Oral Health Education Kits.

Achieving   Believing   Belonging

BELONGING

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

Successes (cont'd):

- We continued to participate in the Halton Region's Student Immunization Program, offering Public Health immunization clinics for grade 7 & 8 students and providing ongoing communication to parent/guardians and schools to increase awareness about the program and the Immunization School Pupils Act. **(1.3)**

- HCDSB continues to take all reasonable precautions to protect staff and students by following Respiratory Illness Prevention requirements and recommendations of Halton Region Public Health and the Ontario Ministries of Education and Labour, Immigration, Training and Skills Development. We continue to work with Public Health on updating protocols, as necessary. **(1.3)**

- Special Education Staff formed a writing team to review resources for mental health supports for students with disabilities. **(1.3)**

- We offered Tier 1 programming and school-wide initiatives that support a mentally healthy learning environment. **(1.4)**

- Building on HCDSB's commitment to create safe and inclusive learning environments free of discrimination and harassment for all students, Procedure VI-102 was implemented to provide a consistent, fair, and transparent process for responding to, reporting, documenting, remedying, and preventing hate or bias motivated incidents impacting HCDSB students. **(1.4)**

- We engaged in building staff capacity to promote Culturally Responsive and Relevant Pedagogy (CRRP). For instance: **(1.4)**

   o HCDSB staff participated in culturally responsive and relevant professional learning (e.g., All Subject Councils; Primary Flyleaf; Intermediate MathUP, de-streamed math and English, Trigger warnings PD); and

   o The LRC and board staff collaborated on vetting and curating multimodal texts/resources that are culturally responsive and relevant.

- We distributed "Libraries are for Everyone" posters to each school Library Learning Commons, and "Welcome" posters and banners in multiple languages to all schools; we also promoted translanguaging and approved infographics on inclusive language in French for senior secondary courses. **(1.4)**

Achieving   Believing   Belonging

BELONGING

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

Successes (cont'd):

- We offered PD on understanding the responsibility of Catholics to the 94 Calls to Action. **(1.4)**

- We used esports as a medium to teach students how to collaborate, behave online, and be respectful in team competitions to address the existence of online gaming toxicity. **(1.4)**

- Special Education staff curated resources for schools to celebrate National Accessibility Week and Red Shirt Day. **(1.4)**

- Our virtual educators continued to promote positive Digital Citizenship skills in students to support and augment a positive, equitable, and inclusive online learning environment. **(1.4)**

- The Settlement Services team served approximately 1,601 new Welcome Centre clients in 2022-23, including approximately 500 new newcomer families to the HCDSB. **(1.5)**

  o We delivered 4,670 services to our returning newcomer clients, and supported families with 150 group information sessions;

  o The Settlement team delivered two leadership programs with over 50 students and 20 group sessions;

  o We delivered 47 Mental Health group sessions to our newcomer population.

- Our growing International Student Program welcomed 159 students from 18 countries, engaging them in Welcome Orientations (September and February). **(1.5)**

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

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

- We hosted 'Ready, Set, Go!' information sessions to support parents/guardians of children transitioning to Kindergarten. **(1.5)**

Achieving   Believing   Belonging

BELONGING

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

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

Successes (cont'd):

- System messages to parents/guardians are translated into the most prominent languages across our district and translations to additional languages are provided upon request. We continue to provide translators and translations to connect with parents/guardians. **(1.5)**

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

- In Spring 2023, over 50 parents and caregivers attended a virtual symposium - *Joining Hands & Hearts to Create Positive Learning Spaces for Students* led by Dr. Ann Lopez. **(1.5)**

Achieving   Believing   Belonging

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:

- 60% of HCDSB stakeholders from the recent Strategic Plan monitoring survey agreed that the HCDSB nurtures and supports relationships with external partners. **(2)**

- In 2022-23, collaboration with community partners continued to thrive. For example, **(2.1)**

  o We collaborated with the YMCA GTA and Halton Region to open a new childcare centre at St. Kateri CSS;

  o We collaborated with Community Living Oakville to provide Job Launch employability training to Life Skills students;

  o We collaborated with various agencies like Developmental Services Ontario (DSO) and Halton Support Services Local Community Living Chapters, to provide parent engagement information sessions;

  o We worked with Canadian Centre for Gender and Sexual Diversity (CCGSD) to create parts of a training module for on-boarding new staff on supporting staff and students in the 2SLGBTQIA+ Community; and

  o We continued our partnerships with organizations such as Reach Out Centre for Kids (ROCK), Halton Food for Thought, Halton FASD Collaborative, School Based Rehabilitation Services, Assistive Device Resources Services, and Our Kids Network (OKN).

- Early Years staff engaged community partners and various HCDSB departments to create an evaluation team to determine the successful candidate for Milton 9 childcare centre and had representation on several community committees (i.e., Workforce Strategy, Birth 2 School Transition, Sheridan College Program Advisory Committee, School Board Early Years and Childcare). **(2.1)**

- The PPM 149 Committee continued to meet regularly to vet and review external agencies and specific programs to ensure alignment with our Catholic Values and expectations of service. Approved agencies are posted on the HCDSB website. **(2.1)**

- In Fall of 2022, Research staff were invited to present at OKN's inaugural Knowledge Exchange Event; we presented on HCDSB research and experiences. This event was attended by several Halton community partners, mainly researchers who serve Halton students. **(2.1)**

BELONGING

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   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 (cont'd):

- 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)**

- Curriculum Services staff continued to partner with the Halton Multicultural Council to provide access to translation and interpretation services and worked with OneChild to support awareness of human trafficking. **(2.1, 2.2)**

- In 2022-23, we distributed 831 municipal transit passes to HCDSB students who were ineligible for busing and we promoted Active School Travel to help improve student health and to reduce traffic around schools, leading to safer school zones. **(2.1, 2.2)**

Achieving   Believing   Belonging

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:

- 68% 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)**

- Curriculum Services offered a variety of FSL cultural learning experiences for students, Holocaust education for grade 6 teachers/students in partnership with the Friends of Simon Wiesenthal Centre, Indigenous Education opportunities and guest speakers, and Black History Month field trips. **(3.1)**

- Student Success initiatives and external partnerships (e.g., with the Halton Industry and Education Council, City of Burlington, Country Heritage Park) have continued to increase opportunities for K-12 students to have learning experiences outside of the classroom. **(3.1)**

- We continued to expand program offerings with Mohawk College for Dual Credit Programs to meet the needs of our students. **(3.1)**

- Various student leadership mentoring programs were available in 2022-23 including Secondary School GSA groups and Black Student Unions / Black Student Associations in all our Secondary Schools. **(3.3)**

Achieving   Believing   Belonging

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 60% of HCDSB staff respondents agreed that staff have opportunities for PD and training related to their role. **(1.1)**

- A variety of professional development opportunities and resources were provided by various departments. For example: **(1.1)**

    o Within Program Services, staff provided a range of PD to their staff with a focus on French as a Second Language (FSL), early literacy, de-streaming, and Indigenous Education (NBE), as well the Student Success team continued to offer PD to Specialist High Skills Major (SHSM) program teachers.

    o Human Rights and Equity staff offered presentations throughout the year to staff and students, with staff PD sessions collectively supporting 5,397 participants. Topics included creating awareness about Procedure VI-102, Human Rights and accommodations, Indigenous Cultural Safety, Culturally Responsive and Relevant Pedagogy, anti-racism, equity as a leadership competency, supporting 2SLGBTQIA+ students, Islamophobia, anti-Black racism, addressing hate or bias motivated incidents, Indigenous pedagogy, and countering the myth of reverse racism.

    o Planning Services conducted virtual training sessions for school staff about registering students outside of Canada and enrolment reporting.

    o IT Services conducted virtual training sessions for school staff about onboarding to IT systems, online enrolment and registrations, and review of general practices in managing student information systems.

    o The Student Success team developed a Prior Learning Assessment and Recognition for Mature Students (mPLAR), which will be implemented in secondary Day School.

- We had several cross-panel initiatives and opportunities such as grade 7-9 de-streamed English Cross Panel Effective Literacy Practices PD and Secondary Librarian visits to grade 8 classes, and our Pathways team supported Families of Schools with their cross-panel events. **(1.2)**

Achieving   Believing   Belonging

FOUNDATIONAL ELEMENTS

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   1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).

   1.5 Streamlining of supports and resources.

Successes (cont'd):

- Research, Special Education, and Curriculum staff worked collaboratively to review 8 external research proposals and 1 external program evaluation over the 2022-23 school year. **(1.3)**

- The Program Services team worked together to streamline communication, information sharing, and professional learning offered to the system. For example: **(1.3)**

  o Curriculum and Student Success staff collaborated to support effective instructional practices for de-streaming, assessment and evaluation; implementing EQAO assessments, early literacy and math (e.g., Do the Math intervention);

  o Curriculum, Special Education, and Student Success collaborated to support the School Improvement and Equity Plan in Numeracy and Literacy, presentations to Guidance Counsellors on the role of RECEs to support the recruitment and retention/workforce strategy, the New Teacher Induction Program (NTIP), and Special Education in Kindergarten and in FSL;

  o Curriculum and Special Education staff co-facilitated information sessions on transitions from elementary to secondary math programs and engaged in STEAM-related collaborations; and

  o LRC and Special Education staff partnered to develop topic guides highlighting resources available for days/months of recognition (e.g., International Day of People with Disabilities).

- Special Education staff worked on inter-departmental presentations between disciplines and collaborated with other departments and teams (e.g., collaborated with Student Success to provide reciprocal presentations on Pathway planning, collaborated with Curriculum about French, Math, and Reading; collaborated with the STEAM team and gifted classes, and collaborated with the Welcome Centre around Psychological/Speech and Language assessments of ELL students). **(1.3)**

Achieving   Believing   Belonging

Optimizing organizational effectiveness

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   1.3 Inter-departmental collaboration, shared learning, and planning.

   1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).

   1.5 Streamlining of supports and resources.

Successes (cont'd):

- We continued to offer various Mental Health/Social-Emotional Learning (SEL) PD opportunities to all staff (e.g., focus on SEL in mathematics related to de-streaming) and provided specific topic training according to school/student needs. **(1.4)**

- By 2022-23, every school had a Mental Health & Well-Being Committee to support mentally healthy, caring, welcoming, inclusive, and safe school environments. **(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)**

- We continued to develop and maintain StaffNET and the Online Learning System (OLS) as well as continued to use a modernized document management system with online forms. **(1.5)**

- We moved towards a paperless assessment process for Psychology, Behaviour Analysis, and Speech Language, and electronic file retention that will facilitate access to documentation for postsecondary purposes for former students. **(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. **(1.5, 2.1)**

2. Communication is clear, transparent and responsive.

2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.

2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.

2.3 Create opportunities for cross-departmental collaboration between corporate staff.

2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.

Successes:

- The annual Strategic Plan Monitoring Survey indicated that 65% of respondents agreed that communication from schools and/or the Board is clear, transparent, and responsive. **(2)**

- 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 shared information about HCDSB registration through Facebook and Instagram ads. From July 2022 to March 2023, Kindergarten registration ads reached over 127,000 people and resulted in approximately 269,900 impressions and over 2,300 clicks to the HCDSB website. From July to September 2022, Virtual School ads reached 42,575 people, with 145,351 impressions and 1,768 website clicks. **(2.1)**

- Curriculum Services staff worked on enhancing information sharing through activities such as weekly Learning Resource Centre (LRC) blog posts, monthly updates to the Library Services website, and sharing STEAM resources/events. **(2.1)**

- The Student Success team focused on consistently promoting and sharing Ontario Youth Apprenticeship (OYAP) information from the ministry, local colleges, and training providers with our schools. **(2.1)**

- The Office of Human Rights and Equity published two issues of their newsletters. **(2.1)**

- Research staff continued to work alongside community partners for the collection of data to help the delivery of supports in Halton, including OKN and Halton Public Health. **(2.1)**

- The Milton #9 Catholic Elementary School Boundary Review was completed in the Fall of 2022. This review had parent representation from two elementary schools in the area, included a public information session, and included community feedback that was gathered through an online survey and/or by email question submission. **(2.2)**

- As part of the development of the 2023 Long-Term Capital Plan, our Planning staff gathered feedback from the community through an online survey. Staff also held a virtual public meeting to inform community members about the Board's accommodation strategies and give them the opportunity to ask questions. **(2.2)**

- Feedback insert cards were added to kits at the LRC to invite borrower feedback and review of circulated resources. **(2.2)**

2. Communication is clear, transparent and responsive.

2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.

2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.

2.3 Create opportunities for cross-departmental collaboration between corporate staff.

2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.

Successes (cont'd):

- Stakeholder consultations 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)**

- Planning staff worked with Facility Management Services, School Services, and Curriculum Services to incorporate more information on Board programs, facility requirements, and renewal projects into the new Long-Term Capital Plan. **(2.3)**

- IT Services maintained ongoing meetings and support of academic and business units. **(2.3)**

- A *Workforce Census Committee* was convened in 2022-23 to collaborate on continuing to make safe inclusive workspaces. **(2.3)**

- LRC and Strategic Communications staff continued to share topic guides highlighting resources available through Library Services that support days/months of recognition. **(2.3)**

- Research and Development Services built on existing collaborations with Program Services to work together on data analysis and increased operational efficiency. **(2.3)**

- Curriculum and Student Success staff worked with Purchasing to update the request for proposal (RFP) process and scoring criteria. **(2.3)**

- IT Staff continued to manage and support all HCDSB websites to ensure compliance and ease of use. **(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)**

- Planning Services released a new, built in-house, School Finder tool in September 2022. It assists families in searching for their local school based on catchment areas and is more compatible with mobile screens. **(2.4)**

- We continued to utilize StaffNET to better facilitate dissemination of information internally. **(2.4)**

Achieving   Believing   Belonging

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:

- Research and Development Services and Special Education staff continue to utilize the EA algorithm annually. **(3.1)**

- Research and Development Services continued to automate solutions for managing data flow for various initiatives (e.g., worked with Curriculum Services to develop streamlined forms for the Welcome Centre to collect and communicate student profiles more easily). **(3.1, 3.4)**

- Research and Development Services collaborated with Student Success to develop data portals for ongoing analysis of student achievement in relation to SHSM programming. **(3.1, 3.4)**

- Research and Development Services updated and administered School Climate Survey batteries for students, parents/guardians, and school staff to support school improvement and other plans. **(3.1, 3.4)**

- In 2022, a quarterly monitoring cycle was implemented for the HCDSB Police tracking app; reports were shared by Research and Development Services with the Superintendent responsible for Safe Schools. **(3.2)**

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

- We continued to monitor and/or evaluate various Board/Ministry Initiatives in 2022-23 (including, but not limited to, the Multi-Year Strategic Plan, Transitions, Professional Development, Program Services projects, School Climate, and PPM 164 – impact of remote learning). Approximately 80 surveys, forms, and/or evaluations were conducted by the Research and Development Services Department; we heard from over 36,000 stakeholders this year. **(3.2, 3.4)**

Achieving   Believing   Belonging

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Successes (cont'd):

- Research and Development Services staff worked closely with several Program Services Board staff to identify gaps, define data needs, and collect data to support evidence-informed decision making. **(3.3)**

- Research and Development Services staff provided one-on-one support to school administrators and superintendents on data analysis and technical issues across data platforms. **(3.3)**

- We communicated an ongoing review of enrolment against projections across the Board monthly, as best as possible. **(3.4)**

- In 2022-23 over 1600 resources were downloaded from the HCDSB Research Portal, and there were around 215 unique page views (logins). Research reports were also consistently posted on the Research StaffNET page and on the public HCDSB website. **(3.4)**

- We concluded our GTA research project with other boards around the Impact of COVID-19 and School Achievement. The Collaboration Report #2 on Graduation and Grade 9 Credit Accumulation was published in early 2023. **(3.4)**

- Research and Development Services and Curriculum staff continued to partner with Cognitive Sciences researchers and other school districts across Canada in the Assessment and Instruction for Mathematics (AIM) Collective, to support the development of tools for assessment an instruction in K-3 mathematics learning. **(3.4)**

- After conducting the Workforce Census and Student Census in 2022, we have begun to use the data to verify and assess systemic disparities across our system that affect student achievement and well-being. **(3.4)**

- In 2022-23, myBlueprint usage included 1,919 K-6 students and active engagement was at 95% for grades 7-8 and 92% for grades 9-12, both increases since last year. **(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 quarterly financial analysis 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 system's needs 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)**

- We continued to make evidence-informed decisions around spending (e.g., we increased eBook collection spending based on system usage data). **(4.1)**

- As of 2022-23 revised estimates, HCDSB estimated an operating reserve of $4.8M and a capital reserve of $8.0M after utilizing $3.2 million during the year to address COVID-19 pandemic-related needs. **(4.2)**

- In 2022-23, we started construction on 3 new facilities, with 1 additional new facility in planning, and replaced core building components (roofs) at 2 additional schools. **(4.2)**

- We opened one new school facility and four buildings progressed through the construction process. **(4.2)**

- Business Services monitored department budgets monthly and worked with all departments and project leads to address pressing budget needs, including additional temporary staffing resources. **(4.3)**

- Special Education Services continued to contract psycho-educational assessments to compensate for staffing shortages. **(4.3)**

- Human Resources Services (HRS) reviewed staff utilization to ensure compliance with Ministry of Education funding. **(4.3)**

- We continue to have targeted engagement in virtual recruitment opportunities. **(4.3)**

- HRS engaged in ongoing critical evaluation of recruitment processes to ensure inclusive hiring and retention practices at all levels of the organization. **(4.3)**

- HRS expanded the use of Apply to Education system for all external support staff postings to allow for streamlined and efficient processing. **(4.3)**

Achieving   Believing   Belonging

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Successes (cont'd):

- Priority future Accommodation and Planning projects were identified and posted as part of the 2023 Long-Term Capital Plan. They were shared with HCDSB stakeholders through the 2023 Community Planning and Facility Partnerships meeting. **(4.4)**

- HCDSB ranked as the 3rd most sustainable school board in the province, and most sustainable school board in the GTA. **(4.5)**

- We centralized the re-distribution of textbooks in September through the LRC, based on FTE to mitigate redundant school-based spending on textbooks. **(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. The Board further seeks collaboration by engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency and Ontario Association of School Business Officials (OASBO) projects. **(4.5)**

- On May 16, 2023, the Board of Trustees passed the 2023 Education Development Charges (EDC) By-law. **(4.5)**

- We conducted an annual survey to monitor ongoing feasibility and cost benefits and received feedback from 533 stakeholders. **(4.6)**

- In collaboration with the Research Department, Faith Formation Services evaluated the impact of "Rekindling Mission: Wholehearted Leadership" in the first two years of the program to determine ongoing feasibility and benefits. **(4.6)**

- In September 2022, Planning Services, with support from IT Services and Privacy, Records & Information Management, launched a new way for schools to submit their monthly student enrolment and OnSIS Ministry reports via the digital content management software Laserfiche. **(4.6)**

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:

- HRS worked in partnership with various departments as part of a Workforce Census Committee to create an action plan to understand the demography of our staffing complement so to identify and address any gaps between our staff, students, and the communities we serve. **(5.1)**

- HRS maintains an ongoing data collection of applicants in internal/external recruitment processes through a voluntary self-identification disclosure as a means of intentionally understanding the composition of our workforce and accountability in hiring practices. **(5.1)**

- HRS has restructured and streamlined application processes to ensure registration and applying to the HCDSB is simplified and barrier free for all job seekers. **(5.1)**

- HRS continued to engage Faculty of Education partners and Ministry of Education partners to implement new strategic initiatives to enhance student engagement, programming, and mitigate staff shortages. **(5.1)**

- HRS expanded the internal recruitment processes to allow meeting system needs including Equity, Diversity, and Inclusion needs, and continues to critically review recruitment processes to limit barriers, encourages applicants from under-represented groups, and ensures the interview process values lived experience of candidates. **(5.1)**

- HRS continues to open recruitment opportunities for School Administrator Pools at multiple times in the year, so to remain inclusive and responsive to school and system staffing needs, particularly at the leadership level. **(5.1)**

- HRS requires candidates applying to School Administration Pools to have completed the HCDSB Equity and Inclusion Training, Part I (or to complete it within their first year of appointment) and to finish Part II within their second year of appointment. (**5.1**)

- HRS has offered School Administrators and school-based teaching staff the opportunity to take the Ontario College of Teachers' Additional Qualification course, *Addressing Anti-Black Racism to Change Pedagogy and Practice*, with HCDSB subsidization to further support the critical importance of centring our system priority of understanding and eradicating anti-Black racism in our schools and system. **(5.1)**

Optimizing organizational effectiveness

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Successes (cont'd):

- HRS and Leadership Development continued to work in partnership to expand opportunities for all prospective Board staff to participate in the Board's Leadership Development Program. **(5.2)**

- HRS continued to replenish the leadership candidate Pools for School Administrators. **(5.2)**

- Equity and Inclusive Education: Leadership Development Sessions are open to all staff, especially those interested in leadership. **(5.2)**

- In 2022-23, HCDSB staff continued to be provided with training and support that is responsive to their learning needs. For instance, **(5.3)**

  - o The EA Manager led orientation sessions for all newly hired EAs;

  - o HRS, in concert with various departments, provided several training resources on StaffNET. Staff are expected to complete the mandatory training modules within two weeks of hire. Training topics relate to Equity, Diversity, and Inclusion, including but not limited to: Engaging with Anti-Black Racism in Schools, Call it out: Racism, Racial Discrimination and Human Rights, HCDSB - Human Rights and Equity and Accessibility for Ontarians with Disabilities Act;

  - o All HRS staff involved in recruitment, hiring, and selection process completed a multi-module certification in "Operationalizing Equity to Transform Organizations: Bias-Free Hiring." HRS has furthered this learning in application, critically evaluating hiring process so as to remove bias and barriers; and

  - o Business Services staff continued to provide financial training and assistance to school staff and met regularly with Secondary finance clerks to ensure schools are following best practices.

- HRS has modified the annual reactivation process for teaching staff to support employee compliance with training requirements. **(5.3)**

- In 2022-23, HRS underwent a departmental restructuring to better service system requirements, and utilized structured Office Hours to enhance supports to new process/system rollouts and monitor ongoing training opportunities. **(5.3)**