



Algonquin & Lakeshore

Catholic District School Board

Multi-Year Strategic Plan
Year 2 (2021-2022)



Thank you to the MYSP Steering Committee for your commitment in overseeing and supporting our Board's process in the development of our new vision, mission and values statements and strategic priorities.

Committee Member	Stakeholder Group	Committee Member	Stakeholder Group
Grace Bowry	Student Trustee	Theresa Kennedy	Superintendent of School Effectiveness
Breanne Bradshaw	Superintendent of Finance & Business Services	Michelle Lamarche	Superintendent of Human Resources
Kelly Canning	Elementary Teacher	Major Erica Lidington	Military – CFB Kingston
Sheena Cassidy	OECTA President (local)	Kristene Long	St. Lawrence College
Theodore Christou	Queen's University	Sarah MacInnis	Learning Services
Jessica Couture	Parent	Lori McCaw	Special Assignment Teacher
Andy Coxhead	Loyalist College	Charlie Mignault	Smith School of Business, Queen's University
David DeSantis	Director of Education	Anthea Murrell	Speech Language Pathologist
John DiPaolo	United Way KFLA	Anne Nahorny	St. Lawrence College
Teresa Dodwell	Elementary Principal	Wendy Procter	Trustee
Brian Evoy	Trustee	Roger Romero	Pathways to Education – Kingston
Michael Faught	Secondary Principal	Karen Shannon	Superintendent of School Effectiveness
Sister Jeannette Filthaut	Sisters of Providence	Terri Slack	Superintendent of School Effectiveness
David Giroux	Superintendent of School Effectiveness	Gord Taylor	Tri-Board
Lisa Gorrell	Secondary Principal	Paloma Turnbull	Parent
Nadia Gundert	Coordinator- Youth Ministry, Archdiocese of Kingston	Erin Walker	Assistant to the Director of Education
Nienke Hoedeman	Elementary Principal	Father Francis Zambon	Parish Administrator, Holy Name of Mary, Saint Charles Borromeo, and Saint Vincent dePaul Catholic Churches
Liz James	CUPE President (local)		



ALCDSB

Multi-Year Strategic Plan

Our new strategic plan is our public declaration that while much has changed, our commitment as a Christ-centered organization has not. We have been called to serve our communities through our passion and skills around Catholic education. It is our hope that the lives we touch will be filled with dignity, love and inspiration to explore their unique calling.

The Algonquin and Lakeshore Catholic District School Board is committed to focusing on our new mission, vision and values to use our many blessings and resources to be more than just a great Catholic education system. We commit to creating communities of learning. As we prepare to support our students and staff in a new future, we now know that learning can happen in a classroom, around the kitchen table and in front of a screen. We have also seen that successful learning demands human connection, acknowledgement of individual passions and the celebration of accomplishments.

VISION:

We imagine a world where all are empowered to reach their full potential through faith and service.

MISSION:

The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.

OUR VALUES:

- Our Catholic faith and the joy that comes from living Christ-centered lives
- Responsibility and Stewardship
 - Equity and Well-being
 - Individual Success and Accomplishment

Priority #1	FAITH			
Direction #1	Build intentional Catholic environments that express the richness of our faith.			
CGE	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.			
UNSDG Link	#3 – Good Health, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Build capacity to ensure that all schools reflect our Catholic beliefs.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Ensure that all schools, classrooms (elementary & secondary) and blended learning environments embody our Catholicity.	<p>Play Christian Music on school Public Announcement (PA) systems during transition times and collective gatherings.</p> <p>Establish and use co-constructed prayer tables.</p> <p>Ensure that all schools are inviting and distinctly Catholic (entrances, visual displays, and learning environments).</p> <p>Establish FACE Committee to enrich Catholicity in our schools (e.g.: Create faith-based resources to support secular events – Terry Fox, Remembrance Day, Relay for Life, etc.)</p>	<p>All sites look and sound Catholic as evidenced by visual and audio indicators.</p> <p>Growth/change evidenced by comparing the results of the pre and post audits.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • Special Assignment Teacher (SAT) of Religious and Family Life Education • School Administrators • Managers <p>How:</p> <p>Create and implement pre and post audits to evaluate all ALCDSB sites for Catholicity.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School leaders • Catholic School Councils • Parish Priests • Secondary School Chaplaincy Leaders • Faith Life Liaisons • Classroom teachers <p>Capital:</p> <ul style="list-style-type: none"> • Promotional Funding for Board Theme • Funding for Prayer Tables • Funding for FACE Committee release time and expenses

Priority #1	FAITH			
Direction #1	Build intentional Catholic environments that express the richness of our faith.			
CGE Link	A caring family member who attends to family, school, parish, and the wider community.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #2	Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Build on the relationship between schools and parishes by engaging Administrators and clergy.	<p>Inform best practices and next steps from discussion summaries & feedback from <i>A Pastor's Journal</i> book club sessions.</p> <p>Continue to include clergy in Family of School meetings as an opportunity for school leaders and clergy to nurture relationships.</p> <p>Provide themes for school leaders and clergy teams to discuss monthly within the context of their school and parish communities.</p>	<p>School leaders and clergy provide feedback on monthly discussion topics.</p> <p>Track how schools and parishes implement new ideas through pre and post survey data and interviews.</p> <p>Best practices are shared with ALCDSB Religious & Family Life Education Department to add to ALCDSB best practices resource.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School Leaders <p>How: The Religion and Family Life Education Department will report to the Board of Trustees annually.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School leaders • Clergy • Secondary School Chaplaincy Leaders <p>Capital:</p>
2. Encourage schools and parishes to promote events to increase family engagement.	<p>Support all schools and parish events of mutual interest on school and parish media.</p> <p>School leaders invite parishes to promote Catholic school registration links in their communications (bulletins, social media, websites).</p>	<p>Increased frequency in promotion of school and parish events on school and parish media (websites, newsletters, social media, bulletins, etc.).</p> <p>Schools to create a schedule based on key dates in school and parish calendars.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School Leaders • All ALCDSB staff 	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education, • ALCDSB Communications Officer

			<p>How:</p> <p>Create and implement a pre and post Media Promotion Assessment Tool to track efficacy.</p>	<ul style="list-style-type: none"> • School Leaders • Chaplaincy Leaders • Clergy • Catholic School Councils • All ALCDSB staff
<p>3. Collaborate with (Arch) diocesan staff to nurture home/school/parish relationships.</p>	<p>Continue to work with and collaborate with Archdiocesan staff to find ways that nurture the home/school/parish relationship.</p> <p>Continue to share resources and promote events to support ALCDSB community members and parishioners.</p> <p>Continue to co-host faith formation opportunities.</p>	<p>ALCDSB Religious & Family Life Education Department to meet with Archdiocesan Pastoral Staff to develop a list of best practices and resources.</p> <p>Best practices shared with ALCDSB Religious & Family Life Education Department to add to ALCDSB best practices resource.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education <p>How:</p> <p>Continue to correspond with Archdiocesan Pastoral Staff.</p> <p>Cultivate draft resource: ALCDSB Best Practices to nurture home/school/parish relationships.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Archbishop • Archdiocesan Pastoral Coordinators

Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection, and moral living.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Implement board themes in all classrooms (K to 12) and communally within schools in curricular and extra-curricular events (Link to 5-Year Board Themes Plan in which themes are connected to Scripture, Renewing the Promise, Catholic Social Teaching, the Ontario Catholic School Graduate Expectations, and the United Nations Sustainable Development Goals).	Plan Faith Day on the April Professional Activity Day for each school site with the “Beloved Children of God” pastoral theme as the focus. Build capacity with the “Beloved Children of God” pastoral-theme resources to evangelize and accompany staff and students in faith formation.	Creation and implementation of the April Faith Day content. Development of resources to support Beloved Children of God” theme (Liturgies, Faith Sharing, discussion guide, etc.). Track the use of “Beloved Children of God” resources among students and staff through survey data and interviews.	Who: <ul style="list-style-type: none">• Superintendents of Education• Coordinator of Religious & Family Life Education• SAT of Religious & Family Life Education• School Leaders How: Review the results from the Faith Day Exit Card. Create a survey to measure the engagement in the pastoral theme that is to be completed by staff, Faith Life Liaisons, and students. Present results from Exit Card and pastoral theme engagement to Senior Administration. Monitor school social media activity to assess engagement with the annual pastoral theme.	Human: <ul style="list-style-type: none">• Superintendents of Education• Coordinator of Religious & Family Life Education• SAT of Religious & Family Life Education• School Leaders• Secondary School Chaplaincy Leaders• Faith Life Liaisons• All Staff• Students• Clergy• Catholic School Councils Capital: <ul style="list-style-type: none">• Funding for the promotion of Board Themes

Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #2	Build staff capacity to fulfill the dual mandate of Catholic education (including faith in all aspects of education).			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Improve educator understanding of Religious and Family Life Education programming.	Support the Implementation of grade eight <i>Growing in Faith, Growing in Christ</i> program. Provide students and staff with engaging resources to support Religious & Family Life Education programming.	Distribute resources to all schools. Provide teachers with professional development (PD) on the grade eight religious education program. Continue to support students and staff with engaging resources that connect to themes in Religious & Family Life Education programming.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School Leaders How: Collect feedback from staff to inform professional learning needs and growth in learning. Present all survey results to Senior Administration for review and feedback.	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Secondary School Chaplaincy Leaders • Religious Education Department Heads Capital: • Funding for <i>Growing in Faith, Growing in Christ</i> program
2. Increase opportunities to support faith formation for all members of the community that are inviting, engaging, and purposeful.	Offer and promote Religious Education Additional Qualification course (Specialist) for teachers and Administrators in fall 2021. Offer and promote Religious Education Additional Qualification course (Part 1) for teachers and Administrators in winter 2022.	Staff and student interest/participation in faith formation opportunities. Achieve the minimum enrollment to run all Religious Education Additional Qualification Courses.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School Leaders

	<p>Promote virtual faith formation opportunities for all staff (The Way, RECongress).</p> <p>Collaborate with Archdiocese to continue to offer the Witness Faith Day to students in Grade 6.</p> <p>Continue to build Religious & Family Life Education website content (school liturgies, lessons, activities, videos, etc.).</p> <p>Promote experiential learning opportunities for faith formation (outdoor centres, retreat centres, churches, conferences).</p>	<p>New faith formation opportunities offered to staff.</p> <p>Expansion and promotion of Religious & Family Life Education website resources (specifically Liturgy & Prayer page)</p> <p>Continue to offer the <i>Witness Faith Day</i> in Belleville and Kingston and analyze student/staff exit survey data to assess spiritual engagement.</p> <p>Seek feedback from staff on their professional learning needs.</p>	<p>How:</p> <p>Collect survey data from staff on faith formation needs and growth.</p> <p>Track staff participation in faith formation opportunities.</p> <p>Present all survey results to Senior Administration for review and feedback.</p>	<ul style="list-style-type: none"> • Secondary School Chaplaincy Leaders • Faith Life Liaisons • All Staff • Clergy • Archdiocesan Youth Coordinator <p>Capital:</p> <ul style="list-style-type: none"> • ALCDSB Professional Growth Fund • Funding for Additional Qualification Course • Funding for Adult Faith Formation • Funding for Witness Faith Day
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Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #3	Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Increase understanding of the Seven Themes of Catholic Social Teaching and their connection to the annual Board themes.	<p>Align ALCDSB Social Justice Committee priorities with the Catholic Social Teachings associated with the Board pastoral theme.</p> <p>Support practices of sustainability and respect for God’s creation through Pope Francis’ encyclical: <i>Laudato Si</i>.</p>	<p>ALCDSB Social Justice Committee agendas and newsletter align with the pastoral theme Catholic Social Teaching priorities.</p> <p>Track that schools have artifacts reflective of the Seven Themes of Catholic Social Teaching and <i>Laudato Si</i>.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education <p>How:</p> <p>Audit school social media activity to assess engagement with the Seven Themes of Catholic Social Teaching and <i>Laudato Si</i>.</p> <p>ALCDSB Social Justice Committee Meeting minutes.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • ALCDSB Social Justice Committee • School Leaders • Secondary School Chaplaincy Leaders • Faith Life Liaisons <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the Social Justice Committee

Priority #2	EQUITY AND WELL-BEING			
Direction #1	Promote a culture of equity in ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.	<p>Launch and implement the ALCDSB Equity Plan.</p> <p>Professional Development that aligns with the Equity Plan priorities will be planned and implemented.</p>	<p>Family of Schools meetings have Equity as a standing item on the agenda using Monitoring tool as guide for discussions.</p> <p>Leadership Team meetings have Equity as a standing item on the agenda.</p> <p>Each department ensures to present the progress of their Equity goals during each departmental meeting.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious and Family Life Education • Coordinator of Curriculum • SAT of Caring and Safe Schools • SAT of Religious and Family Life Education <p>How:</p> <p>Use Monitoring tool to track each department and school's learning journey and evidence of responsive practices.</p> <p>Present progress of Equity goals to Senior Administration.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Religious and Family Life and Curriculum Staff for resource development and compilation • Various school board contacts (outside of ALCDSB) • Community partners <p>Capital:</p> <ul style="list-style-type: none"> • Funding for Demographic Data promotion and implementation • Funding for Staff Professional Development around Culturally Relevant and Responsive Pedagogy (CRRP) work • Funding for consultants to guide system planning for De-streaming, CRRP, and Anti-Bias training • Funding for resources that reflect student demographic data

<p>2. Develop a consistent board-wide response to the Truth and Reconciliation Commission's (TRC) Calls to Action that are reflected in each school's Improvement Plans for Students Achievement and Well-being (SIPSAW).</p>	<p>In response to the TRC's Calls to Action, continue to execute and improve Indigenous education programs that build capacity in local Indigenous histories, cultures, perspectives, and contributions through consultation with cultural advisors and educators' feedback, working towards community involvement, and focused on student well-being and success.</p> <p>Continue to develop and establish the ALCDSB Indigenous Education Advisory Committee (IEAC).</p> <p>Expand and update current Aboriginal Self-Identification Policy.</p> <p>Expand professional development and resource access for all Indigenous Education (NBE) credits, and First Nations, Metis, and Inuit (FNMI) courses in the Secondary panel, building capacity through consistent consultation with cultural advisors, and providing opportunities for collaboration and sharing amongst educators.</p> <p>Identify and plan teacher training to support goals in school SIPSAWs.</p>	<p>Increased participation and engagement of students and educators in school and board wide initiatives identified by tracking participation and pre and post surveys.</p> <p>Co-develop Terms of Reference and IEAC Committee Roles and Responsibilities document with IEAC Shadow Cabinet.</p> <p>Complete the consultation process and revisions to the current Aboriginal Self-Identification Policy to present to Board of Trustees.</p> <p>Seek feedback regarding program successes through Professional Development (PD) opportunities and Professional Learning Communities (PLC) through pre and post surveys.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • SAT of Indigenous Education <p>How:</p> <p>Monitor program engagement and success through conferencing, student, and teacher feedback forms (exit tickets and surveys), and documentation of student learning.</p> <p>Track authentic feedback through conversations and participation with Indigenous consultants, the IEAC, educators and community involvement.</p> <p>Present all survey results to Senior Administration for review and feedback.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • SAT of Indigenous Education <p>Capital:</p> <ul style="list-style-type: none"> • Honorarium for Indigenous consultants and community partners • Professional Development funds for release and materials • Family support materials
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<p>3. Increase school leader and educator capacity to address specific individual student needs.</p>	<p>Application Specialists will train in every Grade 4 classroom (students, educators, and parents) in using the Office365 platform and accessibility tools to support their learning.</p> <p>Implement training series for targeted reading intervention programs K-8.</p> <p>Expand our tiered intervention model to include Occupational Therapy and Applied Behaviour Analysis services in our schools to apply a transdisciplinary approach to support students with complex needs.</p> <p>Develop a Special Education Part One course for ALCDSB teachers.</p> <p>Update the Educational Assistant (EA) Allocation Process to improve accuracy and transparency in the equitable distribution of human resources.</p> <p>Build staff capacity and practice to promote wellness through intentional practices, integrated social emotional learning, and mental health literacy building while also bolstering early identification of difficulties and access to internal ALCDSB and community circles of support.</p>	<p>Staff and students complete pre and post surveys to measure knowledge and competency with accessibility tools.</p> <p>Empower trained Special Education Resource Teachers (SERT) at 100% of elementary schools and implement a plan for targeted use of Lexia.</p> <p>Develop guiding principles and processes for a centralized transdisciplinary team to respond to request for assistance at a tier 3 level.</p> <p>Special Education Part One course ready for Summer or Fall Implementation.</p> <p>The Internal Auditor’s feedback reviewed and implemented.</p> <p>Create a community of practice plan to guide participants in the Mental Health Literacy Course which includes three group sessions and certificate of completion.</p> <p>Dyadic Development Psychotherapy Part One offered to ALCDSB Administrators and Student Services central staff.</p> <p>ALCDSB created Social Emotional Learning Framework (SEL) implemented within all schools by the Child Youth Worker and school teams.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Coordinator of Student Services • Clinical Team Lead • Mental Health Lead • SATs • Itinerant SERTs • Application Specialists <p>How:</p> <p>Create pre and post surveys related to educator capacity and confidence in addressing student needs.</p> <p>Present survey results to Senior Administration for review and feedback.</p> <p>Monitor student-centered and responsive programming through review of Individual Education Plans (IEP), Behaviour Support Plans (BSP), School Support Programs (SSP).</p> <p>Monitor Internal Auditors Feedback.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Early Years Educator Teams • SERTs • Student Services • Child Youth Worker Team • Early Years Lead • Community Partners <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the Mental Health Addictions and Well Being Strategy • Professional Development funds for release and materials • Funding for training and materials
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Embed Mental Health Literacy course for Administrators into ALCDSB leadership pathway.

Trained staff complete Ages and Stages Questionnaires (ASQ) and implement the use of the Developmental Support Plan (DSP) with one child, family, and relevant community partners.

Priority #2	EQUITY AND WELL-BEING			
Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.			
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21/22			
1. Create conditions for all members of ALCDSB to recognize, understand, and apply social-emotional learning and mental health skills in all areas of their lives.	<p>Create opportunities for student Mental Health and Addictions engagement and leadership in classrooms, across school communities and at system level.</p> <p>Utilize MDI, EDI and Compass survey data to address student-identified gaps in overall health and well-being through SIPSAWs.</p> <p>Create an ALCDSB Youth Advisory Group that will meet quarterly to highlight student perspectives on mental health, addiction, and well-being practices in schools.</p>	<p>Students in grades six through twelve participate in a virtual substance use prevention workshop to distinguish between myths and facts, build help-seeking and coping strategies, and learn how to access available resources and supports.</p> <p>The Mental Health and Addiction team present at every school Catholic School Council meeting and measure parent knowledge and understanding.</p> <p>Each school SIPSAW goal will be collected and monitored centrally.</p> <p>The advisory group share best practices for school implementation by the mental health ambassadors.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Administrators • Mental Health Lead • Youth Worker Supervisor <p>Mental Health Leadership Team (MHLT) Sources of Data:</p> <ul style="list-style-type: none"> • Compass survey • Metrics of specific Lung Health Association Programming • School Health Needs Assessment • Student Voice • MHLT <p>How:</p> <ul style="list-style-type: none"> • Pre and post surveys • Social Emotional Learning (SEL) template for each school • Community of Practice Plan • Meeting feedback from Youth Advisory Group 	<p>Human:</p> <ul style="list-style-type: none"> • Administrators • School staff • Student Services Staff • Social Workers in schools • Child Youth Worker Team • Mental Health Leadership Team • Student mental health champions in schools • Lung Health Foundation • Community Partners • SATs <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the Mental Health Addictions and Well Being Strategy

Priority #3	ACHIEVEMENT AND INNOVATION			
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.			
CGE Link	An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.			
UNSDG Link	#4 – Quality Education			
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Execute the five-year Science of Reading PD Plan.	<p>Build educator understanding of Phonological Awareness and Phonemic Awareness.</p> <p>Train educators to assess Phonological Awareness and Phonemic Awareness (Classroom Teachers, Special Education Resource Teachers (SERTs)).</p> <p>Support school leaders in working with educators to planning student-centred instruction using Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness assessment results.</p>	<p>School leaders observe early years educator teams and SERTs leading lessons focused on Phonological Awareness and Phonemic Awareness.</p> <p>Compare and contrast the progress of Phonological Awareness and Phonemic Awareness assessment data from set points in the year.</p> <p>Track attendance at training sessions.</p> <p>Educator survey data collected and reviewed after each training session to track improvements in efficacy.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Principals will use a board-generated “look for” tool to record observations of the school learning journey and effective Phonological and Phonemic Awareness and Phonics instructional practices in their schools and share evidence during Superintendent visits.</p> <p>Principals will provide monthly update to Superintendents and other school leaders on progress about the use of the practices described above.</p> <p>Superintendents of Education will use the ALCDSB Formal Visit Form to monitor implementation of the above-described practices during school visits.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • ALCDSB Science of Reading Team <p>Capital:</p> <ul style="list-style-type: none"> • Funding to support speaker and text for the Phonics Kick off for year 2 of the Reaching Every Reader Plan • Funding for decodable texts • Funding to release school teams to attend the professional learning sessions • Funding to provide phonological awareness training and resources

<p>2. Establish, disseminate, and facilitate the use of a context specific Education Quality and Accountability Office (EQAO) preparation protocol in order to establish a board-wide norm of literacy and numeracy as cross-curricular endeavour.</p>	<p>Develop materials to support EQAO preparation protocol based upon data analysis, practice tests, moderated marking, and direct, individual student feedback.</p> <p>Implement said protocol in Grade 9 math courses in all schools designated either by the Ministry or the board as requiring additional support in mathematics.</p> <p>Implement a cross-curricular approach for preparing for the Grade 9 EQAO assessment of mathematics.</p> <p>Implement a cross-department approach to literacy and numeracy.</p> <p>Develop a tool for use by Principals to monitor effective cross-curricular literacy and numeracy instructional practices.</p>	<p>School leaders (secondary) show evidence of numeracy integrated into other course areas during Superintendent visits.</p> <p>Grade 9 EQAO math results improve in targeted schools.</p> <p>Each School Improvement Plan for Students Achievement and Well-Being (SIPSAW) contains literacy and numeracy goals.</p> <p>Track attendance at Professional Learning Communities (PLCs).</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Secondary Department Heads <p>How:</p> <p>Through a longitudinal study, Principals will collect artifacts of the protocol in use (i.e., annotated EQAO result Excel files, practice tests developed by school teams, results of student work on said tests) to attest to the implementation and impact of the protocol. These will be shared with Superintendents during school visits as well as during Family of Schools meetings.</p> <p>Through a longitudinal study, Principals will use a board-generated tool to monitor effective cross-curricular literacy and numeracy instructional practices in their schools and share evidence during Superintendent visits.</p> <p>Superintendents of Education will monitor implementation of SIPSAW goals via school visits and conferences with school leaders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • School leaders • Classroom teachers • SERTs <p>Capital:</p> <ul style="list-style-type: none"> • Funding to release educators for professional learning sessions
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<p>3. Develop educator capacity in supporting second language learning programming.</p>	<p>Form a team of eight to twelve French as a Second Language (FSL) champion teachers to participate in the Eastern Ontario Staff Development Network (EOSDN) centre d'excellence so that they can provide mentoring and instructional strategies across the board.</p> <p>Establish and roll out a protocol for student-led self-assessment practices in FSL for students in grade 4-8, created by the FSL Steering Committee.</p> <p>Develop and implement a board-wide policy for English Language Learners' (ELLs) programming needs from K-8, as well as a culturally responsive program to welcome new learners into the system.</p> <p>Develop tool for Principals to monitor effective second language learning instruction.</p>	<p>School leaders observe educators and students for improvement in engagement and proficiency in their second language learning.</p> <p>Feedback from new FSL teachers collected semi-annually.</p> <p>The FSL Steering Committee pilot 5 classrooms for the early literacy tool and data gathering.</p> <p>The ELL reception protocol presented to the board by year-end.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents Education • School Leaders <p>How:</p> <p>Through observation, and with the use of a board-generated tool, Principals will monitor effective second language learning instructional practices in their schools and share evidence with the team.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • FSL Steering Committee • Classroom teachers <p>Capital:</p> <ul style="list-style-type: none"> • Funding through the Official Languages in Education budget • Partnership with EOSDN centre d'excellence
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<p>4. School teams will work collaboratively through the Professional Learning Cycle to focus on student work and move teaching and learning in numeracy forward.</p>	<p>Educators will identify 2-3 students of mystery, develop learner profiles, and collaborate with colleagues about student centred learning opportunities.</p> <p>School teams will select an appropriate math task and educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will be placed along a developmental continuum of learning.</p> <p>Instructional strategies will be implemented and effects on students of mystery will be documented by educators. Collaboration will occur iteratively to gauge the impact of educator moves on student learning.</p> <p>School teams will select a second appropriate math task. Educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will move further down the developmental continuum of learning, as applicable.</p>	<p>School leaders observe educators implementing the agreed upon educator move.</p> <p>Use of the Universal Design for Learning (UDL) framework is evident in planning and instruction.</p> <p>School leaders observe new professional learning as educators and incorporate it into their practice.</p> <p>Student work samples analyzed by CASMT.</p> <p>Track PLC attendance and minutes.</p> <p>Compare and contrast progress of snapshots of students' placement along a developmental continuum over time.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Principals will lead all PLCs and make note of the tasks, outcomes and instructional decisions that are discussed.</p> <p>Principals will collaborate with educator teams throughout the CASMT process, with the support of SATs.</p> <p>Principals will work with educators to determine dates and times for classroom visits to monitor the implementation of agreed-upon educator moves over time.</p> <p>Principals will provide educators with constructive feedback after each visit.</p> <p>Through a longitudinal study, Principals will share evidence during Superintendent visits.</p> <p>Superintendents of Education will monitor implementation of school mathematics goals via school visits and conferences with school leaders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Instructional Coaches <p>Capital:</p> <ul style="list-style-type: none"> • Funding for educator release time, a minimum of twice per cycle
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	<p>Evidence from practice will inform next steps in supporting each student of mystery. Collaboration will continue to build professional capacity and to celebrate successes.</p> <p>When the school team feels ready, the process will be completed with a new focus.</p>			
<p>5. Develop and implement the Effective Mathematics Classroom Framework (K-12).</p>	<p>Develop the Effective Mathematics Classroom Framework (K-12) (EMCF) to the senior team and school leaders along with rationale changes (fall 2021).</p> <p>Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics. Seek and obtain school leader feedback on the resource (including suggestions for the second flight of modules for development) (fall/winter 2021-22).</p> <p>Use school leader feedback to improve existing modules and develop new modules for the EMCF (winter/spring 2021-22).</p>	<p>Completed Effective Mathematics Classroom Framework (K-12) (with initial flight of modules also completed)</p> <p>Compare and contrast Increased school leader efficacy in delivering mathematics PD through the analysis of pre and post survey data.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Secondary Department Heads <p>How:</p> <p>Survey Principals to gather feedback about the effectiveness of the EMCF.</p> <p>School leaders will use the EMCF in fall 2021 and again in spring 2022 to take stock of their schools' strengths and needs regarding mathematics pedagogy.</p> <p>Superintendents will monitor implementation of SIPSAW goals via school visits and conferences with school leaders.</p> <p>Present updates to Senior Administration.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • Board Numeracy Lead <p>Capital:</p> <ul style="list-style-type: none"> • Funding to release educators for professional learning sessions.

6. Develop a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams.	Promote, offer, and run Primary/Junior Math, Part 1 (fall 2021).	Track the number of teachers who enroll and complete the course. Conduct teacher pre and post surveys of the course to measure capacity and confidence with Math instruction.	Who: • Board Numeracy Lead • Curriculum SATs How: Board Numeracy Lead and Curriculum SATs delivering the course will collect enrolment data and survey results.	Human: • Curriculum SATs • Board Numeracy Lead Capital: • Funds through the Professional Growth Fund to partially subsidize the cost of the course
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Priority #3	ACHIEVEMENT AND INNOVATION			
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.			
CGE Link	A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.			
UNSDG Link	#4 – Quality Education			
Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 /22			
1. Establish and implement a mentorship initiative centred around the Universal Design for Learning (UDL) framework to promote the spread of student-centred teaching and learning throughout ALCDSB.	Cultivate student-centred learning champions to mentor peers in the transition from theory to practice. De-streaming teams working together to understand the impact of learner profiles on student-centred learning through the transition process from grade eight to grade nine.	By the end of the year, we have mentors ready to welcome observers in 2021/2022. De-streaming teams established in all secondary schools. Transition planning focused on Learner Profiles. De-streaming meetings across secondary schools occur monthly.	Who: • Superintendents of Education • School Leaders • De-streaming Team How: Guide educators to build capacity and monitor growth in the use of Learner Profiles during monthly de-streaming meetings.	Human: • Curriculum SATs • School leaders • Classroom teachers Capital: • Funding to support educator release for the De-streaming Team meetings

<p>2. Build capacity around inquiry-based learning and innovative practices, including pedagogically sound technology integration.</p>	<p>Focus on intermediate programming at ALCDSB to become more globally and culturally responsive through Inquiry Based Learning (IBL) practice.</p> <p>Weave innovation and technology challenges into the curriculum of the grades 7 and 8 program.</p> <p>Build capacity with grade 7 and 8 educators and administrators around IBL.</p>	<p>Collect pre and post survey data to assess school and teacher needs for interest and support.</p> <p>School leaders use quantitative data to measure the implementation of agreed upon educator moves into inquiry-based learning.</p> <p>School leaders participate in support and facilitate new professional learning as educators incorporate inquiry into their professional practice.</p> <p>Students participate in an Innovation Celebration in June.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Principals will collect evidence on the implementation of inquiry-based instructional practices in their schools with the use of a board-generated observational tool.</p> <p>Principals will update Superintendents and other school leaders on progress vis-à-vis the implementation of inquiry-based learning at monthly Family of Schools meetings.</p> <p>Superintendents of Education will use the ALCDSB Formal Visit Form to monitor implementation of inquiry-based learning during school visits.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • Student Success team • School leaders • Classroom teachers • Technology Enabled Learning and Teaching Contact (TELT) SAT • Data Research SAT <p>Capital:</p> <ul style="list-style-type: none"> • Partnership with Trevor Mackenzie (Dive into Inquiry) to train Intermediate teachers in inquiry-based learning • Funding to ensure equitable access to resources required to support inquiry
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<p>3. Launch a three-year implementation plan for International Education (IE).</p>	<p>Identify priorities and establish a prudent budget.</p> <p>Continue with an international recruitment strategy in identified markets, including participation in trade missions and agent and student recruitment opportunities.</p> <p>Continue to review and develop marketing materials to promote the program.</p> <p>Continue to educate all stakeholders on the value of the international strategy and build relationships.</p> <p>Introduce program internationalization opportunities for ALCDSB students. e.g., International Certificate Program, Student Buddy Program.</p> <p>Continue to build close working relationships with our agency partners.</p> <p>Secure and build upon the memorandums of understanding (MOUs) with post-secondary partners to leverage these relationships for shared program promotion, support, and growth.</p> <p>Continue to find efficiencies through online registration, payment, and communication tools.</p> <p>Continue to develop a homestay management process that will meet the demands of increased enrolments.</p>	<p>Increase enrolment from the year previous.</p> <p>Establish articulation agreements with Loyalist and St. Lawrence College.</p> <p>Expand networks across Canada.</p> <p>Increase the number of active agent agreements.</p> <p>Create a new International Education Website.</p> <p>Increase student registrations from new agents and countries.</p> <p>Increase the awareness and supports for the International Program within the schools.</p> <p>Expand homestay options in partnership with Canada Homestay Network.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Principal of International Education • International Education Coordinator <p>How:</p> <p>Principal of International Education will meet with the Director of Education on a quarterly basis to review progress on objectives and key results.</p>	<p>Capital:</p> <ul style="list-style-type: none"> • Funding for International Education marketing and recruitment strategies • Board Social Media Platforms • Funding to build agent relationships
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Priority #3	ACHIEVEMENT AND INNOVATION				
Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.				
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.				
UNSDG Links	#3 – Good Health & Well-being, #4 – Quality Education, #5 – Gender Equality, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged				
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.				
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources	
	21 /22				
1. By the end of Grade 12, students will acquire knowledge, skills and perspectives that foster their understanding of their fundamental connections to each other, to the world around them, and to all living things. <i>(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).</i>	<p>Promote and support K-12 teaching and learning practices that utilize outdoor learning spaces. Provide supports for reluctant learning communities and build capacity in all secondary school sites for the offering of credit based outdoor and environmental education.</p> <p>Promote and support participation in the Eco-schools Canada Certification program at all school sites.</p> <p>Increase real world outdoor and environmental education experiential learning opportunities for students through established relationships with community partners.</p> <p>Promote K-Adult, cross-curricular, inquiry-based, learning opportunities at ALCDSB Outdoor & Environmental Education Centres.</p>	<p>Track school based Outdoor and Environmental Education (OEE) program participation data, including the Eco-schools Canada Certification program.</p> <p>Track community partner outdoor and environmental education program participation data.</p> <p>Track participation data for both the H.R. Frink Outdoor Education Centre and the Msgr. J.S. Ryan Outdoor Education Centre.</p> <p>Educators and students articulate an understanding of the importance of Outdoor & Environmental Education experiences in assessments.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • SAT for Outdoor and Environmental Education <p>How:</p> <p>Collect participation, observation, and interview data.</p> <p>Follow-up with classroom teachers to evaluate impact of OEE experiences on students.</p>	<p>Human:</p> <ul style="list-style-type: none"> • SAT for Outdoor and Environmental Education • Board and community stakeholders • Classroom educators <p>Capital:</p> <ul style="list-style-type: none"> • Funding for Outdoor and Environmental Education 	

<p>2. Develop resources and supports to promote the design and delivery of engaging and effective experiential learning and pathways planning opportunities.</p>	<p>Build capacity through inquiry-based community-connected experiential learning through Family of Schools networks and SHSM, OYAP and SCWI programming.</p> <p>(SHSM = Specialist High Skills Major OYAP = Ontario Youth Apprenticeship Program SCWI = School College Work Initiative)</p> <p>Promote and support equitable access to experiential learning across schools and student demographics.</p>	<p>School leaders observe best practices for experiential learning, including the explicit teaching, learning and application of the Experiential Learning Cycle, the global competencies, and reflective mindsets.</p> <p>Participation rates of students in SHSM, OYAP, Dual Credit and SCWI rebound and keep pace with the provincial rates for participation and completion and reflect the increase in capacity-building among educators.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead <p>How:</p> <p>Data is tracked to monitor students' participation, retention, and success rates in various programs.</p> <p>Present updates to Senior Administration.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom teachers • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead • TELT SAT • SAT <p>Capital:</p> <ul style="list-style-type: none"> • Funding through Experiential Learning, OYAP, SHSM, Student Success (Dual Credit Planning Table) and SCWI
	<p>Deepen and broaden the comprehensive implementation of schools' education and career/life planning programs to meet the learning needs, interests, and aspirations of all students in grades 7-12.</p>	<p>School leaders observe the application of the education and career/life planning four-step inquiry process and learning in artifact and reflection portfolios for the purpose of pathways exploration, planning, and goal setting.</p> <p>Grade 8 and 12 Exit Surveys provide opportunities for students to express their views, expectations, needs and abilities on all matters related to their career/life planning programs.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM lead teachers • Dual credit teachers <p>How:</p> <p>Student exit surveys will be used to collect data.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom teachers • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM lead teachers • Dual credit teachers <p>Capital:</p> <ul style="list-style-type: none"> • Funding through Student Success, OYAP, SHSM, and SCWI sources

<p>3. Empower students to exercise agency over their own learning by fostering student independence, voice, choice and problem-solving in collaborative and innovative learning environments.</p>	<p>Design of learning environments will reflect evidence-based research on conditions supportive of fostering student agency, e.g. flexible learning spaces for peer collaboration, integrated technology and accessibility K - Adult Education.</p>	<p>Students develop their own learning profiles and communicate their interests, strengths and needs.</p> <p>Classroom learning environments and learning tasks will show evidence of choice for students.</p> <p>Students' knowledge and skills utilizing current technologies and applying them effectively in appropriate contexts is documented by classroom teachers.</p> <p>New school construction reflects ALCDSB vision for 21st century teaching and learning (OECD 2030), and the United Nations Sustainability Goals.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School leaders <p>Annual learner profiles collected by classroom teachers in September, reviewed and updated in February.</p> <p>Principals/Vice Principals document observations and provide feedback to teachers.</p> <p>Student Surveys and exit cards are used to inform educator planning.</p> <p>Student use of system devices and software are monitored by Learning Technology Services (LTS).</p> <p>Capital improvement initiatives in current facilities and new school construction reflect participatory processes where student voice is included.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom teachers • TELT SAT • Data Research SAT • All SATs • Plant and Planning • LTS • Administrators • ALCDSB Multi-disciplinary Team
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Priority #4	RESOURCE MANAGEMENT			
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#4 – Quality Education			
Goal #1	Support the Growth and Development of the ALCDSB.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	21 / 22			
1. Realign Financial Services resources to provide more central support to schools and other Board departments.	<p>Enhance central procurement support and resources for the system (schools and central departments).</p> <p>Create efficiencies in financial services processes to better align resources with the overall needs of the system.</p>	<p>Availability of training materials, tools and resources to schools and departments to best support their procurement needs.</p> <p>Training plans created for staff for onboarding purposes and refreshers.</p> <p>Staff are following the purchasing policy and administrative procedures as demonstrated through analysis of purchasing data.</p> <p>Track the value-added projects that Financial Services staff can complete due to efficiencies created in the more clerical aspects of the roles.</p> <p>Projects are completed based on estimated timelines.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Manager of Financial Services <p>How:</p> <p>Analysis of purchasing metrics reviewed.</p> <p>Survey of staff on service and effectiveness of changes that have been implemented.</p> <p>Regular updates from staff on projects that are underway to create efficiencies and/or enhance service to schools/ departments.</p> <p>Track efficiency projects and ideas in a list and monitor progress to ensure projects are moving forward.</p> <p>Engage other departments to provide ideas on where efficiencies would help improve their work.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Financial Services Department <p>Capital:</p> <p>Each project will be assigned a budget if required and be preapproved before project commences.</p>

<p>2. Implement and monitor the Board's Long-Term Accommodation Plan.</p>	<p>Construct a new Catholic Elementary School in Kingston West.</p> <p>Construct new St. Joseph Catholic Elementary School (Belleville).</p> <p>Conduct community consultations and design document production for construction of a replacement school facility for Our Lady of Mount Carmel (Amherstview) Catholic School and St. Gregory (Picton) Catholic School.</p> <p>Pursue Ministry funding for a school addition to JJ O'Neill (Napanee) Catholic School.</p> <p>Prepare to implement new Education Development Charge (EDC) By-law for the City of Kingston (current By-law expires October 2022).</p> <p>Prepare to publish updated Long-Term Accommodation Plan in 2023.</p>	<p>Construction projects proceed according to schedule.</p> <p>Ministry Capital Priorities Funding allocations secured for new projects.</p> <p>Draft EDC Background Study completed, and draft By-law completed.</p> <p>Update Enrolment Projections Using 2021 Census Data.</p>	<p>Who:</p> <ul style="list-style-type: none"> Plant and Planning Services Management Team <p>How:</p> <p>Track Construction Contract Administration.</p> <p>Make regular reports to Board.</p>	<p>Human:</p> <ul style="list-style-type: none"> Plant and Planning Services Staff Consultants Contractors <p>Capital:</p> <ul style="list-style-type: none"> Capital Funding Allocations
<p>3. Develop and implement Employee Capacity Building Processes and Programs.</p>	<p>Review and update job descriptions.</p> <p>Hold bi-monthly Board-wide orientation sessions.</p> <p>Develop an on-boarding checklist for each position.</p> <p>Develop and implement a performance evaluation process for employees (excluding teachers).</p>	<p>All job descriptions are reviewed on a three-year cycle and are up to date.</p> <p>Orientation and On-boarding program are developed and communicated to staff.</p> <p>All employees are evaluated within the timelines and cycle as defined in the process.</p>	<p>Who:</p> <ul style="list-style-type: none"> Senior Human Resources Administrator Human Resource Officers (Recruitment and Staffing) Human Resources Coordinator 	<p>Human:</p> <ul style="list-style-type: none"> Human Resources Financial Services Plant and Planning Services Staff Student Services Administrators LTS Bargaining Agents and Associations

	<p>Establish three (3) year review cycle for job description review.</p> <p>Develop interview question banks that incorporate Shared Competencies.</p> <p>Update interview process.</p> <p>Implement the new employee online portal.</p> <p>Develop and implement a Performance Evaluation process for employees (excluding teachers).</p> <p>Implement newly developed electronic Performance Evaluation process for Permanent Support Staff.</p> <p>Implement electronically integrated P/VP Performance Evaluation process.</p>		<p>How:</p> <p>Create focus groups to assess onboarding system, training needs, checklists, and orientation information.</p> <p>Human Resources to gather feedback from focus group to assist in the development of a performance evaluation document.</p>	<p>Capital:</p> <ul style="list-style-type: none"> Employee and focus groups travel and time to attend/participate in board-wide orientation and planning sessions
<p>4. Review and Streamline Human Resources processes to align with other central departments.</p>	<p>Finalize integration of the Board's callout system (Easy-Connect) with payroll to automate absence and timesheet generation.</p> <p>Finalize the short-term leave approval process.</p> <p>Implement a PD scheduler that integrates with the Board's callout system to automate the registration process and align with the callout system.</p>	<p>OTTR is eliminated.</p> <p>Absence tracking and approvals is automated and paper forms are eliminated.</p> <p>PD is scheduled through the Scheduler.</p> <p>Evidence of increased cross-departmental initiatives, such that duplication of processes is eliminated. Regular meetings are held between HR and Finance to discuss process review and amendment.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendent of Human Resources Human Resources Coordinator <p>How:</p> <p>Tracking of key dates in the Project Implementation Plan.</p>	<p>Human:</p> <ul style="list-style-type: none"> Human Resources Coordinator Payroll Supervisor Finance Officer Payroll Data Base Administrator <p>Capital:</p> <ul style="list-style-type: none"> Apply to Education Contract

		Conduct review and audit of the automated processes to ensure accuracy of data entry; review training sessions and documents to ensure they provide ongoing support to employees and supervisors.		
5. Allow parent/guardian access to student information.	Create a parent portal that securely grants parents access to academic and financial resources.	Parent adoption tracked by user login data. Measure the efficacy of the parent portal as a communication tool through pre and post surveys and interviews of both parents and teachers.	Who: • LTS Client and Business Services Teams How: Present the results of the survey data to the Board of Trustees annually.	Human: • LTS Business and Client teams Capital: • D2L parent portal tool • Azure AD authentication services
6. Launch annual campaign for the new Multi-Year Strategic Plan	Create the following promotional plan: • Videos • Social media messaging • Website promotions (school and board) • One-pager outlining new board mission, vision, values statements and priorities	The Director's Office develops a checklist and timeline for the implementation of the promotional plan.	Who: • Communication Officer How: Report bi-weekly to the Director of Education on the progress of the campaign.	Human: • Graphic Designer • Video Production • Swag Enterprises Capital: • Board Social Media Platforms
7. Launch Leadership Part 2 – Aspiring Catholic Leadership from the new Catholic Leadership Development Program and continue with Aspiring Catholic Leadership Part 1.	The Aspiring Catholic Leadership courses will be offered in six evening sessions between October and May. Both courses will be taught through a blended-learning model by current board, school, and system leaders.	Track staff participation and completion for succession planning through pre and post surveys and interviews. As part of their Catholic leadership journey, participants create an electronic portfolio based on the Catholic School Level Leadership Framework.	Who: • Superintendent of Education with responsibility for the Catholic Leadership Development Strategy • Director of Education How: Report bi-monthly to the Director of Education on the progress of objectives and key results.	Human: • Current and future school and system leaders Capital: • Board Social Media Platforms • Brochures

	<p>Create a leadership portal at www.alcdsb.on.ca, which includes all information about the Catholic Leadership Development Program.</p> <p>Establish the Aspiring Catholic Leadership Part 3 framework for experienced school and system leaders.</p>	<p>Work with HR to track participant intentions and engagement as well as participant qualifications and desired assets.</p>		
<p>8. Increase the consistency and reach of Board social media communications.</p>	<p>Obtain a social media generator to input and schedule automated tweets and messages.</p> <p>Increase the use of relevant hashtags on Twitter and Instagram so that Board posts are more widely shared.</p>	<p>Increase Board Social media followers</p> <ul style="list-style-type: none"> • Twitter by 10% • Facebook by 10% • Instagram by 200% 	<p>Who:</p> <ul style="list-style-type: none"> • Communication Officer <p>How:</p> <p>Report monthly to the Director of Education on the progress of our social media objectives.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Communication Officer <p>Capital:</p> <ul style="list-style-type: none"> • Board Social Media Platforms

Priority #4	RESOURCE MANAGEMENT				
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB				
OCG Link	A collaborative contributor who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good				
UNSDG Links	#4 – Quality Education				
Goal #2	Protect the Assets and Resources of the Board.				
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources	
	21 /22				
1. Develop short and long-term financial and operational strategies that will provide for a balanced budget.	<p>Enhance the regular monthly financial reconciliation and reporting process to include detailed capital and revenue analysis.</p> <p>Develop and implement internal budget modelling tools to enhance long-term budgeting.</p> <p>Create a robust cash management strategy for the Board.</p>	<p>Fulsome monthly reports are completed and analyzed.</p> <p>Budgets and resources are allocated to ensure key priorities are met.</p> <p>Budgets are balanced where possible.</p> <p>Cash is available when required to maintain operations.</p> <p>Improved understanding by budget holders of their expenditures and financial processes.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Financial Services • Senior Management <p>How:</p> <p>Provide regular updates to budget holders on status of accounts.</p> <p>Present interim financial reports to Board of Trustees.</p> <p>Complete Board's Estimates and Revised Estimates financial reports.</p> <p>Monitor the use of the Board's credit facilities and report this to Senior Administration/ Board where appropriate.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Financial Services • Superintendent of Finance and Business Services • Manager of Financial Services • Accounting Supervisors • Budget holders 	

<p>2. Monitor and operationalize a multi-year strategic audit plan for the board using sound risk management practices.</p>	<p>Coordinate audits in areas identified during the multi-year risk assessment and/or identified by Senior Administration or Audit Committee.</p> <p>Work with RIAT and central departments/schools to implement recommendations from audits to strengthen internal controls and find efficiencies and process improvements across the Board.</p>	<p>Audit Reports from the Regional Internal Audit Team to the Audit Committee.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Financial Services • Audit Committee • Superintendent of Finance and Business Services • Manager of Financial Services <p>How:</p> <p>Follow-up reports from the Regional Internal Audit Team to the Audit Committee outlining the status of recommendations.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Senior Administration
<p>3. Operationalize and monitor a facility renewal and maintenance program for schools that best aligns resources with Board priorities.</p>	<p>Engage the Board’s Facility Enhancement Review Committee to consider improvements to current processes that would best align resources considering: Long Term Asset Planning (LTAP), system priorities (i.e., UDL), local priorities, equity of outcomes, ongoing refresh of schools, accountability, and transparency.</p> <p>Present to the Leadership Team the capital and school operations funding which our Board receives and how these resources are allocated.</p> <p>Continue to expand the functionality of the new Ebase Facility Management and Work-Order software system with enhanced functionality for all users through asset tracking and digital logs.</p>	<p>Track improved alignment of resources.</p> <p>Track the level of understanding of the board’s capital and school operations funding from our stakeholders through pre- and post-survey data.</p> <p>Track improved efficiencies of the new Ebase Facility Management and Work-Order software system.</p> <p>Increased ability to assign work and track asset renewal needs.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Plant and Planning Services Management Team <p>How:</p> <p>Report progress to Senior Administration and to the Board of Trustees.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Plant and Planning Services Management Team • Facility Enhancement Review Committee <p>Capital:</p> <ul style="list-style-type: none"> • Ministry of Education Capital Funding Allocations • School Operations Grant

<p>4. Develop efficiencies in the Board's Ability and Wellness (AW) Program and its processes.</p>	<p>Strive toward a reduction in the magnitude and duration of employee absences.</p> <p>Monitor AW cases to ensure timelines are met.</p>	<p>Timelines are developed and met for:</p> <ul style="list-style-type: none"> • Follow-up on absences • Medical updates • received within the prescribed timelines • Medical clearance for Return to Work (RTW) and employee's RTW • Completion of Gradual Return to Work (GRTW) process 	<p>Who:</p> <ul style="list-style-type: none"> • Senior Human Resources Administrator • Human Resources Officer Ability and Wellness Coordinator • Human Resources Coordinators <p>How:</p> <p>Track department statistics.</p> <p>Review Parklane Reports.</p> <p>Review School Board Cooperative Inc. (SBCI) Absence Study.</p> <p>Present quarterly analytical and statistical reports to Senior Administration.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Ability and Wellness • Employees enrolled in the Ability and Wellness program • Administrators • Managers • Supervisors <p>Financial:</p> <ul style="list-style-type: none"> • Contract with SBCI and Parklane Systems
<p>5. Develop and monitor the effectiveness of the Board's comprehensive Occupational Health and Safety (OHS) System.</p>	<p>Conduct internal and external audits to ensure the OHS system is functioning, and that senior administration, supervisors, and employees are accountable for occupational health and safety.</p> <p>Ensure occupational health and safety is part of the Board's orientation and onboarding program.</p> <p>Update the violent incident form to capture important information required for remediations.</p> <p>Track incidents of workplace violence and follow up with school Administrators, their superintendents and utilize other resources available in the Board to reduce overall incidents.</p>	<p>Track reduction in Incidents for the Board and the individual schools.</p> <p>Provide reports regularly to Senior Administrators.</p> <p>Employees and supervisors are aware of the internal responsibility system and their roles as it relates to occupational health and safety.</p> <p>Monthly inspections completed and remediation of OHS issues addressed in a timely manner.</p> <p>A plan is developed that includes addressing pressing OHS components.</p> <p>OHS courses are developed. Employee training occurs as required.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Occupational Health and Safety Officer • Administrators • Managers • Supervisors • Superintendents of Education <p>How:</p> <p>Present SBCI Annual OHS Report to Senior Administration and to the Board of Trustees.</p> <p>Review Parklane Reports.</p> <p>Keep and track records of annual training and testing of employees through Safe Schools.</p> <p>Track workplace inspection findings remediations.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Occupational Health and Safety Officer. <p>Capital:</p> <ul style="list-style-type: none"> • OHS Budgets • Contracts with SBCI, Parklane Systems, and Safe-Schools Training Platform

	<p>Develop training courses as required by the training matrix.</p> <p>Promote and enforce supervisor's roles on incident investigation.</p>	<p>Incident rates and other OHS Key Performance Indicators are organized and available to Administrators and the senior team.</p> <p>Perform required internal safety audits.</p>	<p>Review of OHS Snapshot and the OHS Acts.</p> <p>Implementing actions as required by the Occupational Health and Safety Act.</p>	
6. Improve Asset Tracking system.	<p>Inventory assets at each school for the purpose of building a school-based asset listing. Reports will be used to assess the resource equity and adequacy for each school community.</p>	<p>Increased ability to run accurate and timely reports.</p> <p>Evidence-based decision making based on data.</p> <p>Reduction in the number of lost or stolen devices.</p>	<p>Who:</p> <ul style="list-style-type: none"> • LTS Client Services Team • Service desk technicians <p>How:</p> <p>A task list for inventorying all schools will be organized and monitored.</p>	<p>Human:</p> <ul style="list-style-type: none"> • LTS Client Services Team <p>Capital:</p> <ul style="list-style-type: none"> • EBase Software
7. Implement ALCDSB Cyber Security Strategy.	<p>Maintain a fulsome disaster recovery plan for the Board to minimize the amount of potential loss in a period of interruption.</p> <p>Maintain best practices to create a culture of proactive security processes to best protect the Board from cyber breaches to maintain confidentiality and integrity of data.</p>	<p>Monthly testing of backup integrity implemented to verify designed processes.</p> <p>Weekly review of server security logs to inform LTS of the nature and severity of attempted cyber-attacks.</p> <p>Solicit feedback from employee groups concerning the adequacy of Cyber security training.</p>	<p>Who:</p> <ul style="list-style-type: none"> • LTS Business Operations Department <p>How:</p> <p>On a monthly basis, the LTS Business Operations Supervisor and security analyst review security posture and events with LTS manager.</p>	<p>Human:</p> <ul style="list-style-type: none"> • LTS Business Operations Department • Network Analyst <p>Capital:</p> <ul style="list-style-type: none"> • Azure Cloud Infrastructure • EndGame Server Monitoring • Microsoft End-Point Protection services • Microsoft A5 licences

<p>8. Privacy awareness campaign for all Board employees.</p>	<p>Create an educational campaign around Privacy Risk Awareness which will include:</p> <ul style="list-style-type: none"> • D2L training videos • Alignment with Human Resources (HR) onboarding • Social media messaging and educational campaigns • Website information • Posters or other take-aways that remind staff of their obligation under the Board’s Privacy policies • PD for staff • Tips and best practice techniques • Update of Board policies and procedures 	<p>Reduce the level of potential risk of breach of privacy and personal information of staff and students.</p> <p>Work with internal auditors to ensure efforts are noted in annual audits.</p> <p>Ensure all privacy work is in alignment with legislative requirements.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Privacy Officer <p>How:</p> <p>Report monthly to the Director of Education on the progress of our privacy awareness objectives.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Privacy Officer <p>Capital:</p> <ul style="list-style-type: none"> • Board Social Media Platforms • D2L Platform • Ministry Legislation and Regulations
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Algonquin & Lakeshore
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