



Halton District School Board

Report Number: 16022

Date: January 27, 2016

FOR INFORMATION

TO: The Chair and Members of the
Halton District School Board

FROM: Debra McFadden, Executive Officer of Human Resources
Stuart Miller, Director of Education

RE: Operations Plan Update, “Staff” 2015-2106

Background

The Board is in its fourth and last year of a Multi-Year Plan. The Multi-Year Plan can be found on the Board website ([link here](#)). The annual plan of the Multi-Year Plan, the Operational Plan, is reviewed each year with trustees; annual progress is reviewed and strategies are refined or changed for the following school year.

On May 20 2015, the Operational Plan for 2015-2016 was approved by trustees (Board Report 15073). The report outlined a number of revised strategies for the “Staff” section of the plan. This report and accompanying presentation will provide a brief update on two or three strategies in each Staff Goal area.

It is important to note that with provincial and local sanctions last spring and this fall, many of our staff goals were amended or postponed.

Goal 1: Staff will participate in collaborative, supportive and inclusive working and learning communities focused on innovation and research.

Strategy: *Design and deliver staff learning opportunities to focus on embedding Culturally Responsive Teaching, Developmental Assets, Think Kids (CPS), Restorative Practices and Developmental Assets (eg. Equity Learning Series to academic and corporate staff).*

Outcome:

- Formal Restorative Practices Training took place in the Spring of 2015 involving a total of 82 participants, representing 21 elementary/secondary schools. Furthermore, initial aware learning of Restorative Practices took place at 15 additional schools (e.g., staff meetings, lunch & learns, etc.).
- Dr Stuart Ablom (Think Kids/CPS) returns to Halton in April to train 80 Tier 2 staff. Staff trainers will be training 120 Tier 1, as well as many new to the process. This will increase our number of certified staff members by approx. 300.
- An Equity & Inclusive Education Program and Policy Review process/tool has been developed and will be piloted during the 2015/16 year in order to review library collections/purchases. This tool will be used to generate a preferred list for distribution for mass library orders K-8 to promote diverse gender and sexual diversity. Next step is to adapt the review tool to continue the library audit for secondary school libraries.

Strategy: *Deliver the Canadian Race Relations Foundation - Foundations of Equity program to Principals and Managers focusing on inclusion in hiring.*

Outcome: This program delivered by the CRRF has an emphasis on inclusive and equitable recruiting, hiring and promotional practices. It aligns with the Ministry of Education’s Inclusive Education Strategy and the Halton District School Board’s Employment Equity Policy. Forty managers and administrators attended the four-part series in February of 2015 and 40 more will attend next month.

Goal 2: Staff will support safe, respectful and inclusive relationships with students, staff, families and communities.

Strategy: *Develop partnerships with community agencies and organizations to target areas of need to build capacity in support of all HDSB Equity Lenses (i.e . Ability, Race/Culture, FNMI)*

Outcome: Have worked with municipal governments and new community partner agencies to support Syrian refugees in Halton Region. We have further developed our partnerships with Halton Interfaith Council with consultation and presentations from Muslim leaders in Halton. School staff and senior staff visited the Halton Gurdwara and Milton Islamic Centre - Milton Masjid on February 5th P.D. day. We have also been deepening our learning partnership with HMC Connections Youth Settlement Workers in shared learning for Equity & Inclusive Education HDSB 7 Equity Lenses. EIE Advisory Steering Committee hosted a presentation by HMC Connections partner member on refugee identity and support in our schools and community. Establishing a learning partnership with Canadian Museum for Human Rights has also been a focus of our work. Finally, we are exploring the formalizing of partnership for community outreach, experiential programming experiences and learning trips with Halton Mississauga Habitat for Humanity.

Strategy: *Continue to build and value relations as we move through sanctions.*

Outcome: It is difficult to quantify the status of employer union relationships, but there are many objective indications that the parties previously good relationships continue. Local bargaining proceeded well with many issues referred to joint committees for problem solving and resolution. This is an indication that there is trust in the parties ability to work together and resolve issues of mutual interest. Grievances have not increased during or after the imposition of sanctions which is a clear indication that issues are being resolved collaboratively without resorting to a formal dispute resolution process.

Goal 3: Staff will use systemic data to inform actions, and validate decision-making and resource allocation.


Strategy: Teachers will use STEP Continuum data in reading, writing and oral language to support English language learners in all content areas.

Outcome: The STEP Ongoing Assessment tracker, developed through the Halton Forms Engine, is accessible by all elementary and secondary schools to support English language learner data collection and monitoring processes. The Welcome Centre staff uses the STEP Initial Assessment tracker for language acquisition initial assessment data to share with receiving school staff.

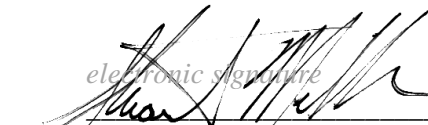
Strategy: Continue the Clean Sweep training program and the use of Ergonomic equipment to reduce strains and musculoskeletal injuries.

Outcome: Clean Sweep was previewed for Facilities Department staff in late spring. It was felt some components of the program needed to be modified to better align with Halton practices. This revision is currently underway and it is expected that the revised program will be introduced prior to the end of the school year.

Respectfully submitted,

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Debra McFadden
Executive Officer of Human Resources

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Stuart Miller
Director of Education