



Strategic Plan 2017 - 2020



Our Beliefs

AT UCLCET, WE BELIEVE THAT:

- Everything we do should contribute to learning and the pursuit of personal excellence;
- All individuals have a right to learn and work in a safe and clean environment;
- Physical and emotional well-being must be promoted;
- Quality of life is enhanced by participation in a variety of learning experiences, including cultural, artistic and physical experiences;
- Respect for diversity strengthens the communities we serve;
- Effective, open and honest communication is essential to success.

IMPROVE EFFICIENCY AND EFFECTIVENESS

OBJECTIVES:

- Review opportunities and subsequently implement agreements for shared services with UCDSB for IT related operations
- Create a memorandum of understanding and agreed fee for services for the International Students Program between UCLCET and UCDSB
- Implement measures intended to establish closer communication and collaboration with Administration to compensate/prepare for organizational needs both current and future
- Adopt a comprehensive set of well documented organizational policies and procedures
- Raise awareness of UCLCET and its programming in local communities

The future of the
world is in my
classroom today.

- Ivan Welton Fitzwater



INTERNATIONAL EDUCATION



By 2020, the UCLCET International Education Program will be a robust, sustainable program recognized for creating an inclusive, multicultural environment through the engagement of international students and educators and the provision of exchange programs and world-class education opportunities.

école secondaire *Taguri* secondary school



1: Track & Evaluate Success

TRACK AND EVALUATE STUDENT SUCCESS: ALIGN EXPECTATIONS WITH REALITY

Provide and promote a quality service or product that is delivered within a framework that has limitations, eg. range of course offerings, class caps, etc.

OBJECTIVES AND SUCCESS MEASUREMENTS:

A 'check-up' process is in place to measure, monitor and adjust student success with their program pathway

- *A process is well documented and in place by the beginning of the 2018-19 school year*

Define a clearly documented program pathway for each student prior to beginning studies at a UCDSB school

- *Each student is provided with a written document outlining a program pathway specific to that student*

Develop a more in-depth marketing portfolio for agents to be able to give more information to incoming students about what to expect from their chosen school and homestay program

- *Ninety percent of agents report that they are confident in their understanding of the programming offered by the UCDSB for international students*
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Students arrive with clear expectations and understanding of their program pathway

- *At least 80% of students confirm that they had clear expectations and understanding of their program pathway prior to arrival*
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Formalize lines of communication regarding expectation of roles and responsibilities between UCLCET and UCDSB

- *An agreement between UCLCET and UCDSB is established to document the roles and responsibilities related to supporting international students*

DIVERSITY

Provide various program options for students: graduation, cultural immersion, summer camp/school, offshore. Increase students crossing cultural boundaries.

OBJECTIVES AND SUCCESS MEASUREMENTS:

Increase percentage of international student population enrolled at rural schools

- *International student population enrolled at rural schools increases by 10% annually*

Increase program options: summer programs, international opportunities for domestic students, dual credit/community partner programs, and increase involvement of international students in SHSM

- *A summer program available for students by 2019*
- *At least 20 students participate in international opportunities*
- *Ten students graduate from a UCDSB school with a SHSM certificate by the year 2018-19*

Increase in continuity of enrollments: students for more than one year and partnerships with consistent programming need

- *The percentage of multiple year students increases by 10% annually for the next three years*
 - *At least three new partnerships are developed with consistent, year-after-year, programming*
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Offer off shore programming for students in countries outside of Canada to study with UCDSB

- *Students in at least three different countries are enrolled in UCDSB programs by 2018-19*

3: Grow Host-Base

GROW HOST-BASE WITH CULTURALLY COMPETENT, AWARE AND INFORMED FAMILIES

Maintain a sustainable pool of motivated and engaged hosts with an understanding of the program by working with the Canada Homestay Network.

OBJECTIVES AND SUCCESS MEASUREMENTS:

Sufficient qualified diverse homestay arrangements (families) to meet the current and future requirements (3yrs) of the International Program

- *A forecasting system is developed with the Canada Homestay Network to anticipate enrollment for three years*
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Work with the Canada Homestay Network to increase the group of hosts to be able to match to the needs of student and family

- *The Canada Homestay Network increases their host base across the UCDSB by 10% annually*
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Host families have training available related to cross-cultural communication and other subjects relevant to the hosting experience

- *A central repository of training materials is available to host*
- *At least two training sessions are available for hosts annually*

3: Grow Host-Base

Maintain engagement and satisfaction of hosts in the homestay program

- *Turnover of homestay family participation is reduced by 10% annually*
- *Homestay relocation rate to decrease by 10% annually*

4: Strong Connections

CREATE A STRONG CONNECTION BETWEEN HOST FAMILIES, SCHOOLS AND INTERNATIONAL STUDENTS

Create strong connections between host families, schools and international students by increasing professional learning opportunities and communication to provide a quality experience academically, socially and emotionally.

OBJECTIVES AND SUCCESS MEASUREMENTS:

Increase professional learning opportunities for administrators, staff, partners and hosts

- *A professional development plan for UCDSB staff specific to the International Education Program and supporting international students*

Implement clear and transparent communication protocol between all stakeholders

- *Communication protocol is documented and available to all stakeholders related to UCDSB international education, including schools, homestay families, homestay service providers, students, families, and agents*

4: Strong Connections

Build accountability through an annual review process in a systematic approach/schedule: cyclical (Plan, Act, Assess, Reflect)

- *An annual program review process involving a variety of stakeholders is established within two years*
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Increase academic achievement and success amongst international students

- *Credit accumulation rate of international students increases annually*
 - *Graduation rate of international students increases annually*
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Implement a consistent and transparent system for tracking each student's strengths, needs and progress within the UCDSB schools which is available for all stakeholders

- *The creation of such a system before the 2018-19 school year*

TRACK INTEGRATION AND ENGAGEMENT OF THE INTERNATIONAL EDUCATION PROGRAM

Integrate Teaching for Learning with International Education Program. Focus on equity, inclusion and diversity to increase engagement at school, system and community level.

OBJECTIVES AND SUCCESS MEASUREMENTS:

Encourage the development of programs to assist with the welcome and inclusion of international students with clearly defined objectives and expectations in every secondary school in line with *Open Doors and Minds*

- *Every UCDSB school welcoming international students has at least one element of defined programming to assist with the welcome and inclusion of international students within three years*

Integrate professional learning in the international program PD and PLD with Teaching and Learning Department

- *At least two professional learning opportunities related to international education are offered by the UCDSB annually by the 2018-19 academic year*

5: Integration & Engagement

Establish an annual curriculum based international education trip to a partner school

- *Such a trip is offered by the 2018-19 school year, with at least ten UCDSB students participating*

Explore the feasibility of an international certificate program with target components including: Languages, homestay hosting experiences, volunteer activities, and outbound study opportunities

- *An international certificate proposal is presented to the UCDSB for consideration during the 2019-20 school year*

I never teach my pupils, I
only provide the conditions
in which they can learn.

- Albert Einstein



STUDENT NUTRITION





The UCLCET Student Nutrition Program provides universal access to proper nutrition to ready children for optimal learning.

1: Sustainability Plan

SUSTAINABILITY PLAN FOR FUNDING AND FUTURE PLANNING

OBJECTIVES AND SUCCESS MEASUREMENTS:

Overcome one-year planning according to funding

- *A plan is established for three years of programming, with contingencies established based on funding acquired*
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Determine baseline minimum programming (eg. type, amount, etc.)

- *A comprehensive study is completed to provide a baseline of minimum programming that must be maintained to fulfill the social expectation established that students will be provided with nutritious foods at school as needed or desired*
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Develop an operational plan to fulfill above (funding, staffing, sourcing, etc.)

- *An operational plan to fulfill the minimum programming goals is in place by the end of the 2018-19 school year*
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Identify and establish relationships with additional funding partners

- *At least two new partners provide funding for SNPs by 2019 with consideration of Student Nutrition of Ontario policies and guidelines around new funding partnerships*

ALIGN AND INTEGRATE WITH THE CURRICULUM

OBJECTIVES AND SUCCESS MEASUREMENTS:

Align with the Ontario's current curriculum material regarding SNP programming

- *A study is completed to identify alignment opportunities between Ontario curriculum and the work by SNPs by the end of the 2017-18 school year*
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Partner with complementary programs involved in student nutrition and curriculum

- *Formal partnerships with at least two different complementary programs by the end of the 2018-19 school year*
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Build a central repository of material that supports student nutrition programming

- *Such a repository is available to relevant stakeholders before the 2018-19 school year with school staff from at least 50 different schools accessing materials annually*

3: Create Awareness

CREATE AWARENESS OF PROGRAM TO ELEVATE PRIORITY AND IMPORTANCE

OBJECTIVES AND SUCCESS MEASUREMENTS:

Build champions of the program

- *A SNP champion is established in all schools in which such programming is offered. Fifty-percent by 2017-18, 75% by 2018-19, and 100% by 2019-20*
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Increase media promotion: social media, PSA, print, stickers/posters on front doors and in schools that have breakfast programs

- *SNP appears in more than 100 social media posts annually by 2018-19*
 - *Every school offering an SNP has a sticker or poster near the main entrance or office*
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Build awareness with related community partners

- *At least 10 meetings are delivered annually to inform new community partners about SNPs*
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Increase communication to share program success and positive experiences

- *A program success story is generated and shared publicly monthly*

3: Create Awareness

Build community awareness of the program through promotional events and otherwise

- *At least 10 presentations are provided to schools, food producers and local businesses to inform the general public of SN*

4: Engaged, Enabled Volunteers

ENGAGED, ENABLED VOLUNTEERS

OBJECTIVES AND SUCCESS MEASUREMENTS:

Implement a volunteer recognition program

- *At least one volunteer in each region is recognized publicly for their efforts on a regular basis*
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Develop a training program through which SNP staff will encourage and provide all SNP site coordinators resources supporting safety/food handling, confidentiality, reporting, menu planning, budgeting, healthy food choices (under MCYS food guidelines) which are available and easily accessible any time

- *An online repository of training materials is established and all volunteers have access*
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Identify, support and fill gaps of need: survey/ask volunteers more frequently

- *Connections made with volunteer recruitment agencies throughout the communities that UCLCET SNPs serve*
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Develop partnerships with volunteer recruitment agencies – Cornwall, Brockville, Kemptville, Gananoque

- *Annual communication with volunteer recruitment agencies to provide an update of needs.*
- *At least 10 volunteers are sourced annually through such partnership*

BUILD STRONG, COLLABORATIVE PARTNERSHIPS

OBJECTIVES AND SUCCESS MEASUREMENTS:

Develop partnerships with agencies and individuals working on similar programs or with similar “clients”; and determine operational areas in which our efforts would be enhanced through collaboration

- *A list of potential partners with common interests or similar mandate is established and updated annually*
 - *At least one new partnership is established annually*
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Continue to build a collaborative culture with Community Partnership Committee (CPC) to promote our program goals

- *Ninety percent of Community Partnership Committee members participate in at least one meeting annually*

