Focus On
Our Students

Strategic
PLAN
2016-2021

**Director's Report to Trustees
Year One of Implementation**
September, 2017

HALTON
CATHOLIC HCDSB
DISTRICT SCHOOL BOARD

Achieving   Believing   Belonging

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

HALTON CATHOLIC CDSB
DISTRICT SCHOOL BOARD

ACHIEVING
Meeting the needs of all learners

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

BELIEVING
Celebrating our Catholic faith & aspiring to be models of Christ

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

BELONGING
Embracing relationships & sustaining safe, welcoming schools

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

FOUNDATIONAL ELEMENTS
Optimizing organizational effectiveness

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

ACHIEVING

Meeting the needs of all learners

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

   1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.

   1.2 Parents, educators, and professionals work together to determine student needs and goals.

   1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.

   1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes:

- We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community. (1)

- In 2016, the Special Education Amount (SEA) process was modified, resulting in an increase in the number of technology and equipment available to accommodate student needs (1)

- We continue to use a number of evidence-informed programs and instructional practices to meet individual student needs. Program Services worked collaboratively to ensure the successful rollout of Empower in 44 schools, and late in 2016 began discussing a strategy to assess basic math literacy using a Numeracy Screener. (1.1)

- Schools continue to offer a menu of Evidenced Based Programs, such as Roots of Empathy (42 programs were run in 20 elementary schools), Friends for Life, Playground Activity Leaders in Schools (85% of our elementary schools had the PALS program), MindUp, and Team Unbreakable, which are offered at Tier 1 by our CYC staff. Schools can choose the programs they want to run based on the specific needs of their community. (1.1)

- In 2016, we also evaluated some of the evidence-based programs that we offer to ensure that the educational experiences are meeting student needs. For instance, 407 Grade 5 students participated in a research project on Friends for Life and 5 schools participated in a pilot project for MindUp. (1.1)

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Successes (cont'd):

- We continued to use a successful IEP process in 2016. The IEP is a fluid document created by multiple parties and a copy is sent home twice a year. (1.2)

- Students in grades 7 through 12 continue to use myBlueprint in preparation for post-secondary destinations. Specifically, there were 1021 unique logins for Grade 7, 2237 for Grade 8, 2758 for Grade 9, 2875 for Grade 10, 2451 for Grade 11 and 2391 for Grade 12. (1.3)

- In 2016, we offered 6 concentrated OYAP programs across 3 secondary schools and 21 SHSM programs across all 9 secondary schools. (1.3)

- St. Gregory the Great CES - opened in Sept 2016, incorporating improvements that support new pedagogies (resource rooms, teaching workrooms, food & nutrition room). (1.4)

- Nine major renovation projects at schools, including HVAC systems, lighting, washroom renovations, door and locker replacements, flooring, painting and programming improvements (Scared Heart of Jesus CES, Notre Dame CSS, St. Andrew CES, St. Brigid CES, St. Luke CES, St. Marguerite D'Youville CES, St. Matthew CES, St. Timothy CES and St. Teresa of Calcutta CES) (1.4)

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Successes (cont'd):

- Thirteen new natural kindergarten outdoor learning play spaces were installed (Lumen Christi CES, Our Lady of Fatima CES, Sacred Heart of Jesus CES, St. Bernadette CES, St. Elizabeth Seton CES, St. Joan of Arc CES, St. John Paul II, St. Mary CES, St. Matthew CES, St. Peter CES, St. Teresa of Calcutta, St. Timothy CES and St. Vincent CES). 26 of 46 elementary schools now complete. (1.4)

- Starting in September 2016, in order to better re-distribute students across the Board, Facility Management Services and Planning Services undertook a number of Boundary Reviews and School Closure and Consolidation projects to reduce surplus pupil places across the Board to enhance the sustainability of our schools day to day operations. (1.4)

  Projects undertaken to achieve this action included:
  ο Oakville Secondary School Boundary Review
  ο Georgetown Elementary School Boundary Review
  ο Georgetown North Modified Pupil Accommodation Review (approved)
  ο Oakville South Central MPAR (approved)
  ο Burlington Southeast MPAR (denied)
  ο Burlington Southwest MPAR (denied)
  ο Oakville Northeast Pupil Accommodation Review (approved)
  ο Burlington Northeast School Boundary Review (approved)

Achieving   Believing   Belonging

ACHIEVING

Meeting the needs of all learners

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

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

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

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

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

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

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

Successes:

- In 2016, we had 31 collaborative inquiry projects that focused on 21st Century teaching and learning. This work was shared at an Administrators meeting, and at two project consolidation days. (2.1, 2.2)

- In 2016, we had 12 sessions of the following eLearning courses offered to our students: (2.1, 2.3)
  - o ASM2)
  - o BBB4M
  - o HHG4M
  - o HIP4O
  - o HSC4M
  - o OLC4)
  - o SCH4C
  - o SCH4U
  - o SPH4C

- In 2016, all schools have a Learning Commons, some are at the beginning stages of implementation others are farther along. (Memo C152) (2.3)

- Over the course of the 2016 school year, over 1,200 new devices were purchased through IT (2.3)

- In addition, the 21st Century CODE project supported the purchase of 785 devices, accessories, furniture for project participants, with the majority of new items being laptops and tablets. (2.3)

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Successes (cont'd)

- On an average school day, approximately 17,000+ wireless devices are active on our network. (2.4)

- There were a number of in-services on 21st century teaching and learning offered to staff in 2016 by Curriculum Services. For instance, there were 10 sessions about the CODE project, 2 sessions about the Learning Commons, 7 sessions about Coding Quest, 2 session about Hour of Code, and 5 sessions for Twilight Tuesday sessions on Office 36. There were also sessions provided on Lego WeDo and numerous Office 365 sessions run at school staff meetings, which were conducted by Itinerants, IT, as well as the 21st Century Curriculum Consultant. (2.6)

Achieving   Believing   Belonging

ACHIEVING

Meeting the needs of all learners

3. We hold high expectations for all learners.

3.1 Provide support and self-directed professional learning opportunities.

3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.

Successes:

- We supported a number of self-directed professional learning opportunities in 2016, including:

  o Two TLLP projects. One on *Building 21st century competencies through classroom design,* the other on *Flipping the classroom to foster self-directed learners. (3.1)*

  o Various PD sessions were offered to Educational Assistants in 2016, including safe management, safe talk picture exchange system, safe talk, on equity and inclusion, on meeting the needs of all (ABA), as well as faith day celebrations. (3.1)

- Students continue to use the IPP/ Pathways Planner (3.2)

- We offered Leading Mentally Healthy Classrooms/Schools to 5 schools in 2016.

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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

   1.1   Increase awareness of the Ontario Catholic School Graduate Expectations.

   1.2   Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.

   1.3   Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.

   1.4   Provide liturgical supports and in-servicing for staff.

   1.5   Provide Adult Faith Formation opportunities for all staff.

   1.6   Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

Successes:

- There were 7 masses and liturgies held at the CEC in 2016. And as always, students were required to attend mass if a school trip fell over the weekend. (1)

- There were 12 sessions about Christian Meditation held in 2016 with over 474 participants. (1,3, 1.4)

- There were 6 other faith-based activities for students held in 2016. (1.4)

- We provided in-services for our pastoral animators and chaplains in 2016, in conjunction with the Hamilton Diocesan Chaplains' Association as well as with A. Garrido. (1.4)

- In 2016, the AFF program offered 15 sessions. Overall, there were 470 participants. The TEL program offered 2 sessions to all Administrators (School and CEC Administrators plus Senior Staff). Overall there were 132 participants. Both programs were received positively by attendees with over 90% reporting satisfaction with AFF sessions and 80% reporting satisfaction with TEL sessions. (1,5)

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1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

Successes: (cont'd)

- A number of tools and supports were provided to strengthen and enhance the characteristic belief and spirit of our community: (1,6)

  o Each secondary school has one school chaplain.

  o A new theological theme was selected and presented at the June Board meeting and at a Deanery meeting.

  o We distributed 8 issues of the Grace Notes newsletter to approximately 61 chaplains and pastoral animators.

  o We distributed a Focus on Faith Newsletter in June 2017.

  o CCCRT had 43 members, 15 of whom completed online training with the Traumatology institute. All were in-serviced twice. Teams were called upon 7 times in 2016, and were on alert 3 times.

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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

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

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

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

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

Successes:

- There were 198 students who attended the Training for Student Ministers session. (2.1,2.2,2.3)

- Theology on Tap once again facilitated opportunities for dialogue to support a vibrant Catholic community; it was offered twice in 2016-17. (2.1)

- In the fall of 2016, a Focus on Faith Council was established with 22 members; it held 3 meetings last year and the council also created a mandate for its work. (2.2)

- In 2016, communication about the ICE survey and accompanying symposium were completed via a Board meeting, a CPIC meeting, and a webinar. (2.3)

- In 2016, ECCO café held 3 sessions with approximately 49 staff and community participants (2.4)

Achieving   Believing   Belonging

BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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

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

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

   3.3 Retreats organized for staff and students.

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

Successes:

- In 2016, 54 students attended the People of Life Retreat. (3.1,3.3)

- Seven staff collections for social justice were offered throughout 2016 at the CEC, including Shifra House, Relief to Somalia/South Soudan, Red Cross (x2), Red Crescent in Syria, Fort McMurray, Doctors without Borders. Many collections were ongoing "Toonie Tuesday" collections. (3.1)

- Faith day was a success in October 2016. CEC staff enjoyed a day at the Royal Botanical Gardens. (3.3)

- Walk with Jesus was a success in 2016. Approximately 18 students per school attended the walk along with 2-3 supervising staff per school. An additional 50 staff and parent volunteers also partook in the walk. (3.3).

- There were 114 student retreats held in our secondary panel. (3.3)

- A reflection component is often built-in to program monitoring and evaluation. For instance, in 2016, staff in the AFF program were given the opportunity to reflect on their faith formation experiences. (3.4)

Achieving   Believing   Belonging

BELONGING

Embracing relationships & sustaining safe, welcoming schools

1. **Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.**

   1.1 Examine current transition programs and initiatives.

   1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.

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

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

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

Successes:

- We recently completed a Board Mental Health Scan in 2016-17 to better understand student well-being in our community. Results from this scan were recently received in August 2017. (1)

- We administer a school climate survey every two years to parents, staff and students. Year 1 of our strategic plan was not an administration year but year 2 will be. (1.2)

- We continue to have a Medical Conditions committee that met 3 times in 2016. (1.3)

- We offer a variety of supports and programs to increase awareness and understanding of various medical and health conditions. (1.3)

  Concussions:
  o   All resource packages are on StaffNet
  o   Parent information on the protocol and packages are on the board website
  o   A concussion postcard was created and posted on the Board website for awareness
  o   A postcard was also created for schools to use for parents, staff, coaches and students.

  o   We began to in-service secondary school coaches, specifically for rugby, as well as Occasional teachers on concussions in February 2017.

  o   We created and implemented a concussion tracking sheet for staff and parents.
  o   We monitored the occurrence and type of concussions board wide, and plan to do so annually.

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Successes: (cont'd)

Epi-pen usage:
- We continue to offer anaphylaxis on-line training for all staff in direct contact with students.

- We continue to offer training and in-service on use of epi-pen.

- We placed the protocol, as well as updates to the FAQs on the Board website for parents.

- To monitor epi-pen usage, we administered a survey to each school.

- Individual plans completed each school year in collaboration with parents and school.

Other medical conditions:
- We have protocols for diabetes and asthma on our website as well as links to all forms.

- Individual plans for diabetes and asthma are completed each school year in collaboration with parents and school.

- We have Ophea Asthma Kits available to all of our schools.

- We used social media to increase parent awareness about immunizations and ISPA.

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Successes: (cont'd)

- We have serviced 1057 new clients through our settlement services at the Welcome Centres in 2016. We have held 62 newcomer family activities throughout the school system and 164 newcomer youth activities. The activities were very well received, engaging 2137 newcomer, refugee and international students to the school board. Lastly, 27 refugee families were supported in various ways as they settled and transitioned into life in our Catholic school communities. (1.5)

Achieving   Believing   Belonging

BELONGING

Embracing relationships & sustaining safe, welcoming schools

2. Relationships with all educational partners are nurtured and supported.

2.1 Work with community partners to enhance delivery of and access to services and supports.

2.2 Launch an awareness campaign on community services available for families and students.

Successes:

- In 2016, we had 42 PRO grants, totaling $40,604 in funding, awarded to our schools. (2.1)

- We continued to work collaboratively with the Toronto Region MISA PNC in 2016. The HCDSB MISA lead met with the PNC twice, and attended the MISA Leaders conference as well as the MISA EDI Symposium (along with 15 staff) in May 2016. (2.1)

- We continued to work with a number of community partners. (2.1), including but not limited to Halton Food for Thought, Our Kids Network,HCCEF, United Way, Hamilton Diocesan Educational Partnership, Kings College, CODE, Halton Public and French School Boards.

- There is a ppm149 committee that vets external agencies. In 2016, the committee met 3 times to vet new applicants. The current list of approved external agencies is posted on the Board website. Examples include: CCAC, ROCK, and the Regional Municipality of Halton. (2.1)

- As part of our Special needs strategy specifically, we work with LHIN, the Ministry of Education, Erin Oak, as well as CCAC.

Achieving   Believing   Belonging

BELONGING

Embracing relationships & sustaining safe, welcoming schools

3. **Students are service-minded global citizens, engaged and empowered to be leaders in their communities.**

   3.1 Explore and expand learning experiences for students outside of school.

   3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.

   3.3 Secondary schools have student leadership/mentoring programs.

   3.4 Establish an HCDSB Alumni Association.

Successes:

- There are several programs in our schools that empower students to be leaders in their community including, Playground Activity Leaders in schools (PALS), Friends for Life, MindUp, Roots of Empathy. (3, 3.3)

- There were 24 SpeakUp grants awarded in 2016, and 1 Students as Researchers project. (3.2)

Achieving   Believing   Belonging

1. **Improved access to services and supports for students and schools.**

   1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.

   1.2 Cross-panel learning activities take place within a Family of Schools.

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

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

   1.5 Streamlining of supports and resources.

Successes:

- There are many examples of inter-departmental collaboration, shared learning and planning to highlight for 2016 including, but not limited to, the 21st Century Steering committee, which is comprised of a senior administrator, Program Services, principals, IT, Privacy and Records Management, and Research and Development Services. Many Ministry initiative were also very much inter-departmental, take the RMS strategy rollout and progress as one example. (1.3)

- We continue to offer Mental Health literacy training opportunities to all of our staff in 2016. For example, there were opportunities to learn about the signs of suicidal ideation and what to do about it through Applied Suicide Intervention Strategies and SafeTalk training, about Anxiety through the Supporting Minds Anxiety Module, and about depression and mood disorders through the Mental Health program. (1.4)

- A faster method for EA allotment was developed and utilized in 2016. The new method produces a number of reports for the Special Education staff with information on how much support each student was assigned (in terms of a proportion of an EAs time) and how many EAs are allotted to each school. This method was used to support their final staffing decisions, adjusting allotments wherever necessary. (1.5)

- To streamline data requests, a HCDSB Data Management Sub-Committee between IT, Planning and Research and Development was created. The committee met twice in 2016. (1.5)

FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

2. Communication is clear, transparent and responsive.

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

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

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

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

Successes:

- We share information with our community a number of ways, including through our Board website, Synervoice, twitter, and our youTube page. (2.1)

- We continued to send out HCDSB News Coverage emails to our community in 2016. (2)

- We continue to use a weekly memo schedule to share important system information with principals and vice-principals. (2.1)

- During the 2016-2017 school year, Strategic Communications and IT Services collaborated to build and design a custom HCDSB elementary school website template and all 46 of the Board's elementary school websites were moved to a new platform. The new school websites are clear and easy to navigate for visitors, and user-friendly for staff, making them easy to update and maintain. The new design is fully responsive and AODA compliant.

Achieving   Believing   Belonging

FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.

3.2 Establish monitoring cycles and report on progress regularly across all priority areas.

3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.

3.4 Providing research and data support that is accessible and improves learning.

Successes:

- In 2016, data was used to support and inform various improvement efforts, including but not limited to, the BIPSA, SIPs, and the work of the Pathways team (3.1)

- We engaged in a number of data literacy capacity building efforts, including being part of the EDI workshops, held in May 2016, as well as the CODE 21st century collaborative inquiry projects. (3.3)

- We started to develop and use interactive dashboards for planning efforts, and to promote data and research literacy for various Board initiatives. (3.1, 3.3)

- We created an activity for monitoring the strategic plan that was implemented successfully at the end of 2016. (3.1,3.2, 3.4)

- Ministry initiatives are monitored/evaluated at year end, or according to the schedule provided (e.g., CODE 21st century) (3.2)

- Project findings from the 21st century CODE project were presented by educators at an Administrators meeting in a walk-through format. (3.3)

- Research and Development Services ensured that departmental data reports are up to date and easily accessible to staff. (3.4)

- Planning Services posted monthly enrollment reports on StaffNet, a total of 10 in 2016. (3.4)

Achieving   Believing   Belonging

FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

4. Stewardship of resources optimizes human, financial, physical and material assets.

4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.

4.2 Establish and maintain a capital and operating reserve fund.

4.3 Continuous review and monitoring of system staffing needs.

4.4 Identify school consolidation projects.

4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).

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

Successes:

- In 2016, a budget survey was administered to collect stakeholder feedback about budget related issues. This information was used to ensure alignment with strategic priorities. (4.1)

- System challenges and priorities were discussed and incorporated in the budget development process, approved by the Board of Trustees on June 21, 2016. Quarterly budget reports presented to the Board of Trustees in December, April and June, provided an opportunity to revisit the budget and assess whether sufficient funds are allocated to strategic priorities. (4.1)

- During the budget process, funds are dedicated to both capital and operating reserves. During the year Capital and Operating budgets are monitored closely to ensure sufficient funds remain to continue to build the capital and operating reserves. As at August 31, 2016, $1.4 million was transferred into the Capital reserve and $1.8 million into the Operating reserve. It is estimated that, an additional $800,000 will be transferred into the Operating reserve for the year ending August 31, 2017. (4.2)

- During the original and revised budget process in 2016, the staffing complement was reviewed and confirmed by every school and department, and compared to enrolment trends and needs in the system. (4.3)

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Successes: (cont'd)

- In 2016, approximately 494 new hires were added after reviewing our system staffing needs. (4.3)

Secondary teachers (permanent)	43
Elementary teachers (permanent)	65
Principals and Vice-Principals	15
Designated Early Childhood Educators (permanent)	1
(supply)	6
Educational Assistants (permanent)	39
(supply)	95
Custodians (summer placement)	5
Casual – Clerical (supply)	2
ASSP (permanent)	1
(temporary)	13
Admin (permanent)	15
(temporary)	12
Occasional teachers (supply)	149
Secretary/Clerical (permanent)	13
(temporary)	20

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4.3 Continuous review and monitoring of system staffing needs.

4.4 Identify school consolidation projects.

4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).

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

Successes: (cont'd)

- A number of school consolidation projects were identified in 2016. Summary provided below. (4.4)
- Oakville Northeast CES (St. John O, St. Michael and Holy Family consolidation)
    o PAR initiated, completed and approved by the Board
    o Funding requested for preferred option (consolidate 3 school into 1 new build on St. Michael site)
        ♦ Funding request was denied by the Ministry
    o Secondary option comes into effect (close St. John O in 2018, close Holy Family in 2020, students move to Our Lady of Peace, St. Michael or St. Marguerite d'Youville)
- Oakville South Central CES (St. Joseph O and St. James consolidation)
    o Funding request was modified and resubmitted in 2016-17 school year
        ♦ Ministry funding was announced on June 19, 2017 for a rebuilt school on St. Joseph O site
- St. Mark CES Rightsizing Project (removing large portapak and building smaller permanent addition)
    o Funding request submitted in the 2016-17 school year
        ♦ Ministry funding was announced on June 19, 2017 for a new school addition (5 room) and child care centre (3 room)
- North Georgetown CES (St. Francis of Assisi and Holy Cross consolidation)
    o Funding request was resubmitted in 2016-17 school year
    o Funding request was denied by the Ministry

Achieving   Believing   Belonging

4. Stewardship of resources optimizes human, financial, physical and material assets.

4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.

4.2 Establish and maintain a capital and operating reserve fund.

4.3 Continuous review and monitoring of system staffing needs.

4.4 Identify school consolidation projects.

4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).

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

Successes: (cont'd)

- The Board engages in collaborative spending and competitive procurement, to establish savings and economies of scale. In 2016, our collaborative spending partners include, but are not limited to, the Ontario Education Collaborative Marketplace (OECM), Halton Cooperative Purchasing Group (HCPG), Halton Student Transportation Services (HSTS), Halton District School Board (HDSB), Educational Computing Network of Ontario (ECNO) and Catholic School Board Services Association (CSBSA). The Board continuously seeks further collaboration by actively engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency (E&E) projects. (4.5)

- Programs are reviewed as needed to ensure feasibility and fidelity. In the spring of 2016, the French Sustainability Committee was established, comprised of parents, staff, and trustees. A comprehensive review of all French programming was completed and results were presented to the Board of Trustees in December 2017. (4.6)

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

5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.

5.2 Expand the leadership development strategy to include operational/business staff.

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

Successes:

- We continue to develop our strategic recruitment process based on system needs. (5.1)

- HR continues to fill vacancies from the completion of the PAF to fill date for each position in an expeditious manner to ensure proper coverage of positions for the Board. We also ensure that we meet all collective agreement timelines with respect to posting obligations and filling of positions. (5.1., 5.2)

- In 2016, we continue to expand the leadership candidate pools list for school administrators. (5.2)

- In 2016, our Catholic Leadership Strategy continues to have an academic focus with five distinct components. A participant survey is in progress for the 2016-17 school year. (5.2)
  1. Discerning (those considering their pathway)
  2. Aspiring (those who are on the path and preparing)
  3. Awaiting (those who have had successful interviews and are waiting in a pool to be placed)
  4. Mentoring (those in their first or second year of formal leadership)
  5. On-Going (PD for those in the role longer than 2 years

- Our leadership program for corporate staff has included lunch and learns where we invited corporate staff to the board room for leadership-focused learning. In 2016, we had professor Nouman Ashraf from the Rotman School of Management give a presentation.

- New staff continue to be provided with training and support from their departmental administrator and/or colleagues. In addition, various training resources are made available on StaffNet, and staff are expected to complete online training modules through Employee Self Service within two weeks of hire. (5.3)