

Regular Board Meeting

Information Report

Strategic Plan 2016-2021: Director's Report to Trustees – Year Two of Implementation	Item 10.3
October 2, 2018	

Alignment to Strategic Plan

This report is linked to all strategic priorities -

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcome schools

Foundational Elements: Optimizing organizational effectiveness.

Purpose

The purpose of this report is to provide the Board of Trustees with an update on the monitoring results on Year Two of the implementation of the Board's multi-year strategic plan.

Background Information

In September, 2016, the Halton Catholic District School Board launched a new multi-year strategic plan. The plan, *Focus on Our Students: Strategic Plan 2016-2021*, identifies specific outcome measures in four areas of priority (pillar): *Achieving*, *Believing*, *Belonging*, and *Foundational Elements*.

At the Regular Board Meeting held on September 19, 2017, the Director provided a report to the Board on the progress achieved during Year One of implementation of the multi-year plan.

Comments

As was done in Year One, to assess our progress in Year Two of our multi-year plan, Research and Development Services conducted a monitoring activity at the end of the 2017-2018 school year to collect perceptual data from stakeholders (parents, teachers, educational assistants, students, administrators, support staff, Curriculum and Special Education staff, Corporate staff, Pastors and parish representatives). The monitoring activity asked stakeholders to comment on how well we did with respect to meeting our strategic goals, and areas of improvement.

The results from this monitoring activity are available in an interactive online format - [click here to view](#).



The goals within each pillar and their accompanying actions were also monitored at the end of Year Two. This report highlights successes that were accomplished under each area of strategic priority, and are attached as **Appendix A**.

Next Steps

Overall, we have made significant progress towards fulfilling the goals outlined within our strategic plan. The senior staff team is currently refining the 2018-2019 System Priorities, which will incorporate the areas of improvement identified through our monitoring activities, and guide our work towards fulfilling the strategic goals and objectives.

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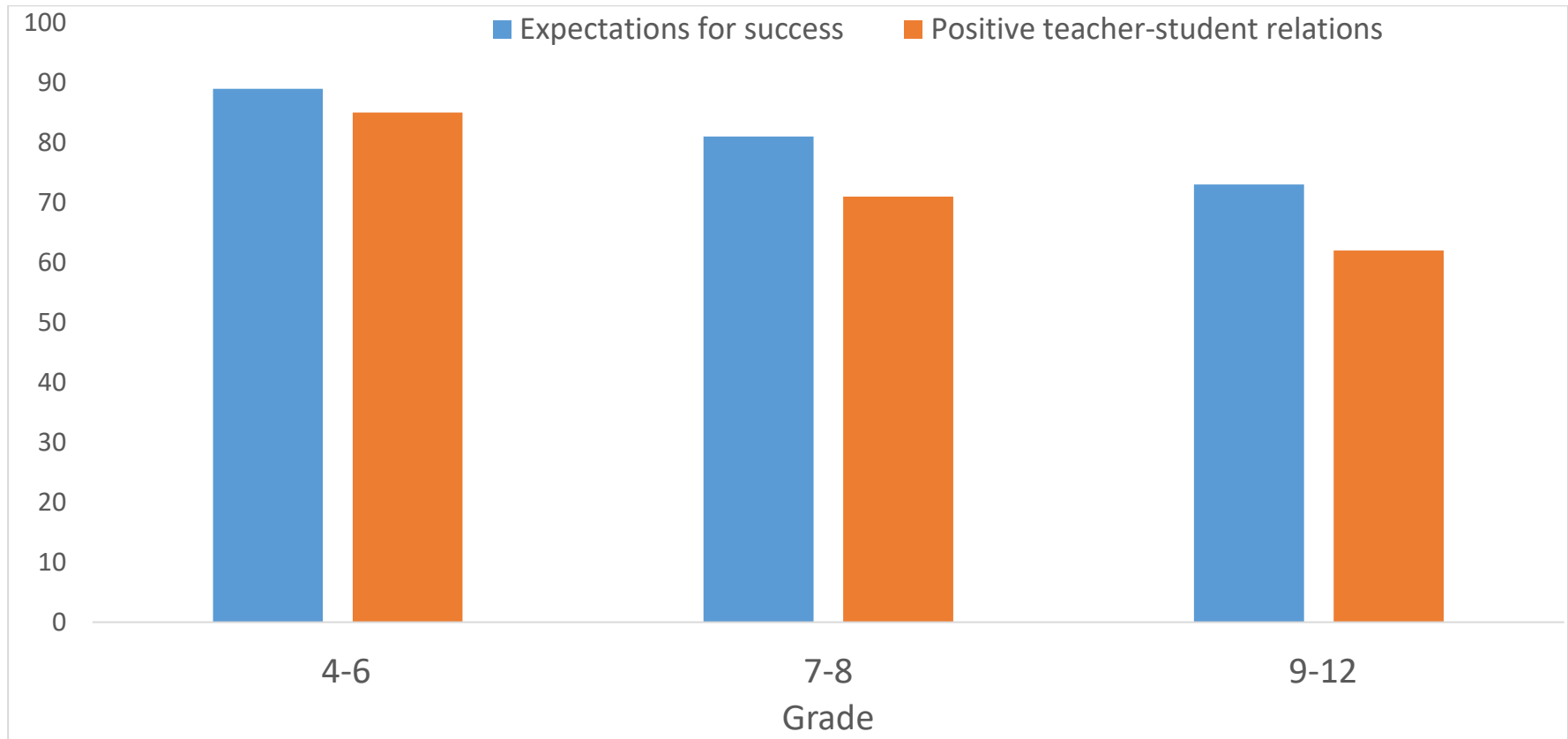
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Achieving: Results from 2017-18 School Climate Survey



Expectations for success: Students feel teachers' value academic achievement and hold high expectations for all learners

Positive teacher-student relations: Students feel supported by their teachers and that teachers respond to their needs

I. Monitoring our **Achieving** Pillar: Successes for 2017-18

Action (What will we do to get there?)	2017-18 Successes
1.1 Educational experiences and opportunities are differentiated to support all learners.	
General	<ul style="list-style-type: none"> • We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community.
I.1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.	<ul style="list-style-type: none"> • Released the 2017-2021 Revised math strategy continued into second year, with strategies directed at learners from K-12: <ul style="list-style-type: none"> ○ Kindergarten: Implemented the Early Numeracy Screener initiative in 25 classrooms across 8 schools to identify strengths and weaknesses in math for 720 JK and SK students, involving 54 educators; tool developed by researchers at University of Western ○ Five schools are participating the MathUp pilot initiative to monitor outcomes, and the license was purchased for 16 schools ○ In January, our two RMS sessions focused on supporting our students with learning disabilities in mathematics • Curriculum Services, Special Education staff, school administrators and staff and Information Technology Services work collaboratively to identify technology needs to support student learning with emphasis on new educational tools available on the Office365 platform • All schools and Board locations are technology enabled • 2017-18, an additional investment of \$375,000 (annually) has been committed to upgrading the school wireless infrastructure • System training on ABA Strategies provided to all SERTS, Department Heads, SETS, and two classroom teachers per school. The focus was data collection, proactive strategies, behaviour, and reinforcement. • Special Education Amount (SEA) delivered 475 Assistive Technology devices to students, an increase of 132% (from 205 in 2016-17) and provided 1882.17 hours of training on assistive technology to students • SEA Team provided Read and Write training to students at three CES in preparation for OSSLT • Increased SLP time spent supporting educators implementing programming at Tier One to support oral language development

Action (What will we do to get there?)	2017-18 Successes
I.1.2 Parents, educators, and professionals work together to determine student needs and goals.	<ul style="list-style-type: none"> • We continued to use a successful IEP process: The IEP is a working document created by multiple parties and is reviewed and updated every reporting period; it is completed collaboratively between home and school and a copy is sent home at a minimum of twice per year • Transdisciplinary Rounds continued into 2017/2018 as a collaborative way to support students who's needs are at the top of Tier 2
I.1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.	<ul style="list-style-type: none"> • Students in grades 7 through 12 continue to use myBlueprint in preparation for post-secondary destinations. Specifically, there were 1,957 unique logins for grade 7 (91% increase from last year), 2,263 for grade 8 (no change), 3,018 for grade 9 (10% increase), 2,869 for grade 10 (no change), 2,810 for grade 11 (15% increase) and 2,514 for grade 12 (5% increase). (1.3) • We offered 5 concentrated OYAP programs across 3 secondary schools and 22 SHSM programs across all 9 secondary schools.
I.1.4 State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.	<ul style="list-style-type: none"> • Six major renovation projects at schools, including HVAC systems, lighting, washroom renovations, door and locker replacements, flooring, painting and programming improvements at elementary (St. Mark, St. Michael) and secondary (Assumption, Bishop P.F. Reding, Notre Dame) schools • Eleven new natural kindergarten outdoor learning play spaces were installed in elementary schools: (Ascension, Canadian Martyrs, Our Lady of Victory, St. Francis of Assisi, St. Gabriel, St. John (B), St. Mark, St. Michael, St. Patrick, St. Paul, St. Raphael); 42 of 45 elementary schools now complete. • School Services, Business Services and Facility Management Services successfully engaged school communities and coordinated the consolidation of Oakville Northeast Pupil Accommodation Review and Oakville South Central Pupil Accommodation Review, facilitating a successful start of the year for September 2018

Action (What will we do to get there?)	2017-18 Successes
I.1.4 State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space (continued)	<ul style="list-style-type: none"> • Facility Management Services and Planning Services collaborated to identify enrolment pressures and undertook a Boundary Reviews to reduce surplus pupil places at St. Benedict CES. Projects undertaken to achieve this action included: St Scholastica CES Boundary Review. • St. Scholastica CES – scheduled to open Sept 2018 – will incorporate improvements that support new pedagogies (resource rooms, teaching workrooms, food & nutrition room) • Additional boundary reviews have been identified for the next five years as part of the 2018 LTCP • A 15 year Long-Term Accommodation Plan (LTAP) was approved in June 2018, identifying areas of enrolment growth and decline, confirming new school sites required to be registered in municipal development plans and identifying a plan of action to reduce empty pupil places through the system • Planning Services launched a website to house the LTCP information, and developed applications for Halton Residents to see what's happening in their communities. • In collaboration with municipal partners, Child Care Centre Spaces and EarlyON Centres have been identified in new and existing schools, addressing gaps in child care spaces within our system. Three new child care centres have been approved at St. Mark CES, St. Peter CES and Bishop P.F. Reding CSS • Planning Services and Facility Services were successful in identifying four future school sites to accommodate enrolment growth including: <ol style="list-style-type: none"> 1) Milton #9 CSS 2) Milton #10 CSS 3) Milton #3 CSS 4) Halton Hills VG CES#1 & CSS#1 (JK-12). • Planning Services will continue to identify and retain an interest in quality sites, to accommodate future state of the art facilities •

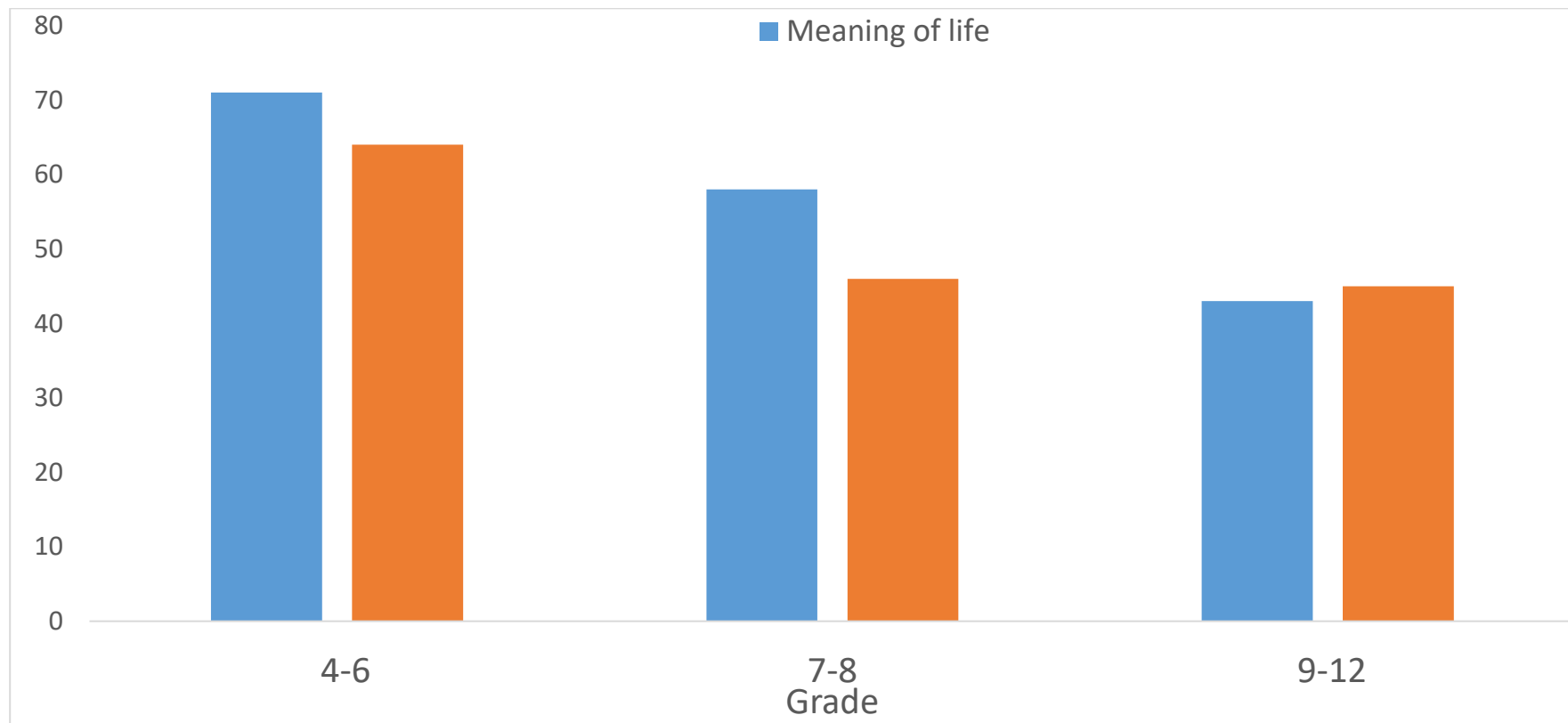
Action (What will we do to get there?)	2017-18 Successes
1.2 Teachers and Learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.	
I.2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students	<ul style="list-style-type: none"> • All schools have outfitted learning commons that encourage student engagement, learning and achievement. Library staff completed a survey that identified gaps in learning commons equipment and a 3-year plan is being implemented to address those gaps • Twelve sessions of the following eLearning courses were offered to students: <ul style="list-style-type: none"> ◦ ASM2OE ◦ BBB4ME ◦ PPZ3CE ◦ HHG4ME ◦ HIP4OE ◦ HSC4ME ◦ OLC4OE ◦ SCH4CE ◦ SCH4UE ◦ SPH4CE
I.2.2 Engage students in authentic, personalized, and relevant inquiry learning	<ul style="list-style-type: none"> • In 2017, we had 14 collaborative inquiry involving students in projects that focused on 21st Century teaching and learning.
I.2.3 Modernize schools and classrooms that support and enhance innovation in learning.	<ul style="list-style-type: none"> • All schools have a Learning Commons at various stages of implementation (Memo C152) • Over the course of the 2016 school year, over 1,600 new devices were purchased; laptop and tablets purchased are specifically designed for an educational environment, with multi-year warranties • The Innovative Learning Fund (ILF) Inquiry project supported the purchase of over 300 devices, accessories, 3D printers, furniture for project participants, with the majority of new items being laptops and tablets

Action (What will we do to get there?)	2017-18 Successes
I.2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.	<ul style="list-style-type: none"> • On an average school day, approximately 21,000+ wireless devices are active on our network • Increased internet bandwidth from 5GB to 10GB and installed fully redundant divergent circuits • Expanded our virtual learning environment to include Brightspace D2L, which empowers students to document and reflect upon their learning using pictures, videos, and uploaded documents, while educators can provide feedback through their Brightspace D2L portfolio dashboard • Staff are supported with training to enable them to adopt changes in learning tools and applications. A number of in-services were scheduled to help staff get started on the Microsoft Office 365 platform. IT Technicians and Curriculum resources provided one-on-one training to school staff on learning tools and applications (interactive whiteboards, OneNote, D2L). Training was also provided on all main systems for the end user (Trillium, BAS, School Cash Accounting, school websites etc)
I.2.5 Mapping of Ontario Catholic School Graduate Expectations and 21 st century competencies.	<ul style="list-style-type: none"> • Building on a document that illustrates how Ontario Catholic School Graduate Expectations and 21st century competencies map onto one another, a 21st Century multidisciplinary team has been assembled • New Resources have been developed by the <i>Institute for Catholic Education</i> (ICE) to support the <i>Ontario Secondary Curriculum Policy Document Grades 9-12 Religious Education, 2016</i>. HCDSB will implement Grades 9 and 11 in the 2018-2019 school year. Chaplains and Religion Department Heads have worked together to develop and plan new in-services for September and October 2018

Action (What will we do to get there?)	2017-18 Successes
I.2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.	<ul style="list-style-type: none"> • There were a number of in-services on 21st century teaching and learning offered to staff in 2018 by Curriculum Services: 7 sessions about the ILF projects, 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 • Principals and VPs across all elementary and secondary schools participated in professional development around 21st century technology and skills; 86% were satisfied with the sessions, while 51% indicated a desire to have more training • Technology Enhanced Teaching & Learning PLC –we held after school session for both elementary and secondary teachers; 17 elementary teachers and 12 secondary teachers participate • All secondary subject councils were introduced to the 21st Century competencies • Teachers were introduced to technology via the incubator at Jean Vanier, either through a class visit or through a “road show” • Hour of Code: 15 HCDSB schools officially registered for Hour of Code in December 2017. Several other schools participated unofficially • STEAM initiative at Notre Dame: Project Based Learning training <ul style="list-style-type: none"> ○ Leadership Course (July 2018): 1 P; 1 VP; 1 consultant ○ Teachers workshop (August 2018): 12 secondary teachers sponsored through ILF (other teachers from spec ed and elementary also attended)

Action (What will we do to get there?)	2017-18 Successes
1.3 We hold high expectations for all learners	
1.3.1 Provide support and self-directed professional learning opportunities.	<ul style="list-style-type: none"> • Various PD sessions were offered to Educational Assistants, including Safe management, safe talk picture exchange system, equity and inclusion, Geneva Centre ABA training, meeting the needs of all ABA, faith day celebrations and the introduction of Brightspace D2L • Teachers were sponsored to attend the following conferences supported by curriculum, school funding, TLLP funding, or funding through Maureen Asselin: <ul style="list-style-type: none"> ○ BOLLT (Bring online learning teachers together) Oct. 2017 – 3 teachers ○ Bring IT Together (Nov. 2017) – 21 teachers ○ Connect (April 2018) – 32 teachers ○ Several teachers presented at these conferences as well • Curriculum Staff facilitated 22 after school “Twilight” workshops for elementary teachers and DECEs addressing a variety of topics to support professional learning needs identified by the participants
1.3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.	<ul style="list-style-type: none"> • Students continue to use the IPP/ Pathways Planner in grades 7-12 • Grade 7 and 8 students from Ascension, St Andrew, St Mary, Our Lady of Victory, St Francis of Assisi and Queen of Heaven CES participated in the Skills Ontario Cardboard Boat Race and Video Challenge. With the support of their teachers, students worked collaboratively using math, creative thinking, problem solving and hands on building skills, to design and build two unique and effective boats.

Believing: Results from 2017-18 School Climate Survey



Note: For all responses, higher numbers indicate a better score

Action (What will we do to get there?)	Successes
2.1 All learners experience a Catholic learning environment rooted in Gospel values and the Ontario Catholic School Graduate Expectations	
2.1.1. Increase awareness of Ontario Catholic School Graduate Expectations.	
2.1.2. Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.	<ul style="list-style-type: none"> • Applied for and received accreditation from the Ontario College of Teachers to offer <i>Religious Education in Catholic Schools Part 1</i> to teaching staff in 2017 • Received new <i>Secondary Religious Education Policy Document 2016</i> in 2017 and began planning with Religion, Social Science and Humanities Subject Council for system roll-out • Grade 5 “Growing in Faith, Growing in Christ” resource purchased in May, for roll out in September 2018
2.1.3. 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.	<ul style="list-style-type: none"> • There were 6 masses and liturgies held at the CEC in 2017-18 • Opportunities for Christian Meditation, Taize prayer, Rosary Devotions and Liturgy of the Hours were also offered at the CEC • Continued support of Christian Meditation in schools with presentations to staff, provision of two take home kits for each elementary school to encourage Christian Meditation in the Home • Two writing teams gathered to develop HRT 3M, <i>World Religions and Belief Traditions: Perspectives, issues and Challenges</i>, in an online format and in a version suitable for use in a travel for credit course. The online version of HRT 3M will be offered to students in the summer of 2018, through Thomas Merton.
2.1.4. Provide liturgical supports and in-servicing for staff.	<ul style="list-style-type: none"> • Implemented the grade three component of <i>Growing in Faith, Growing in Christ</i> in 2016 and the grade four Component in 2017; • In-serviced all grades one to four teachers on how to use the program to teach religion, and to implement Catholicity across the curriculum. • Provided in-services for our pastoral animators and chaplains in collaboration with the Hamilton Diocese, focused on liturgy planning, liturgical music selection and Pastoral care

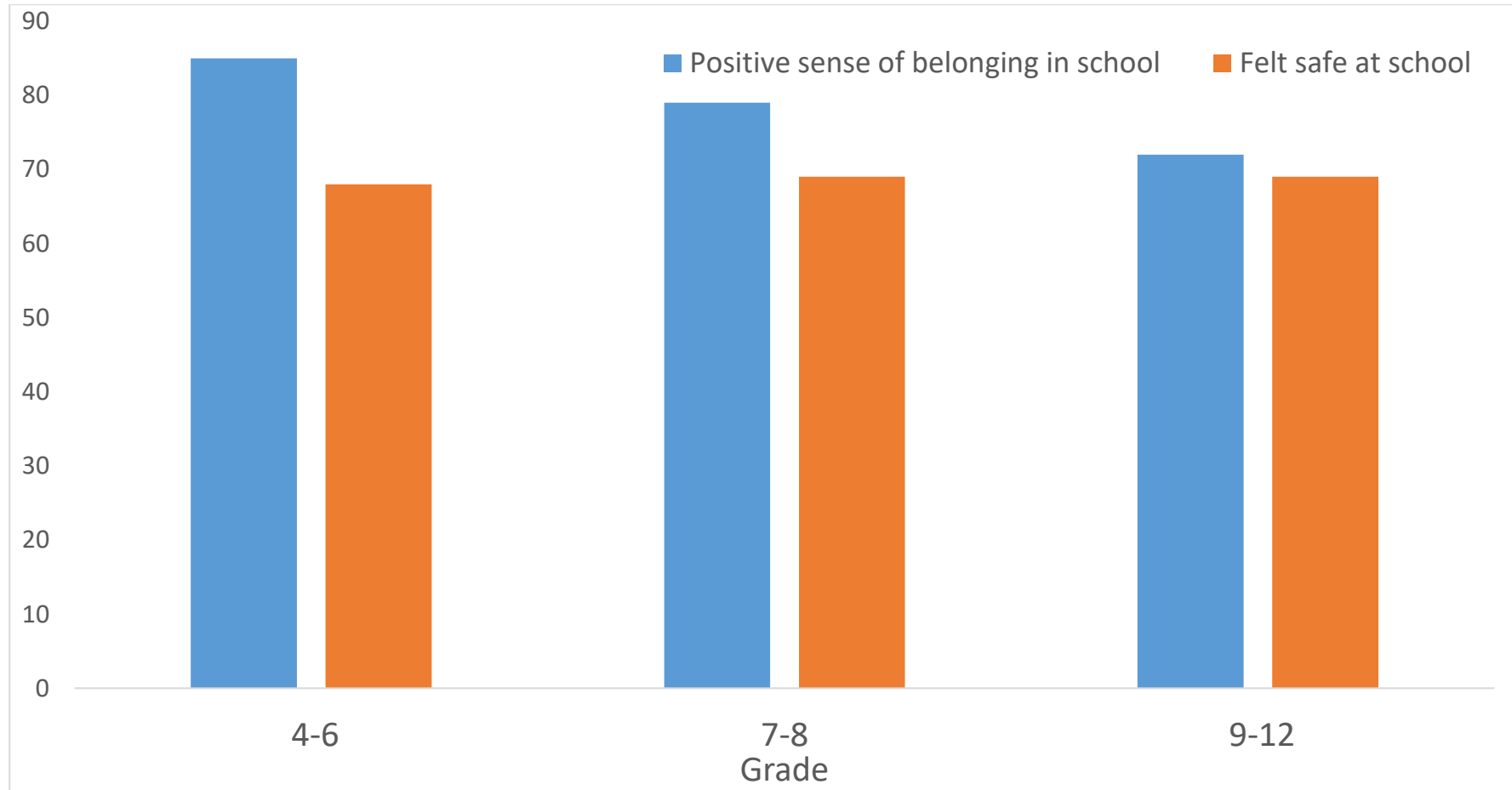
Action (What will we do to get there?)	Successes
2.1.5. Provide Adult Faith Formation opportunities all staff.	<ul style="list-style-type: none"> • Supported two staff per school (150 teachers) to attend the 2017 <i>When Faith Meets Pedagogy</i> Conference • The AFF program offered 15 sessions with over 400 participants • One overnight retreat for board staff with 62 participants • The TEL program offered 3 sessions to all Administrators (School and CEC Administrators plus Senior Staff) with 132 participants • Senior Staff participated in three reflection days
2.1.6. Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.	<ul style="list-style-type: none"> • Each secondary school has one school chaplain • Supports were provided to all schools for making connections to the Theological theme in its second year • Grace notes continued to be sent out to staff and available on the Board Website to support liturgical seasons and the Theological Theme • We distributed a Focus on Faith Newsletter in June 2018 • Chaplains created monthly reflections to support staff on liturgical seasons and making connections with the theological theme. These were made available to all on the Board Website • Materials to support visual celebration of Liturgical year to schools including • CCCRT had 46 members, who were provided professional development including grief support and prayer resources and a day of training with Andrea Warnick, Registered Psychotherapist, Registered Nurse, and thanatologist • Teams continued to support schools through traumatic events and grief2
2.2 Our schools foster the relationship between home and parish.	
2.2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.	<ul style="list-style-type: none"> • Theology on Tap once again facilitated opportunities for dialogue to support a vibrant Catholic community; it was offered twice in 2017-18 • A Home School Parish Steering Committee was established. A Brainstorming session took place with stakeholders to look at the

Action (What will we do to get there?)	Successes
	<p>question: “In what ways might our communities work together to enhance relationships and engagement opportunities with the triad of home-school-parish?”</p> <ul style="list-style-type: none"> • The Assembly of Catholic Bishops in Ontario released a pastoral letter celebrating and supporting Catholic Education in Ontario
2.2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.	<ul style="list-style-type: none"> • The Focus on Faith Council continued to meet and look at priorities in supporting our system in Faith Formation • The focus for much of the discussion was on the I.C.E. Symposium in the fall: there were three meetings and 8 members participated in the ICE symposium as Board Representatives
2.2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives)	<ul style="list-style-type: none"> • Two sessions of Eucharistic Ministry training took place for all interested staff with 52 participants • In 2017/18, representatives of each stakeholder group participated in the ICE Symposium. Representatives came together for a pre-conversation to prepare for the Symposium in the Fall of 2017 • A session was offered in partnership with the Hamilton Diocese for all members of the community with David Wells who spoke on engagement in parish life
2.2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).	<ul style="list-style-type: none"> • In 2017 /18, ECCO café held 3 sessions with staff and community participants • The Board is represented on the Halton Interfaith Council and chaplains/ secondary school students have participated in a number of their events including: ring of support around mosque; support to Rohingya refugees, Oakville Walk for Peace, Social Justice Movie Night

Action (What will we do to get there?)	Successes
2.3 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.	
2.3.1 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 People of Life session was held for High School students on how to be “Best Buddies” 4 Students from our secondary schools participated in the annual March for Life in Ottawa
2.3.2 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.	5 Administrators participated in an in-service on Conscientious Giving and Social Justice in cooperation with the Diocese of Hamilton 6 Students participated in the Diocesan Youth Rally and CYO Faith Day events.
2.3.3 Retreats organized for staff and students.	7 October 2017 Faith day was a success: CEC staff enjoyed a day at the Royal Botanical Gardens, Mass was celebrated by Fr. Con 8 Walk with Jesus: 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 9 There were 114 student retreats held in our secondary panel
2.3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.	10 A reflection component is often built-in to program monitoring and evaluation. For instance, in 2017/18, staff in the AFF program were given the opportunity to reflect on their faith formation experiences

Monitoring our **Belonging Pillar**: Successes for 2017-2018

Belonging: Results from 2017-18 School Climate Survey



Note: For all responses, higher numbers indicate a better score

Monitoring our **Belonging Pillar**: Successes for 2017-2018

Actions (What will we do to get there?)	2017-18 Success
3.1 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of well-being	
3.1.1 Examine current transition programs and initiatives.	<ul style="list-style-type: none"> • We completed an updated Board Mental Health and Addictions Scan in June 2018 to reflect the 2017-18 school year and will align our Board Mental Health and Well-being strategy upon receipt of the results later this year
3.1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.	<ul style="list-style-type: none"> • School Councils continue to provide opportunities for parents to become involved in school-level programs and initiatives • 2017-18 School Climate survey administered to students, staff and parents: 6,289 students (more than 80%), 964 elementary staff, 370 secondary school staff and 2,546 parents responded; results of respondents were positive though response rates were low for staff (40%) and parents (10%) • We continue to successfully implement evidence-based programs and practices to foster well-being. Highlights for the 2017-18 school year include Roots of Empathy, offered in over 40 classrooms and celebrating 10 years of implementation at HCDSB, as well as Team Unbreakable, a 12 week inclusive program that focuses on belonging and the relationship between physical and mental health, saw over 700 participants in 2017-18
3.1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.	<ul style="list-style-type: none"> • The Medical Conditions committee met 3 times in 2017-18. • The Change program continued to support students in grades 5 to 8 with mental health needs in the area of anxiety and/or depression • Policy Program Memorandum 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools was reviewed by medical conditions committee and used to draft updates to medical conditions policy, procedures, plans of care, and training for staff • Individual "Plan of Care" for anaphylaxis, asthma, diabetes and/or epilepsy are completed yearly in collaboration with parents and school.

Monitoring our **Belonging Pillar**: Successes for 2017-2018

Actions (What will we do to get there?)	2017-18 Success
3.1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions continued.	<p>Concussions:</p> <ul style="list-style-type: none"> • Concussion postcards continue to be available on the website for awareness and use by parents, staff, coaches, students • Concussion tracking sheets continue to be used by staff, parents <p>Anaphylaxis:</p> <ul style="list-style-type: none"> • We continue to offer online training for anaphylaxis for all staff; and training and in-service on use of epi-pen. • The protocol, as well as updates to the FAQs, are available on the Board website for parents • Epi-pen usage is monitored for each school via survey <p>Other medical conditions:</p> <ul style="list-style-type: none"> • We added a protocol for epilepsy, on addition to protocols for Diabetes and Asthma, to our website, as well as links to all forms. • We have Ophea Asthma Kits available to all of our schools.
3.1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.	<ul style="list-style-type: none"> • HCDSB Indigenous Education Advisor, Sherry Saevil, was honoured with a Canada 150 Sesquicentennial Award, recognizing Canadians who positively impact and influence our community • In February, a cross panel group of Visual Arts teachers from the secondary panel and elementary teachers of the Arts joined with teachers from HCDSB and the Dufferin-Peel Catholic District School Board to engage in a collaborative inquiry into Indigenous Art. • In May, teachers received training for the mandatory expectations about First Nations, Metis and the Inuit, indigenous history and ways of knowing by Kelly Brownbill (junior and intermediate) and Qauyisag Eitiq (elementary).
3.1.5 Welcome and engage new families in activities and initiatives supporting their child's education.	<ul style="list-style-type: none"> • HCDSB ESL teachers serviced almost 700 secondary and more than 800 elementary newcomer students and families • The Settlement and Multicultural Team served 1,114 new clients through the Welcome Centre and presented 80+ youth sessions with over 6,000 youth participants

Actions (What will we do to get there?)	2017-18 Success
3.2 Relationships with all educational partners are nurtured and supported.	
3.2.1 Work with community partners to enhance delivery of and access to services and supports.	<ul style="list-style-type: none"> • 47 PRO grants totaling \$46,255 in funding, were awarded to our schools, representing a 14% increase over 2016-17 • In partnership with the Halton Region School Years, Healthy Schools Division, HCDSB Child and Youth Counsellors and Grade 8 teachers were in-serviced on the <i>Healthy Transitions: Promoting Resilience and Mental Health in Young Adolescents Resource</i>. • In partnership with Ophea, two instructional coaches and one DPA representative continue to support the implementation of the Ontario 2015 Health and Physical Education Curriculum • Research & Development continued collaborating with the Halton Our Kids Network, participating in the Youth Voices Matter survey in North Oakville, to evaluate developmental assets in 10 schools • Continued collaboration with Toronto Region MISA PNC, meeting twice in 2017-18; funds supported training sessions to engage staff in gathering, analysing, and discussing data with focus on school climate, 21st century learning, and Catholic Leadership • Continued to work with a number of community partners, 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 • HCDB is represented on several external committees that address the wellbeing of students: Halton Prevention and Intervention Committee; Knowledge Transfer which allows us the ability to attend many clinical trainings at no cost or minimal cost to support the best interest of all students e.g. Trauma and DBT. Joint meetings with Halton CAS to ensure processes to protect students; Joint Protocol for Student Achievement –ensuring all children/youth involved with CAS receive additional attention to ensure they meet with academic success.

Monitoring our **Belonging Pillar**: Successes for 2017-2018

Actions (What will we do to get there?)	2017-18 Success
3.2.1 Work with community partners to enhance delivery of and access to services and supports continued.	<ul style="list-style-type: none"> • The ppm149 committee vets external agencies and the current list of approved external agencies is posted on the Board website. Examples include: CCAC, ROCK, and the Regional Municipality of Halton; Memorandums of Understanding are in effect or are under revision/renewal where indicated with an asterisk (*) below: <ul style="list-style-type: none"> ○ Mental Health Nurses MOU with the Mississauga Halton Local Health Integration Network (“LHIN”) ○ Halton FASD Resource Team – with the Halton FASD Collaborative (multiple agencies)* ○ Halton FASD Assessment and Diagnostic Team – with the Halton FASD Collaborative ○ Delivery of Coordinated Service Planning – multiple agencies* <p>As part of our Special needs strategy specifically, we work with LHIN, the Ministry of Education, Erin Oak, as well as CCAC</p>
3.2.2 Launch an awareness campaign on community services available for families and students	
3.3 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.	
3.3.1 Explore and expand learning experiences for students outside of school.	<ul style="list-style-type: none"> • The incubator at Jean Vanier CSS continues to provide experiential learning in the area of science and technology for high school students: there were 15 visits to the incubator in 2017-18 and there are currently 26 classes on the waitlist for an incubator visit • In addition, the incubator was used for in-services and twilight sessions • February 2018: First International Career Development Conference (ICDC) qualifier from Jean Vanier
3.3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.	<ul style="list-style-type: none"> • There were 24 SpeakUp grants awarded in 2017

Monitoring our **Belonging Pillar**: Successes for 2017-2018

Actions (What will we do to get there?)	2017-18 Success
3.3.3 Secondary schools have student leadership/mentoring programs.	<ul style="list-style-type: none"> • DECA: a club that provides support and training for students to develop a business plan, is offered in many of our secondary schools including Notre Dame, Jean Vanier, Bishop Reding, Christ the King, Holy Trinity. This is a student-led initiative, offers experiential learning opportunities and a chance to meet with like-minded business. • There are several programs in our schools that empower students to be leaders in their community including, Playground Activity Leaders in schools, Friends for Life, MindUp, Roots of Empathy
3.3.4 Establish an HCDSB Alumni Association.	<ul style="list-style-type: none"> • Assumption has a dedicated “Alumni Speakers Corner” on their website • Stories about HCDSB alumni tracked and shared through social media and Board website.

Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions (What will we do to get there?)	Successes
4.1 Improved access to services and supports for students and schools.	
4.1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.	<ul style="list-style-type: none"> Family of Schools champions for 21st Century Learning initiative was rolled out to provide training to administrators on technology to improve communication, collaboration and administration <ul style="list-style-type: none"> We identified 21st Century Lead Learners at elementary and secondary schools, with 48 elementary lead learners and 17 secondary lead learners The secondary teachers helped to organize the Secondary PA Day in November on 21st C Teaching and Learning
4.1.2 Cross-panel learning activities take place within a Family of Schools.	<ul style="list-style-type: none"> Invention Convention: Gr 7-8 students showcased inventions at Bishop Reding, Notre Dame and STA, led by high school students.
IV.1.3 Inter-departmental collaboration, shared learning, and planning.	<ul style="list-style-type: none"> Grade 3 teachers at St Christopher's and St Andrews working with Dr. Ruth McQuirter at Brock University to evaluate the impact of integrating iPads in the classroom; results were published and ongoing collaborative projects are planned Stay, Play and Talk was an initiative in kindergarten classes across a collaboration of six elementary schools, with support from Speech and Language Pathology department
4.1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).	<ul style="list-style-type: none"> The Burlington Healthy Kids Community Challenge grant funds provided an opportunity for Wellness teams of 3-5 students and a teacher/CYC mentor to be established to promote health and physical literacy initiatives in our 14 Burlington elementary schools. Mental Health in the Workplace workshops were included in a PD day at all 56 schools facilitated by a team of school site staff Kindergarten teachers were trained to administer the Early Development Instrument, which measures physical health and well-being, social knowledge and competence, emotional health/maturity, language and cognitive development, general knowledge and communication
4.1.5 Streamlining of supports and resources.	<ul style="list-style-type: none"> IT, Planning and Research and Development continued to work together to streamline data requests from staff

Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions (What will we do to get there?)	Successes
4.2 Communication is clear, transparent and responsive.	
4.2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.	<ul style="list-style-type: none"> • We continued to send out HCDSB News Coverage emails to our community in 2017 • We continue to use a weekly memo schedule to share important system information with principals and vice-principals. • We continue to share information with our community a number of ways, including through our school and Board websites, Synreemail, Twitter, Facebook and YouTube • Communications plans developed and implemented to ensure timely, consistent sharing of information related to new initiatives, programs, events. • Consistent messaging related to Board-wide initiatives featured across all school websites through posts and featured stories.
4.2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.	<ul style="list-style-type: none"> • Parents, staff and students were invited to participate in 30 surveys delivered and analyzed by Research & Development Services throughout the school year to obtain feedback on various initiatives or issues. • The Budget process is transparent and responsive and provides opportunities for public feedback. Regular reporting is provided to the Board and available on our website. • During 2017-18, the budget process included a budget town hall, two public surveys, a Trustee budget session, a SEAC budget session and regular reports presented to Administrative Council and the Board of Trustees
4.2.3 Create opportunities for cross-departmental collaboration between corporate staff.	<ul style="list-style-type: none"> • The Budget process includes open communication between the senior administrator and Financial Services • The 21st Century Steering committee, comprised of a senior administrator, Program Services, principals, IT, Privacy and Records Management, and Research and Development Services • Mental Health in the Workplace workshops were organized by the Curriculum SO, Chief SW and Chief Mental Health Lead, HR Support Worker as well as the EAP provider

Actions (What will we do to get there?)	Success
4.3 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.	
4.3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.	<ul style="list-style-type: none"> • We started to develop and use interactive dashboards for planning efforts, and to promote data and research literacy for various Board initiatives. • 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 • Enrolment analysis is at the forefront of budget planning and monitoring. The Board strives to complete enrolment projections with an accuracy of 99% between reporting cycles. During 2017-18, the Budget Estimates Average Daily Enrolment (ADE) was within 0.8% of Revised Estimates ADE, and Revised Estimates ADE was within 0.16% of Actual ADE • Consistently strive to identify further efficiencies in the operations of the Halton Student Transportation Services consortium (HSTS), through annual route efficiency studies and review of sharing opportunities with municipal partners • Research and Development coordinated nine school-based research projects with external collaborators to evaluate innovative ways to improve learning and well-being
4.3.2 Establish monitoring cycles and report on progress regularly across all priority areas.	<ul style="list-style-type: none"> • Planning Services is continuing to improve its Enrolment Register and OnSIS reporting cycles with the schools, identifying methods to better track enrolment in the system. Procedures and processes are also being tailored to increase overall efficiency in completing the monthly task of reconciling enrolment. Planning Services staff visited 50% of schools to help train in the system. For the next year, 100% of schools will be reached

Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions (What will we do to get there?)	Success
	<ul style="list-style-type: none"> Financial reporting cycles require adherence to strict timelines and reporting requirements; the board met all reporting deadlines and any reporting restrictions or requirements Year 2 monitoring the strategic plan was completed
4.3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.	<ul style="list-style-type: none"> Research and Development worked with staff on multiple data collection initiatives including training on understanding the School Climate survey in January 2018 and ILF data
4.3.4 Providing research and data support that is accessible and improves learning.	<ul style="list-style-type: none"> Planning Services has posted all of its 15-year enrolment projections on its standalone website, giving access to the community, educators, and administrators of the Board's current trends. Furthermore, listings of priority future Accommodation and Planning projects are provided on the website Ongoing review of enrolment against projections is communicated across the Board on a monthly basis Planning Services posted monthly enrollment reports on StaffNet a total of 10 times in 2017-18 Research and Development Services worked with 50 educators and over 900 students to evaluate and report on collaborative inquiry project outcomes, including: <ul style="list-style-type: none"> School Climate survey MindUP mindfulness program Early numeracy pilot project Epi-pen usage report Concussion report 21st Century Learning Giftedness prediction tool Christian meditation Stay, Play and Talk

Actions	Successes
4.4. Stewardship of resources optimizes human, financial, physical and material assets.	
General	<ul style="list-style-type: none"> During the 2017-2018 school year, 27 schools from the Halton Catholic District School Board received an EcoSchools certification
4.4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.	<ul style="list-style-type: none"> Stakeholder feedback received through senior staff Administrative Council meetings, budget survey, trustee budget session and budget town hall was used to ensure alignment to system needs and strategic priorities Business Services completed quarterly monitoring and reporting of the Board's budget, identifying budget pressures and working with all budget holders on solutions that address the needs of the system and support our strategic priorities Current and future environmental factors have been discussed both during senior staff Administrative Council meetings and the Trustee budget sessions, incorporated into the budget development process and approved by the Board on June 19, 2018 Adult and Continuing Education programs will continue to be self-sustaining
4.4.2 Establish and maintain a capital and operating reserve fund	<ul style="list-style-type: none"> As per the 2017-18 budget objectives, the Board set aside sufficient funds to achieve an Operating Reserve of 1% of budget As per budget objectives, each year, funds are dedicated to building the Board's Operating and Capital Reserves. As of August 31, 2017, the Operating Reserve amounted to \$3.4 million or 1% of the provincial allocation and the Capital Reserve amounted to \$7.4 million, or 2.25% of the provincial allocation. It is estimated that an additional \$740,000 will be transferred into the Operating Reserve, and an additional \$2.0 million into the Capital Reserve, for the year ending August 31, 2018

Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions (What will we do to get there?)	Successes																																		
4.4.3 Continuous review and monitoring of system staffing needs.	<ul style="list-style-type: none"> During the original and revised budget estimates process in 2018, the staffing complement was reviewed and confirmed for every position, by each school and department administrator, and was compared to enrolment trends, staffing ratios and needs across the system 728 new hires were added after reviewing our system staffing needs (47% increase from last year): <table border="1" data-bbox="835 513 1474 1166"> <tbody> <tr> <td>Secondary teachers – permanent</td><td>66</td></tr> <tr> <td>Elementary teachers – permanent</td><td>96</td></tr> <tr> <td>Principals and Vice-Principals</td><td>11</td></tr> <tr> <td>Designated ECEs - permanent</td><td>9</td></tr> <tr> <td>supply</td><td>36</td></tr> <tr> <td>Educational Assistants – permanent</td><td>31</td></tr> <tr> <td>supply</td><td>137</td></tr> <tr> <td>Custodians – summer placement</td><td>12</td></tr> <tr> <td>permanent</td><td>3</td></tr> <tr> <td>Casual – Clerical – supply</td><td>5</td></tr> <tr> <td>ASSP – permanent</td><td>4</td></tr> <tr> <td>temporary</td><td>10</td></tr> <tr> <td>Admin – permanent</td><td>14</td></tr> <tr> <td>temporary</td><td>11</td></tr> <tr> <td>Occasional teachers – supply</td><td>242</td></tr> <tr> <td>Secretary/Clerical – permanent</td><td>20</td></tr> <tr> <td>temporary</td><td>21</td></tr> </tbody> </table> 	Secondary teachers – permanent	66	Elementary teachers – permanent	96	Principals and Vice-Principals	11	Designated ECEs - permanent	9	supply	36	Educational Assistants – permanent	31	supply	137	Custodians – summer placement	12	permanent	3	Casual – Clerical – supply	5	ASSP – permanent	4	temporary	10	Admin – permanent	14	temporary	11	Occasional teachers – supply	242	Secretary/Clerical – permanent	20	temporary	21
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Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions	Successes
4.4.4. Identify school consolidation projects.	<ul style="list-style-type: none"> • A Transition Committee for the Oakville Northeast CES consolidation plan was set up as the conduit between the Board and St John, St Michael and Our Lady of Peace communities; St John closed in June 2018, students moved to St Michael or OLP • Consolidated St. Joseph (O) and St. James into St. Nicholas CES • The Board completed the 2018 Background study to inform the new Education Development Charges (EDC) By-Law, and passed a one year EDC bylaw • The Board also approved a 15-year Long-Term Capital Plan which identifies enrolment pressures and future surplus spaces
4.4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).	<ul style="list-style-type: none"> • 13% decrease in water consumption compared to 2016-17 • The Green Station at Jean Vanier CSS was transformed into a mobile device charging area with USB and wireless docks; power is drawn from newly installed solar panels on the roof • Bishop Reding's Eco Team held a school assembly in November to kick off their "BR Goes Green!" campaign to educate staff and students on the life cycle of waste, and to raise awareness on the partnership between the Halton Region and the HCDSB • The Board engages in collaborative spending and competitive procurement, to establish savings and economies of scale. In 2017-18, our collaborative spending partners included, but were not limited to, the Ontario Education Collaborative Marketplace, Halton Cooperative Purchasing Group, Halton Student Transportation Services, Educational Computing Network of Ontario, Catholic School Boards Services Association, and various individual school boards and municipalities. The Board also actively engaged in opportunities with the Council of Senior Business Officials Effectiveness and Efficiency projects
4.4.6. Review programs and services to ensure ongoing feasibility (cost-benefit analysis).	<ul style="list-style-type: none"> • An independent audit of IT Security infrastructure was conducted and identified process improvements and investments required to proactively act on potential threats.

Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions (What will we do to get there?)	Successes
4.5 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.	
4.5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.	<ul style="list-style-type: none"> • HR staff attended 15 Recruitment Fairs in Ontario and in other provinces: UOIT, Apply to Education, OISE, Queen's University, Western University, Brock University, Lakehead University, University of Windsor, Laurentian University, Mount Saint Vincent, Nipissing University, York University, McGill University, Universite de Moncton, University of Ottawa • HR implemented continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs. • Succession plan implemented and in plan for Facility Management Services • The Business Services Succession plan is in the process of being implemented, skill gaps identified have been filled and cross training of key position has been initiated
4.5.2 Expand the leadership development strategy to include operational/business staff.	<ul style="list-style-type: none"> • HR continued to replenish the leadership candidate pools list for school administrators.
4.5.3 Provide training and support to staff based on identified learning and departmental needs.	<ul style="list-style-type: none"> • 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