



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Board Meeting Tuesday, June 25, 2024 ♦ 7:00 p.m. Boardroom

Trustees:

Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Caroline Goveas (Student Trustee), Mia Martorelli (Student Trustee)

Senior Administration:

Michael McDonald (Director of Education & Secretary), John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

Almighty God bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, forever and ever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1 - 2

1.4 Declaration of Interest

1.5 Approval of Board Meeting Minutes – May 28, 2024

Pages 2-7

1.6 Approval of Special Board Meeting Minutes – June 7, 2024

Pages 8-9

1.7 Business Arising from the Minutes

2. Presentations

2.1 Retirement Recognition

- Sue Defreyne, Principal, St. Cecilia Catholic Elementary School
- Allison Hayes, Principal, Our Lady of Fatima Catholic Elementary School
- Mary Leonard, Principal, Notre Dame Caledonia Catholic Elementary School
- Jack MacDonald, Principal, Our Lady of Providence Catholic Elementary School
- Margi Szoke, Principal, St. Leo Catholic Elementary School

2.2 Student Trustee Recognition

- Caroline Goveas, Student Trustee 2023/2024
- Mia Martorelli, Student Trustee 2023/2024
- Riley O'Brien, Student Trustee 2024/2025
- Ryan Toft, Student Trustee 2024/2025



2.3 BHNCD SB Student Achievement Recognition

- Adam Chambers, Wanda & Scott Salverda Memorial Scholarship
- Jillian Haak, Skills Canada Architectural Design Competition - Silver Medalist
- Madison Davey/ Annabelle Martin, Imagine A Canada Program - Grant Proposal Winners

3. Delegations

4. Consent Agenda

5. Committee and Staff Reports

5.1 Recommendations from the Committee of the Whole Meeting – June 18, 2024 Pages 10-25

Presenter: Carol Luciani, Vice-Chair of the Board

- Haldimand Elementary Boundary Review (Pages 11-25)

5.2 Strategic Plan 2023-2027 Pages 26-50

Presenter: Mike McDonald, Director of Education & Secretary

5.4 Student Trustee Update – To Be Distributed

Presenters: Caroline Goveas and Mia Martorelli, Student Trustees

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

10. Business In-Camera

207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:

- a. The security of the property of the board;
- b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or her or her parent or guardian;
- c. The acquisition or disposal of a school site;
- d. Decisions in respect of negotiations with employees of the board; or
- e. Litigation affecting the board.

11. Report on the In-Camera Session

12. Future Meetings and Events

Page 51

13. Closing Prayer

Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen

14. Adjournment

Next meeting: Tuesday, September 24, 2024, 7:00 p.m. – Boardroom



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Board Meeting Tuesday, May 28, 2024 ♦ 7:00 p.m. Boardroom

Trustees:

Rick Petrella (Chair), Carol Luciani (Vice-Chair), Dennis Blake, Bill Chopp, Dan Dignard, Mark Watson, Caroline Goveas (Student Trustee), Mia Martorelli (Student Trustee)

Senior Administration:

Mike McDonald (Director of Education & Secretary), John Della Fortuna, Kevin Greco, Lorrie Temple, Phil Wilson (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Luciani.

1.2 Attendance

Attendance was as noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the May 28, 2024, Board meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Board Meeting Minutes – April 23, 2024

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 23, 2024 Meeting of the Board.

Carried

1.6 Approval of Special Meeting of the Board Minutes – April 30, 2024

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the April 30, 2024 Special Meeting of the Board.

Carried



1.7 Approval of Special Meeting of the Board Minutes – May 21, 2024

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 21, 2024, Special Meeting of the Board.

Carried

1.8 Approval of Special Meeting of the Board Minutes – May 22, 2024

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the May 22, 2024, Special Meeting of the Board.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations

Superintendent Temple introduced Barb Mitchell, Child Care & Early Years Coordinator and Andrea Perras, Consultant Early years. The key priorities for the Early Years plan were shared including the 2023/2024 early years leadership strategy.

Chair Petrella recognized the recent accomplishment of Trustee Dan Dignard who was awarded the 2024 OCSTA Trustee Award of Merit at the 2024 OCSTA Annual General Meeting.

3. Delegations – Nil.

4. Consent Agenda - Nil

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations of the Committee of the Whole Meeting of May 21, 2024.

Vice Chair Trustee Luciani brought forward the recommendations and the unapproved minutes from the May 21, 2024, Committee of the Whole.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves:
A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD (THE “Board”)

A. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the “Act”), the Board considers it necessary to borrow the amount of up to Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is received, the current expenditures of the Board for the period commencing on September 1, 2024 and ending on August 31, 2025 (the “Period”).



B. Pursuant to Subsection 243(3) of the Act, the total amount borrowed pursuant to this Resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the Period.

C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.

D. The amount borrowed for current expenditures is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education and Training from time to time.

RESOLVED THAT:

1. The Chair or Vice Chair and the Treasurer are authorized, on behalf of the Board, to borrow from time-to-time by way of promissory note, or overdraft, or bankers' acceptance from Canadian Imperial Bank of Commerce ("CIBC") authorized for borrowing purposes in accordance with Section 243 of the Act, a sum or sums not exceeding in the aggregate Seven Million, Three Hundred Thousand Dollars (\$7,300,000) to meet, until current revenue is collected, the current expenditures of the Board for the Period (including the amounts required for the purposes mentioned in Subsection 243(1) and 243(2) of the Act), and to give to CIBC promissory notes or bankers' acceptances, as the case may be, sealed with the corporate seal of the Board and signed by any two of the Chair or Vice- Chair and the Treasurer for the sums borrowed, plus interest, at a rate to be agreed upon from time-to-time with CIBC;

2. The interest charged on all sums borrowed pursuant to this Resolution, plus any related charges, is not to exceed the interest that would be payable at the prime lending rate of the chartered banks listed in Schedule 1 of the Bank Act (Canada) on the date of borrowing;

3. The Treasurer is authorized and directed to apply in payment of all sums borrowed, plus interest, all the moneys collected or received in respect of the current revenues of the Board;

4. The Treasurer is authorized and directed to deliver to CIBC from time-to-time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the estimates have not been adopted, the estimated revenues of the previous year less any current revenue already collected.

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of May 21, 2024; and approves the recommendations of the Committee of the Whole of the Meeting of May 21, 2024.

Carried



5.2 Student Trustee Update

Student Trustees Caroline Goveas and Mia Martorelli presented the student trustee report for the month of May. All three high schools are preparing for their senior proms, school spirit events and final exams. School sports teams, coffee houses, and art shows were highlighted. Community outreach events included a United Way Car show at Holy Trinity and collection of good for Haiti at Assumption College.

Moved by: Carol Luciani

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board receives the student trustee report.

Carried

6. Information and Correspondence - Nil

7. Notices of Motion Nil

8. Notices of Motion Being Considered for Adoption - Nil

9. Trustee Inquiries Nil

10. Business In-Camera

Moved by: Dan Dignard

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

11. Report on the In-Camera Session

Moved by: Mark Watson

Seconded by: Dennis Blake

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

12. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

13. Closing Prayer

The closing prayer was led by Chair Petrella.

14. Adjournment

Moved by: Mark Watson

Seconded: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the May 28, 2024, Board meeting.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Next Meeting: Tuesday, June 27, 2023, 7:00 p.m. – Boardroom



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Special Meeting of the Board Friday June 7, 2024 ♦ 11:00 a.m. Board Room

Trustees:

Rick Petrella (Chair), Carol Luciani (Vice Chair), Bill Chopp, Dan Dignard, Mark Watson

Regrets: Dennis Blake

Senior Administration:

Mike McDonald (Director of Education & Secretary)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Luciani.

1.2 Attendance

1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the June 7, 2024 Special Meeting of the Board.

Carried

1.4 Declaration of Interest

2. Committee and Staff Reports

2.1 Trustee Expenses Policy, #100.10

Director McDonald presented the Trustee Expenses Policy. This policy last came to the Board as part of the regular review cycle in February 2024 and since that time the chair of the board has suggested further changes to the policy be made.

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Trustee Expenses Policy, #100.10.

Carried

3. Business In-Camera

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
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4. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

5. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.

6. Adjournment

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the June 7, 2024 Special Meeting of the Board.

Carried

Next meeting: Tuesday June 25, 2024, 7:00 p.m. – Boardroom

**RECOMMENDATIONS FOR THE BOARD FROM THE
COMMITTEE OF THE WHOLE**
June 25, 2024

AGENDA ITEM	MOTION
5.1	THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended school attendance boundaries, as outlined in Figure 2, and that legacy provisions are in place for impacted students currently enrolled in Grade 5 and 6 as well as their siblings, effective upon the opening of Pope Francis CES for Haldimand County.

RECOMMENDATIONS:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of June 18, 2024.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mike McDonald, Director of Education & Secretary
 Presented to: Board of Trustees
 Submitted on: June 18, 2024
 Submitted by: Mike McDonald, Director of Education & Secretary

HALDIMAND COUNTY (ELEMENTARY) SCHOOL ATTENDANCE BOUNDARY REVIEW

Public Session

BACKGROUND INFORMATION:

Haldimand County has undergone significant growth over the last decade, particularly in the Caledonia area. As a result, Brant Haldimand Norfolk Catholic District School Board's (the "Board") schools have experienced enrolment growth. In Caledonia, the Board was approved for a new elementary school with a capacity of 305 pupil spaces to help accommodate the increased enrolment. Prior to opening a new school, the Board must establish a school attendance boundary for that school and the Board approved a school attendance boundary review for Haldimand County on December 20, 2022. The primary goal of the review was to create a new boundary for the new Pope Francis Catholic Elementary School. Additionally, this review aimed to alleviate existing and future enrolment pressures at St. Patrick Catholic Elementary School (Caledonia) which has been accommodating much of the new enrolment growth. A school attendance boundary review was initiated for the following schools: Notre Dame CES (Caledonia), St. Mary's CES (Hagersville), St. Michael's CES (Dunnville), St. Patrick's CES (Caledonia), and St. Stephen's CES (Cayuga).

Based on October 31, 2023, enrolments, St. Patrick's CES (Caledonia) and St. Mary's CES (Hagersville) are operating overcapacity, utilizing six portable classrooms at St. Patrick's CES and two portable classrooms at St. Mary's CES to accommodate enrolment. Board projections indicate that continued residential development within Haldimand County is expected to yield over 600 additional elementary students over the next ten years.

Tables 1 and 2 outline existing and projected enrolments for the schools involved in the review. Additionally, Figure 1 depicts the existing school boundaries for those elementary schools. This data summarizes the need for the new elementary school in Caledonia and the tables outline the status quo existing situation.

Table 1: 2023-24 Enrolment/Utilization

2023-24 Enrolment / Utilization				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Notre Dame CES	400	366	92%	0
St. Mary's CES	167	201	120%	2
St. Michael's CES	233	221	95%	1
St. Patrick's CES	259	393	152%	6
St. Stephen's CES	199	165	83%	0
Total	1,258	1,346	107%	9

Table 2: 2033-34 Enrolment/Utilization

2033-34 Projected Enrolment / Utilization				
School	OTG	Enrolment (2033)	Utilization	# of Portables (2033)
Notre Dame CES	400	599	150%	9
St. Mary's CES	167	224	134%	3
St. Michael's CES	233	223	96%	0
St. Patrick's CES	259	735	284%	21
St. Stephen's CES	199	185	93%	0
Total	1,258	1,966	156%	33

Note: The number of portables is estimated based on the number of pupils over capacity divided by the loading capacity of 23.

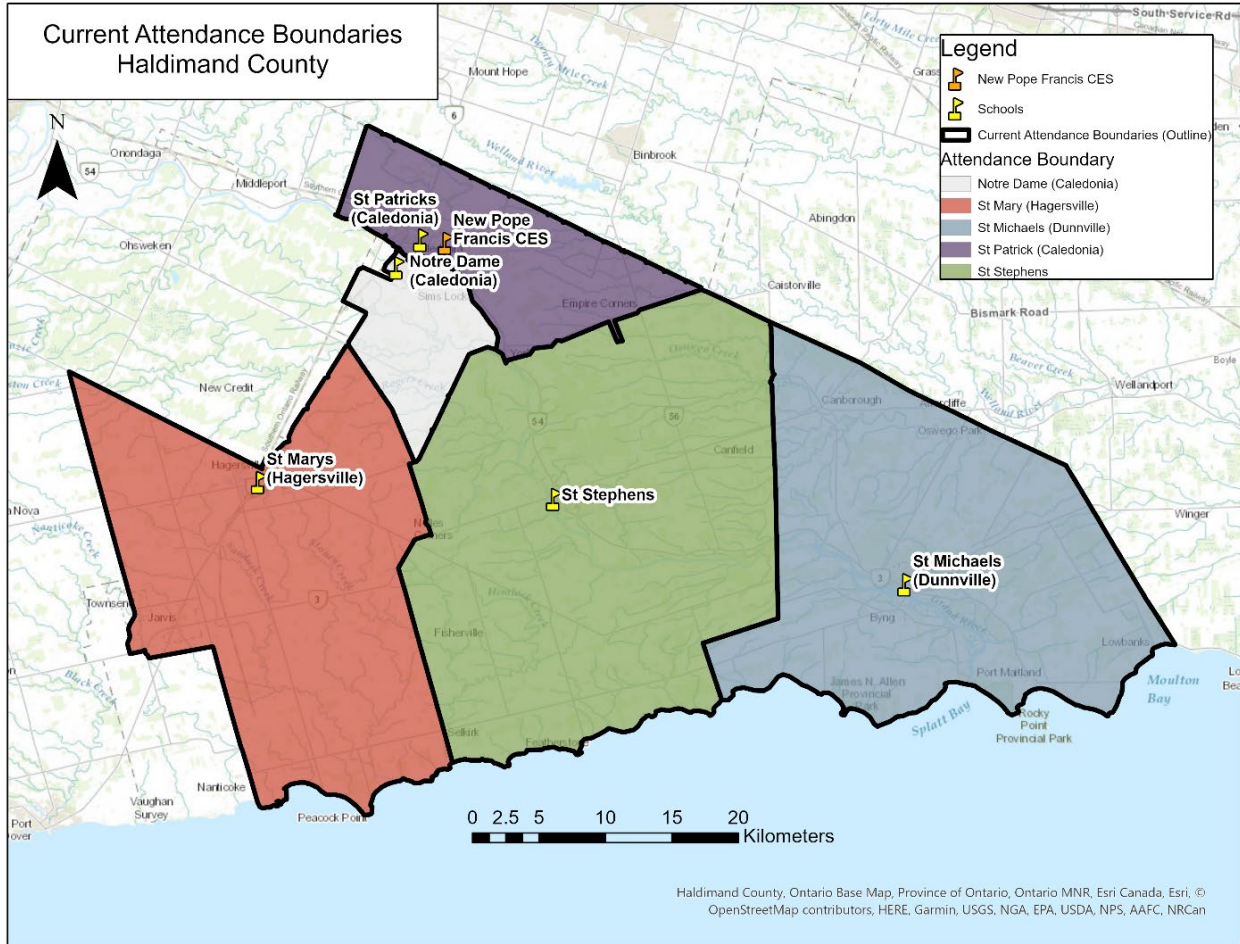


Figure 1: Haldimand Existing Attendance Boundaries

DEVELOPMENTS:

School Attendance Boundary Review Process

In accordance with [OPS 400.24.AP – Attendance Boundary Reviews](#), an Attendance Boundary Review Committee (ABRC) was established with Administrator and Parent representatives from each impacted school. The ABRC met on March 6, 2024, March 18, 2024, April 10, 2024, May 9, 2024, and May 16, 2024 to review options and gather community feedback during public meetings. A full list of meetings, agenda, presentations, and minutes from these meetings can be found on the [Boundary Review](#) website.

The mandate of the ABRC was to:

- Work collaboratively to examine the initial boundary options generated by Senior Administration based on projections and data.
- Provide detailed feedback on the initial options, request modifications or suggest additional options.
- Determine one or more preferred options to be presented for public consultation.

ABRC Recommendation (Option 1b)

At the committee's last meeting on May 16, 2024, the ABRC reached a consensus on the following recommendation:

- The new Pope Francis CES attendance boundary would follow Haldimand Road in the east, Renfrew St E/McKinnon Park/Fife St to the south, slightly past McClung Road, and Argyle Street North/Highway 6 in the west, and Haldibrook Road to the north.
- The new St. Patrick's CES attendance boundary would follow Argyle Street North/Highway 6 and the area slightly past McClung Road in the east, Haldibrook Road to the north, Seneca-Onodaga Townline Road to the west, and the Grand River, to Fife Street, to Haddington Park and Renfrew Street East in the south.
- All current Grade 5s and 6s at St. Patrick's CES and Notre Dame CES and their siblings would have the option to remain at St. Patrick CES upon the opening of Pope Francis CES. The reasoning behind the legacy agreement being extended to current Grade 5s and 6s, is that these students would be in grade 7 and 8 when the new school is expected to open and the ABRC believed that these students and their siblings should be permitted to complete their elementary education at their existing school.

Utilizing student data from the 2023/24 academic year, the creation of the new boundary will result in approximately 223 students moving from St. Patrick's CES (Caledonia) and 6 students from Notre Dame CES to the new Pope Francis CES, totaling 229 students. General themes that emerged from consultations with both the ABRC and the general community included ensuring smooth transitions at all receiving schools and establishing legacy provisions for impacted students currently enrolled in Grades 5 and 6, as well as their siblings. Considering a legacy agreement for all current grade 5 and 6 students, along with their siblings, the boundary adjustment would reduce the number of students moving from St. Patrick to approximately 129 and 4 students from Notre Dame, for a total of 133 students. Please refer to Figure 2 and the tables below for detailed information.

The proposed boundary adjustment, incorporating the legacy grade 5 and 6 students and their siblings (based on October 31, 2023) data, results in a utilization rate of 44% at the new Pope Francis CES. While existing enrolment data (including legacy provisions) indicates that the new school will open below capacity, residential growth in the area has been and will continue to be sustained and enrolment forecasts project, that upon opening Pope Francis CES could exceed 300 students.

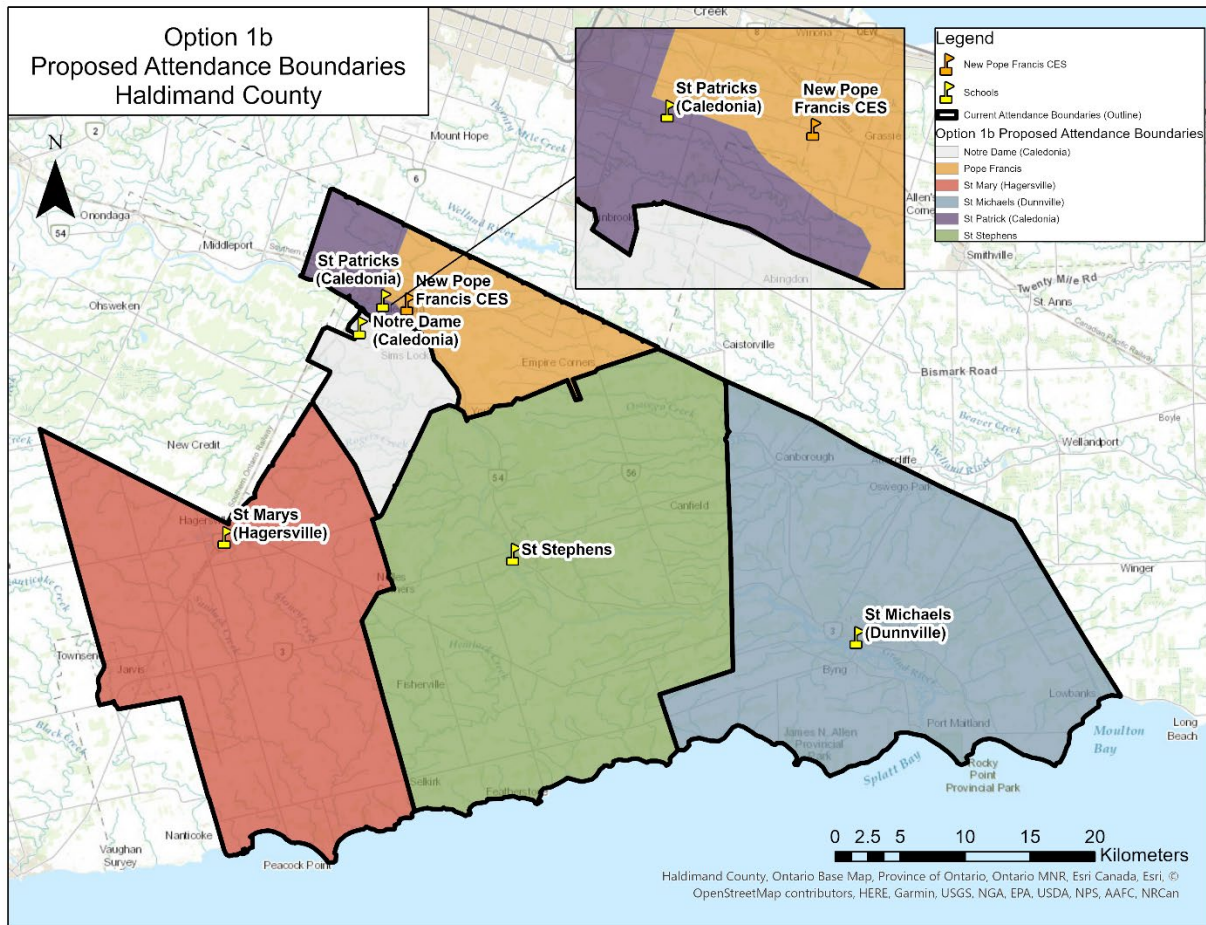


Figure 2: Final Recommended Option Haldimand County Attendance Boundaries

Table 3: 2023-24 Enrolment/Utilization

2023-24 Enrolment / Utilization				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Notre Dame CES	400	366	92%	0
St. Mary's CES	167	201	120%	2
St. Michael's CES	233	221	95%	1
St. Patrick's CES	259	393	152%	6
St. Stephen's CES	199	165	83%	0
Total	1,258	1,346	107%	9

Table 4: 2023-24 Enrolment/Utilization (per recommendation)

2023-24 Enrolment / Utilization (per recommendation)				
School	OTG	Enrolment (Oct 2023)	Utilization	# of Portables (2023)
Pope Francis CES	305	133	44%	0
Notre Dame CES	400	350	88%	0
St. Mary's CES	167	201	120%	2
St. Michael's CES	233	221	95%	1
St. Patrick's CES	259	276	107%	1
St. Stephen's CES	199	165	83%	0
Total	1,563	1,346	86%	4

Consultant Recommendation – Holding Zones

To accommodate the significant projected growth within the new Pope Francis CES attendance boundary, additional capital investment will be necessary for either expanding the existing schools through additions or constructing another new elementary school in Haldimand County. Given the uncertainty surrounding the number and type of dwelling units, as well as the timing and phasing of growth over the next 10-15 years, the Consultant Team recommends establishing holding zones using the potential future development areas outlined in Figure 3. This approach will provide the Board with the flexibility to direct new students from these developable lands to a designated school based on available capacity.

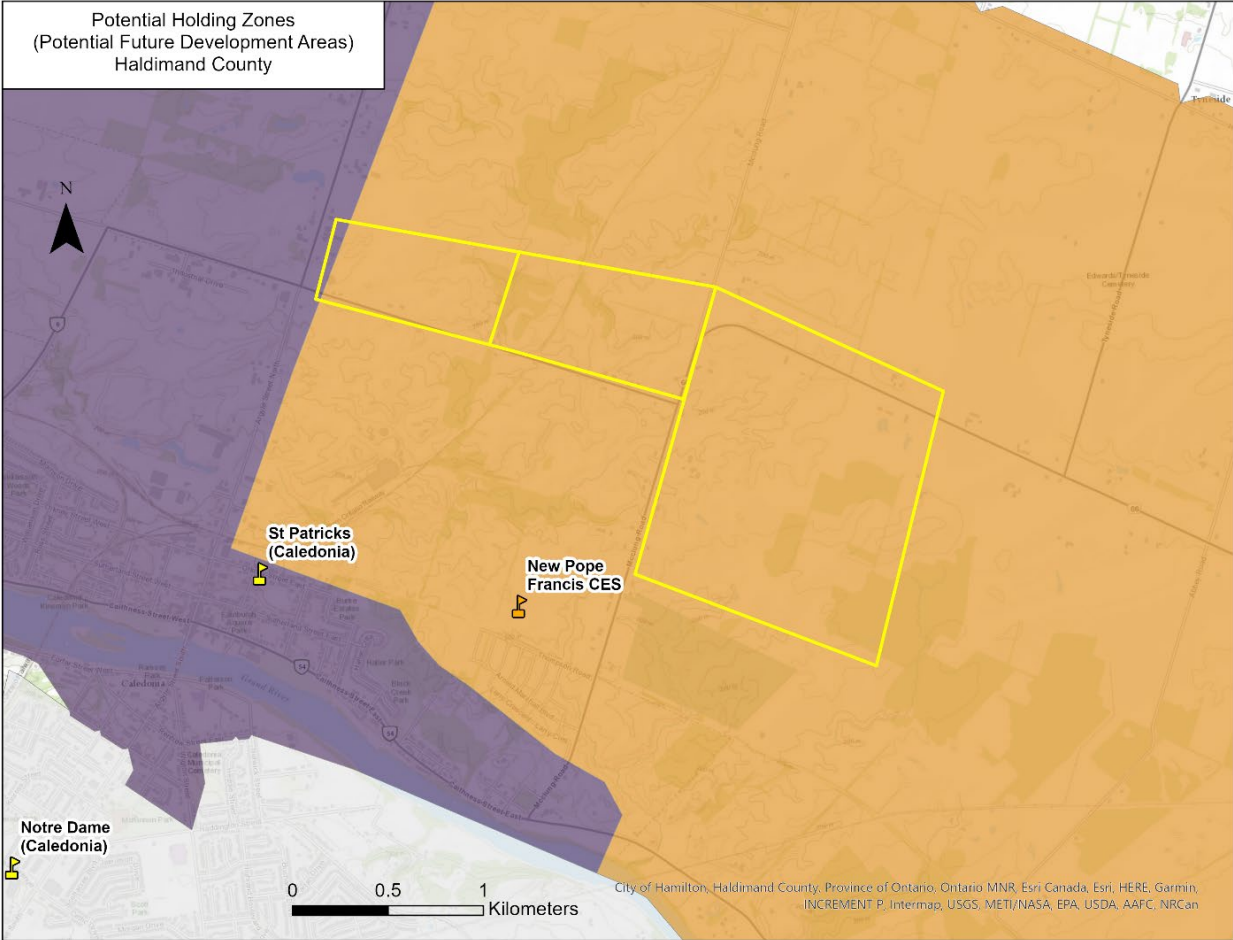


Figure 3: Haldimand County Potential Holding Zones (Potential Future Development Areas)

Next Steps

Pursuant to the steps outlined in [OPS 400.24.AP – Attendance Boundary Reviews](#), based on committee consultation, Senior Administration recommends establishing the amended school boundaries, as outlined in Figure 2, as well as the recommended legacy provisions, effective upon the opening of Pope Francis CES.

An implementation committee will be established to support the transition of students to Pope Francis CES.

RECOMMENDATION:

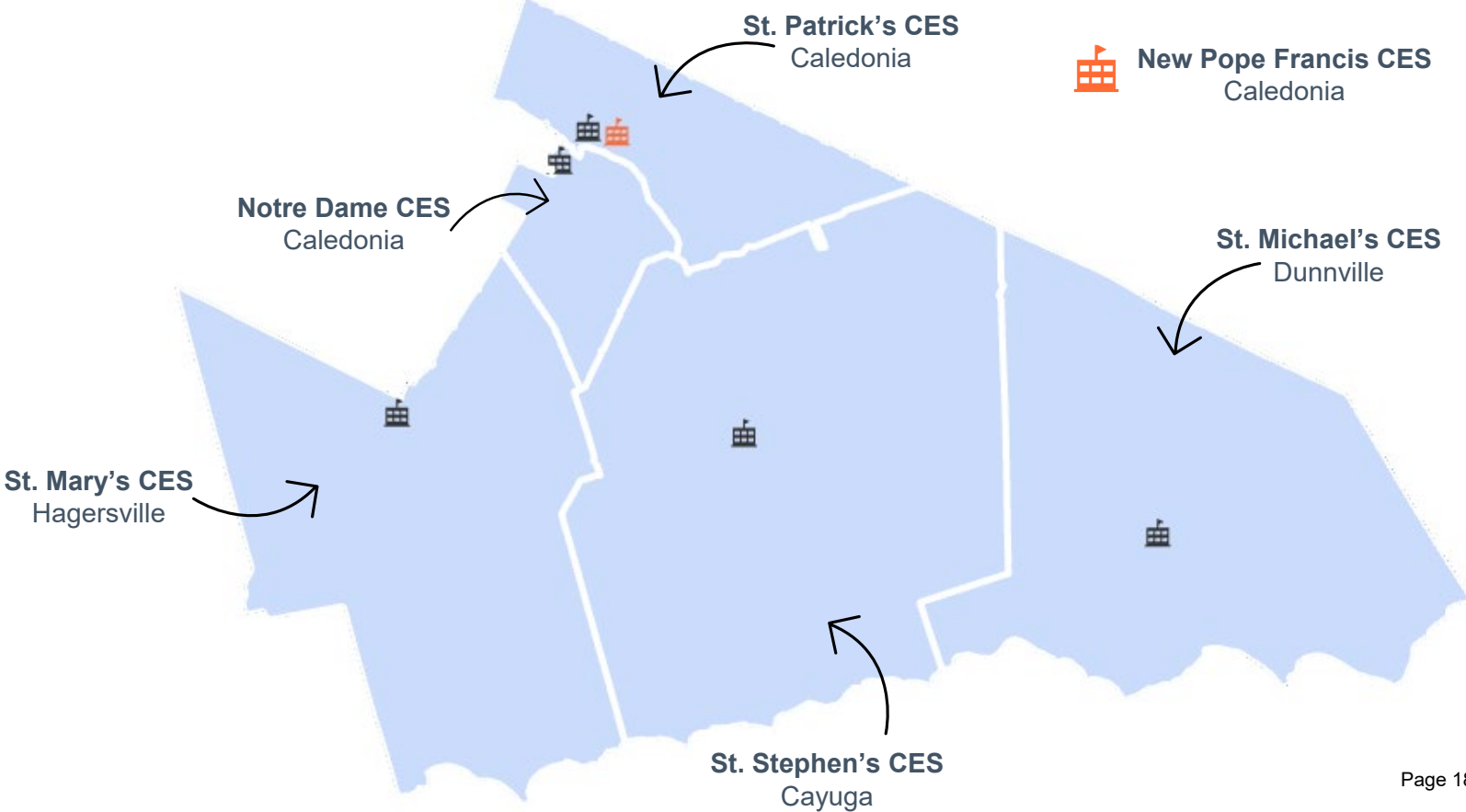
THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended school attendance boundaries, as outlined in Figure 2, and that legacy provisions were in place for impacted students currently enrolled in Grade 5 and 6 as well as their siblings, effective upon the opening of Pope Francis CES for Haldimand County.



Haldimand County Attendance Boundary Review: Committee Recommendation

Brant Haldimand Norfolk Catholic District School Board
June 18th, 2024

Existing Attendance Boundaries



Current Situation

Historical and Projected Enrolments and Facility Utilization



Historical and Projected Enrolments

School	On-the-Ground Capacity	Historical				Current	Projected		
		2011/2012	2016/2017	2021/2022	2022/2023	2023/2024	2024/2025	2028/2029	2033/2034
Notre Dame CES (Caledonia)	400	362	268	314	347	366	431	572	599
St. Mary's CES	167	134	139	165	186	201	214	232	224
St. Michael's CES (Dunnvilve)	233	197	237	250	245	221	220	201	223
St. Patrick's CES (Caledonia)	259	137	139	263	310	393	429	591	735
St. Stephen's CES	199	167	135	156	162	165	168	187	185
Total	1,258	997	918	1,148	1,250	1,346	1,462	1,783	1,966

Historical and Projected Facility Utilizations

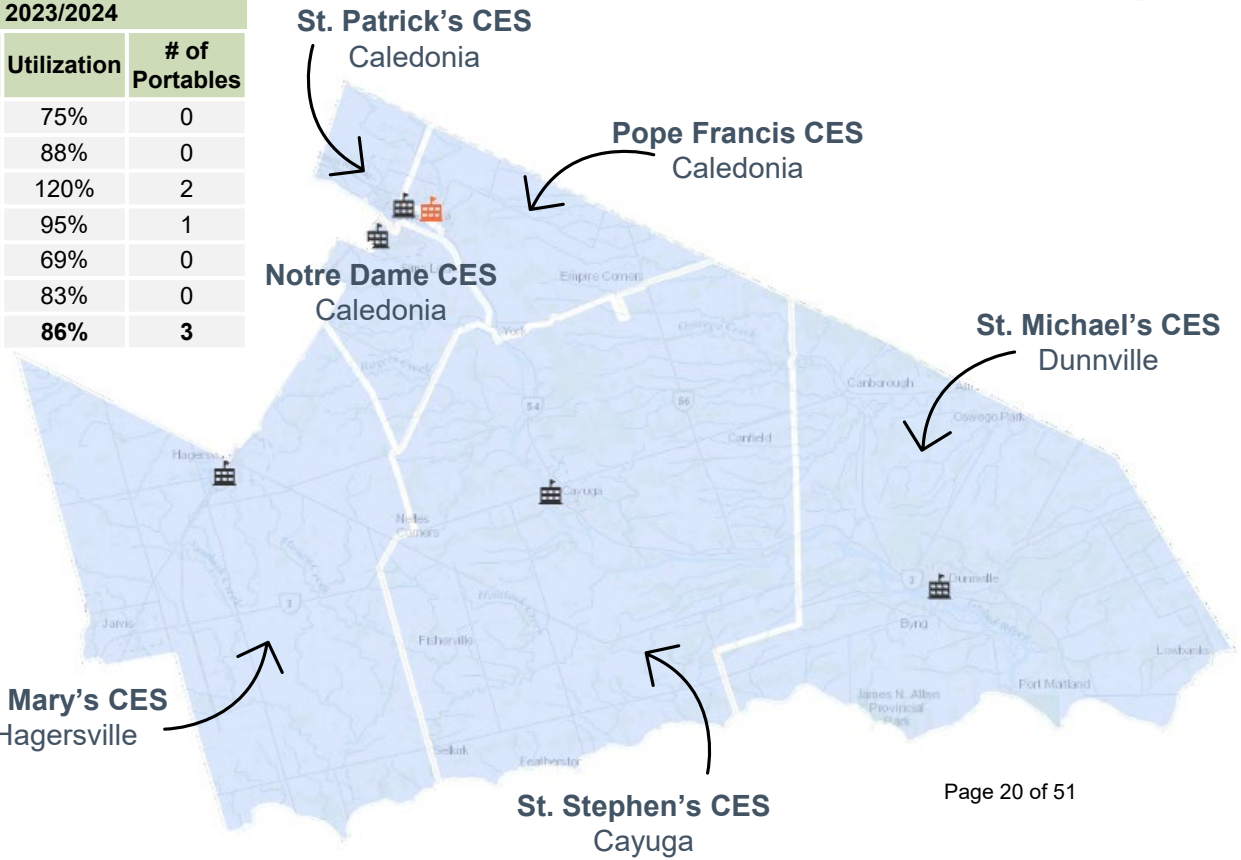
School	On-the-Ground Capacity	Historical				Current	Projected		
		2011/2012	2016/2017	2021/2022	2022/2023	2023/2024	2024/2025	2028/2029	2033/2034
Notre Dame CES (Caledonia)	400	91%	67%	79%	87%	92%	108%	143%	150%
St. Mary's CES	167	80%	83%	99%	111%	120%	128%	139%	134%
St. Michael's CES (Dunnvilve)	233	85%	102%	107%	105%	95%	94%	86%	96%
St. Patrick's CES (Caledonia)	259	53%	54%	102%	120%	152%	166%	228%	284%
St. Stephen's CES	199	84%	68%	78%	81%	83%	84%	94%	93%
Total	1,258	79%	73%	91%	99%	107%	116%	142%	156%



Final Committee Recommended Option

Idea for Consideration 1b

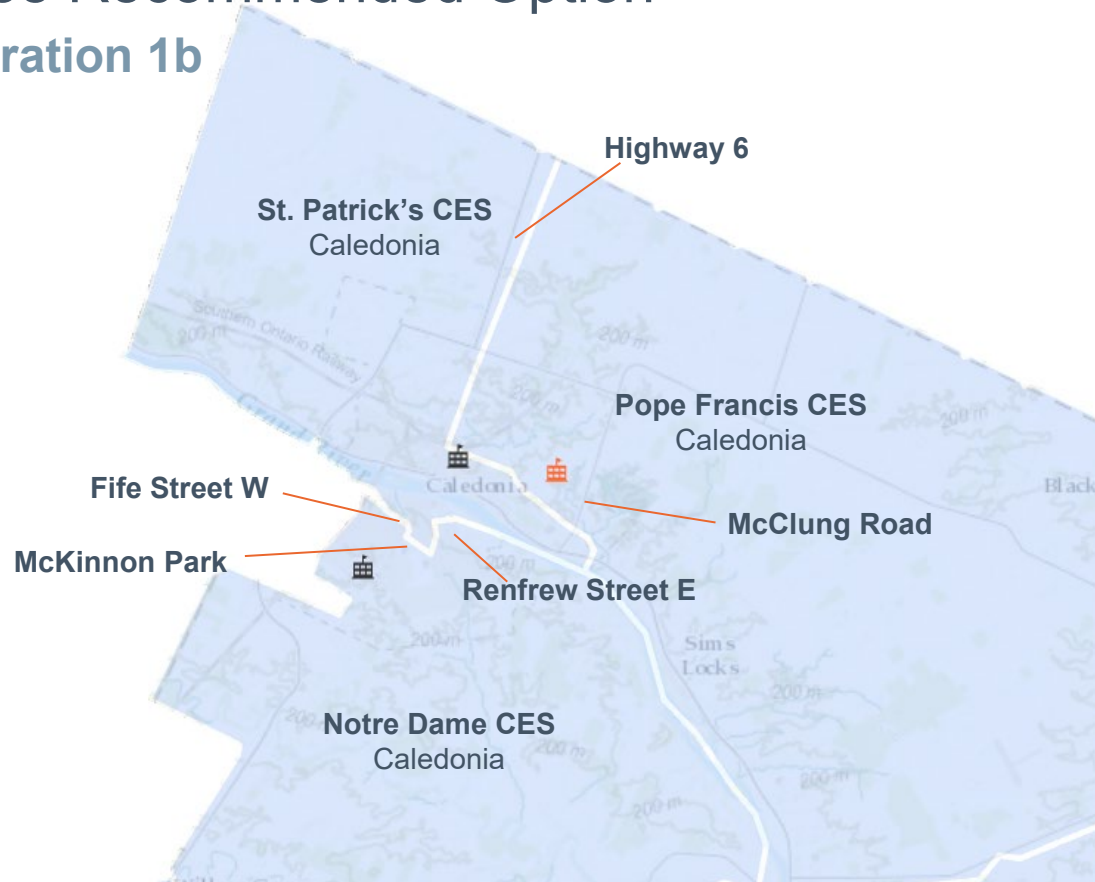
School	On-the-Ground Capacity	2023/2024		
		Enrolment	Utilization	# of Portables
Pope Francis CES	305	229	75%	0
Notre Dame CES (Caledonia)	400	350	88%	0
St. Mary's CES	167	201	120%	2
St. Michael's CES (Dunnville)	233	221	95%	1
St. Patrick's CES (Caledonia)	259	180	69%	0
St. Stephen's CES	199	165	83%	0
Total	1,563	1,346	86%	3



- New Pope Francis CES attendance boundary created.
- This sends ~229 current JK-6 students to the new Pope Francis CES.
- St. Patrick's CES would drop to 69% utilization.

Final Committee Recommended Option

Idea for Consideration 1b



Final Committee Recommended Option

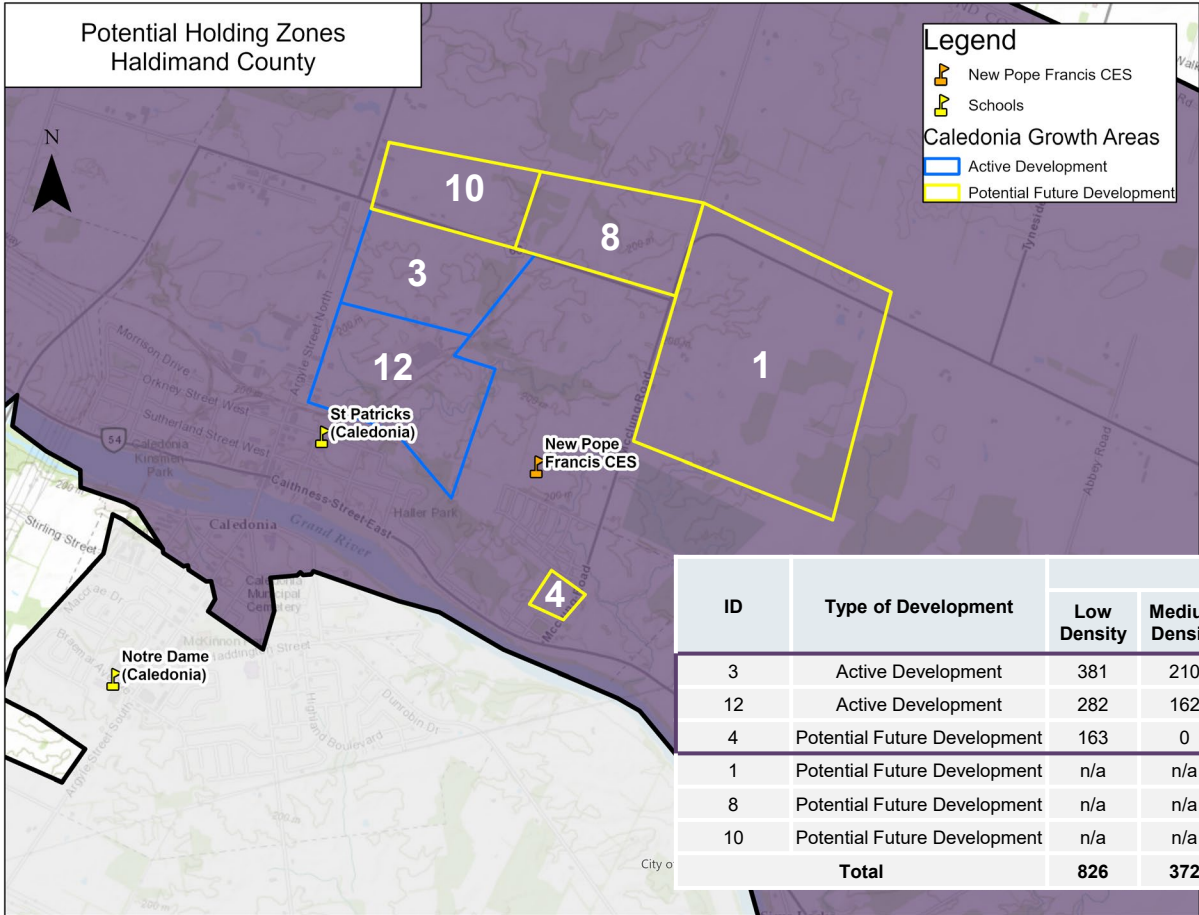
Idea for Consideration 1b with Grades 5-6 + Siblings Legacy



School	On-the-Ground Capacity	2023/2024		
		Enrolment	Utilization	# of Portables
Pope Francis CES	305	133	44%	0
Notre Dame CES (Caledonia)	400	350	88%	0
St. Mary's CES	167	201	120%	2
St. Michael's CES (Dunnville)	233	221	95%	1
St. Patrick's CES (Caledonia)	259	276	107%	1
St. Stephen's CES	199	165	83%	0
Total	1,563	1,346	86%	4

- New Pope Francis CES attendance boundary created.
- This sends ~133 current JK-4 students to the new Pope Francis CES.
- St. Patrick's CES would drop to 107% utilization.
- Projections indicate that upon opening, enrolments at Pope Francis CES will exceed 300 students, with the school expected to open at full capacity due to the significant anticipated growth in the area.

Consultant Observation: Creation Of Holding Zones



Develop holding zones where residential development is expected, 'holding' new students at schools with available space.



THAT the Brant Haldimand Norfolk Catholic District School Board approves the amended school attendance boundaries, as outlined in Figure 2 of the Haldimand County (Elementary) School Attendance Boundary Review Report, and that legacy provisions are in place for impacted students currently enrolled in Grade 5 and 6 as well as their siblings, effective upon the opening of Pope Francis CES.



QUESTIONS

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

Prepared by: Mike McDonald, Director of Education & Secretary
Presented to: Board of Trustees
Submitted on: June 25, 2024
Submitted by: Mike McDonald, Director of Education & Secretary

STRATEGIC PLAN PROGRESS

Public Session

BACKGROUND INFORMATION:

In 169(1) of the Education Act, it states that “every board shall develop a multi-year plan”. In practice, a multi-year plan has been recognized as a strategic plan and Boards are legally obliged to develop a plan for a three (or greater) school year term(s).

In June 2023 the Board of Trustees approved the BHNCD SB four-year Strategic Plan which will form the foundation by which change, and growth will occur in our Board. It will continue to be the vehicle by which the mission and vision of the Board are operationalized by all staff and understood by our community. The plan will reflect our Catholic faith as well as the diverse geography, communities and stakeholders who make up the BHNCD SB learning community.

DEVELOPMENTS:

The plan was rolled out in September 2023 through communication to our principal group, staff and community, and the implementation and monitoring process began at that time. In September the attached monitoring document was distributed to the Board and was confirmed as the avenue through which senior team would assess the overall success of the plan through the monitoring of the goals as indicators of success. The senior team sees this assessment as critical to inform next steps and further strategic action.

Appendix “A” provides updates on the progress of our goals through the 2023 -2024 school year and provides a pie icon to reflect the degree to which senior team has made progress in achieving each individual goal.

RECOMMENDATION:




THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Plan Progress Report.




2024-2027 Strategic Plan Goals




Belonging

Students

- Provide safe spaces for acceptance, curiosity, opportunities for growth, and development of resilience.
- Ensure student voices are welcomed, heard, supported, and responded to.
- Recognize and celebrate differences and unique talents.



Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success. this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Opportunities to share their voice/strengths and areas of next steps from SAT modelling of diagnostic, bringing to life the SAP and focus on Essential Practices</p> <p>Further promotion of the Digital Citizenship Tools in Brightspace and created for the Province by Keri</p>	<p>Class Profiles Individual Student Profiles Modelling of Essential Practices by all SAT members</p> <p>Brightspace,D2L communication to all Shared with parents in September</p>	<p>Superintendent of Student Achievement</p> <p>Superintendent of Student Achievement</p>	 	<p>We have conducted surveys of students and staff for literacy and numeracy. We have promoted the Essential Practices in a variety of ways.</p> <p>Plans for 2024-2026 to work on the Digital Citizenship tools began this year.</p>
<p>Strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources so that all learners see themselves reflected in materials and learning environments</p>	<p>Monitor engagement through equity walks, student surveys, conferencing, parental feedback, Catholic Equity Lead feedback, level of engagement of Catholic Equity Leads, documentation of student learning</p>	<p>Superintendent of Equity and Inclusion</p>		<p>The district has begun engaging in equity audits at every school during the April PD Day. The audits were focussed on exploring the area of school climate. Each school analyzed and discussed key classroom and school level indicators to set school-based equity goals for the Student Achievement Plan.</p>

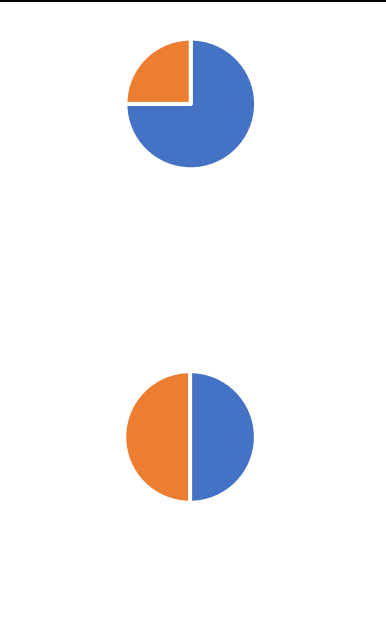


Provide space for student voice through BHNCD SB Student Senate	Collaborate and seek student input in monthly meetings. Analyze data obtained through Student Senate meetings.	Superintendent responsible for Student Senate		Monthly Student Senate meetings allowed for representation of student voice. Student Trustees presented monthly reports to the Board.
Solicit and utilize student and parent voice, in addition to student demographic data information to plan and implement identity affirming mental health resources and supports.	Students and families report being able to access to the right supports at the right time via School Mental Health Data Capture and Student Focus Groups	Superintendent responsible for Student Support Services		<p>Student wellness groups created in Elementary schools and 1 Secondary school where student voice is solicited. ACE groups provided guidance and direction to the work of the board Mental Health action plan. All students and parents were provided with a referral package when working with Student Support Services. The initial screen includes a demographic summary. Student Demographic Survey data collected and used to inform system planning.</p> <p>Next steps- considering the information we have collected - we are looking to ensure we are providing supporting Mental Health services for historically marginalized groups.</p>
Supporting successful transitions for First Nation, Métis, and Inuit students by partnering with Federal schools and community partners to reduce achievement gaps.	Improved academic achievement and attendance in Grade 9 core courses.	Superintendent Responsible for Indigenous Education		Indigenous Education Services have partnered with Federal school staff in a number of meetings and workshops to begin planning for successful transitions. School staff have facilitated transition meetings for students intending to register either BHNCD SB and conducted surveys of students and parents.





<p>Through board planning processes and community research, collect parent and community voice to identify resources and supports that will help improve the engagement and well-being of First Nation, Métis, and Inuit students.</p>	<p>Increased grad rates, attendance, and Extra-curricular participation.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Indigenous Education Services through their work with the research associate have begun to collect and analyze data. Data and feedback from students and families is being used to enhance plans for success. Student voice has been enhanced through the inclusion of student reps on the Indigenous Education Council and Indigenous Student Advisory Council.</p>
<p>Effectively respond to the mental health and addiction needs of students using evidence-based practices across the tiers of intervention</p>	<p>Improved Pre and Post-screen scores used by Social Workers</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Educators play a critical role in Tier 1 of mental health promotion by creating welcoming spaces where students feel like they belong. Educators were encouraged to utilize resources from School Mental Health Ontario including Wayfinder.</p> <p>Child and Youth Workers supported the Tier 1 work of Mental Health Promotion and Prevention by delivering 762 SEL classroom engagement sessions in elementary schools.</p> <p>For students with Tier 2 needs and higher, a centralized intake process was implemented and supported the framework of <i>right care right time</i> mental health services for students.</p> <p>The HEADS ED screening tool was implemented for students receiving school based mental health services: supporting an initial assessment and ensuring the appropriate level of support.</p> <p>Clinical interventions using various therapeutic modalities (including ACT, BDI, Brisk, brief interventions) implemented for students receiving school based Social Work support.</p>
<p>Review and assess the use of school spaces to address increasing school population.</p>	<p>Creation of an updated room inventory for schools. Number of space audits performed.</p>	<p>Superintendent of Business</p>		<p>The superintendent with responsibilities for facilities and facilities staff have been visiting schools to audit the number of available classroom space available to ensure efficient use and cost savings.</p>


Staff

- Provide meaningful opportunities for staff to share innovative ideas and initiatives.
- Recognize staff actions that celebrate positive relationships and inclusion.
- Provide equitable and timely opportunities for staff growth and Catholic leadership.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Faith Day PD day- community partnerships for each school</p> <p>Collaboration in bringing to life the Pastoral/Spiritual Plan Foster support and further development of Board Pastoral Team</p>	<p>Each school needs to have a community connection for social justice outreach (Brant Food for Thought, St Vincent de Paul, Knights of Columbus, Catholic Women’s League, etc.)</p> <p>Bi-Monthly Meetings PD for Catholic Leadership Growth at these meetings Attendance FAC meetings to share and celebrate the work (Four times per year)</p>	<p>Superintendent responsible for Faith Formation</p> <p>Superintendent responsible for Faith Formation</p>		<p>We had 100% participation across the system with Faith Day Community Partnerships that continued all year long in 2023-2024.</p> <p>We have met those goals for supporting bringing the Spiritual Theme to life. We want to expand our Faith Formation activities.</p>
<p>Experiential Learning, OYAP and Co-Op learning experiences and shared goals</p> <p>Promotion and celebration of the Essential Practices- Knowing the Learner (SAP work)</p>	<p>That it continues to happen (Sessions for Guidance Learning) Track number of events and attendance and target audience Celebrate on social media Celebrate on website Posters in every classroom</p> <p>Monitored at SAP visits Data collection by 7/8 Transition teachers, Literacy Coaches and Destreaming Coaches</p>	<p>Superintendent responsible for Student Achievement</p> <p>Superintendent responsible for Student Achievement</p>		<p>We continue to build our experiential learning options, working with educators, tracking and data of who attends (students and staff). We continue to work at promoting on social media platforms (website, posters, social media).</p> <p>We continue to monitor the SAP plans via visits, data collection, and tracking.</p>




<p>Professional Development with use of innovating integrated technology (digital tools) that is skilled based (explicit, systematic, high impact) for literacy and numeracy</p> <p>AAC structure with collaborative working time and modelling of high impact, explicit, instructional strategies used to deliver information to model for staff meetings and for educators in classroom.</p>	<p>Attendance at PD Touchpoint data by SAT members Celebration at staff meetings and social media SAT newsletter</p> <p>Student Achievement Plan Student work at the table SAT modelling and leading PLCs</p>	<p>Superintendent responsible for Student Achievement</p> <p>Superintendent responsible for Student Achievement</p>		<p>2024-2025 school year there is no longer destreaming coaches or Transition Teachers due to Ministry funding. During PD days we have been able to collect attendance data, use digital tools and other technology, infuse high impact, instructional strategies in what we do and share. We are working on a newsletter for 2024-2025 from SAT – prescribed template, dates and times for distribution Continue to celebrate events, learning, SAT in the field via social media and email.</p> <p>Continue to work at SAP planning and having student work at the table for school monitoring. We have work to do in this area in regards to PLCs.</p>
<p>Support staff in implementing teaching practices, curriculum and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates’ lived experience, reflected in what and how they are learning.</p>	<p>Classroom materials, resources and curriculums will reflect the greater population of BHNCDSD are visible in classrooms and schools.</p>	<p>Superintendent responsible for Student Achievement</p>		<p>With limited PD we have been creative around how best to support teacher capacity, curriculum and assessment and appropriate resources.</p> <p>We continue to learn about and share materials, resources, and curriculum that are inclusive and equitable.</p>
<p>Build foundations in equity and anti-oppression education through Catholic Equity Leads and administrators.</p>	<p>Staff participation rates in professional development</p>	<p>Senior Team</p>		<p>All Catholic equity Leads and Administrators participated in a professional development series that engaged staff to support reflection of themselves and to promote thinking about the social identities and experiences of the populations that they serve. There was a focus on considerations of how oppression plays out in schools and respond to scenarios to practice disrupting inequities.</p>




Provide professional development opportunities aligned with the BHNCD SB Equity Action Plan to Ensure Inclusive, Equitable and Welcoming Spaces	Number of PD opportunities offered to staff Staff participation rates in professional development.	Superintendent of Equity and Inclusion		All Administrators attended EDI training through Dr. Nicole West-Burns. The series of trainings were intended for Administrators to learn and share their Leadership in EDI work through sharing information in staff meetings
Support an increased role for board-led regional equity networks in implementing equity initiatives linked to SAP.	Staff participation rates in Catholic Equity Lead network Student Achievement Plans contain equity goals/initiatives	Superintendent of Equity and Inclusion		Both Elementary and Secondary Schools had Catholic Equity Leads (CEL) represent their schools in attending Superintendent led Equity, Diversity, and Inclusion sessions. Each CEL formed groups to take on CCPI projects where they took on projects to create more inclusive schools. All staff attended training at the April 2024 PD Day training on EDI. This allowed for an Equity Walk with an evaluation tool to review needs of each school to promote equity, this information would be used for the SAP.
Provide educators professional learning opportunities and best practices regarding culturally responsive pedagogy in teaching First Nations, Métis, and Inuit learners.	Number of PD opportunities offered to staff Staff participation rates in professional development	Superintendent Responsible for Indigenous Education		Both Elementary and Secondary administrators have engaged in professional learning opportunities through AAC and regular distribution of resources to support responsive pedagogy. Schools implemented Indigenous Education Leads to help build capacity of staff.
Build educator capacity to promote mentally healthy classrooms with an emphasis on building relationships, restorative practices, understanding and practicing self/co-regulation, and responding compassionately to those impacted by trauma.	Improved scores on the School Climate Survey	Superintendent Responsible for Student Support Services		<p>CYWs delivered 133 Restorative Practice/Community Building sessions in elementary schools where students and educators reported learning strategies on how to get along with classmates, how to support friends and how to repair relationships.</p> <p>Restorative Justice Conferencing Training (IIRP) provided to 21 Student Support Services Staff and 11 administrators.</p> <p>All educators were provided with an opportunity to attend 1 of 6 Trauma Informed Leadership Trainings through Dr. David Tranter on the Equity and Well Being Pd Day, with access to the remainder of the series. Most respondents felt that the video helped them find a strategy they could implement to help make their work or practice more trauma informed.</p> <p>Training in self-regulation continued this year, with 54 staff completing various Levels in the Self-Regulation Foundations Course through the Mehrit Centre.</p> <ul style="list-style-type: none"> F1-33, F2-12, F3-8, and F4-1.




Develop and launch (every 3 years) a comprehensive Satisfaction Survey to all users of business services. Annually, launch a pulse survey to a subset of business services users.	Number of respondents to surveys.	Superintendent of Business Services		The survey is in the preliminary planning stages.
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Community

- Recognize the importance of and provide opportunities for all to share their voice.
- Foster strong partnerships with community support agencies.
- Increase access to and the availability of supports for our Catholic learning community.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Enhance partnerships with Federal School Staff and community services on Six Nations and MCFN. Truth and Reconciliation Day and other Acknowledgments.	Increase in number of partnerships.	Superintendent Responsible for Indigenous Education		The Student Achievement Team and Indigenous Services have partnered to facilitate a number of meetings with federal school staff in order to close achievement gaps in literacy and numeracy. Indigenous Education Council has expanded representation on the council having various partners from Six Nations and Mississaugas of the Credit represented..
Expand Experiential Learning Options via Application Process for access to funds. Continue Outdoor Ed opportunities. Faith Day Community Agency Connection.	Application process- events and activities happen to showcase experiential learning. Track classes that access this, also via Experiential Learning. Every school is to have a connection with a community by September 15.	Superintendent responsible for Student Achievement		We continue to offer a variety of experiential learning opportunities via the application process that begins in the Fall. We continue to offer a robust Outdoor Education program across the entire district. We ensured that every community had made a connection to an agency, community partner for Faith Day 2023-2024.
Increase parent engagement in equity and inclusive education.	Increased parent attendance	Superintendent responsible for Equity and Inclusion		Committee work within the community and provincially opens opportunities to support parent involvement with community and school. Representation on the Brantford Immigration Partnership, the Community Equity Council, the Catholic Equity Network (Provincial) support new strategies for engaging with parents. Each school is encouraged to consider the ways they can support increased parent attendance in light of their new learning through Dr. Nicole West-Burns.

<p>Enhance the focus on equity and inclusive education, making it a priority for Parent Reaching Out grants.</p>	<p>Number of PRO grants focused on equity and inclusion.</p>	<p>Superintendent responsible for Equity and Inclusion</p>		<p>Part of the 2023-2027 Equity Action Plan is focussed on engaging Catholic School Councils to focus on sustained and intentional engagement of parents from diverse populations and utilize Parent reaching Out Grants to remove barriers that prevent parents from participating fully in their child’s learning.</p>
<p>Identify more intentional strategies for reaching out and ensuring representation of diverse communities on RCPIC and school councils.</p>	<p>Increase in participation of parents from diverse populations in education.</p>	<p>Superintendent responsible for Equity and Inclusion</p>		<p>The role has shifted to be under the Superintendent of Student Support Services.</p> <p>RCPIC sessions created in response to parent voice and advertised to all caregivers. Sessions hosted virtually to remove barriers to access.</p> <ul style="list-style-type: none"> • Parenting your Anxious Child, BHNCD SB & Woodview Mental Health, March 25, 2024. • Online Safety and Social Media Awareness, April 29, 2024. <p>Additional activities to engage caregivers included:</p> <ul style="list-style-type: none"> • Caregiver Information Night: Online Exploitation: Trends & Safety Planning, BHNCD SB, GEDSB, May 7, 2024. • May and June 2024 – BHNCD SB hosted several booths at community events for parents and service providers, including Mental Health Week. <p>August 2023</p> <ul style="list-style-type: none"> • BHNCD SB partnered with over 40 local service providers at the Newcomer Welcoming Event. Over 200 participants attended. BHNCD SB provided an information booth to offer information about mental health services at our schools.
<p>Identify strategies for reaching out to parents who are disengaged from the education system for a variety of reasons.</p>	<p>Survey results</p>	<p>Superintendent of Equity and Inclusion</p>		<p>Supporting the creation of warm and welcoming school systems has been key in assisting in reaching out to parents who are disengaged from the education system. Administrators are more connected with understanding ways to know their students/families and best understand why disengagement happens.</p>


<p>Engage SEAC members to contribute to the development and delivery of the special education model.</p>	<p>SEAC member participation in monthly meetings Community member feedback toward Annual Special Education Plan</p>	<p>Superintendent of Special Education</p>		<p>19 community and board partners made up SEAC this year. Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2024-25 as new members will have the opportunity to represent their respective agencies.</p>
<p>Partner with agencies/community partners to facilitate transition planning for students (Entry to School Case Conferences, transition to secondary school) and various programs such as 'After School Skills Development Program (ASSPD)' and Summer Learning for Students with Special Education Needs</p>	<p>Student attendance of programs</p>	<p>Superintendent of Special Education</p>		<p>The Board continues to successfully partner with Haldimand Norfolk REACH and Lansdowne Children's Centre as well as daycare providers and previous school personnel to learn about incoming students in order to provide a smooth transition into our classrooms at both the elementary and secondary levels. Case conferences involving families, school personnel, system personnel and outside community partners allows school teams to be well prepared for a successful transition and ensure services and supports are in place to support all learners.</p>
<p>Support meaningful engagement with families by making available culturally responsive family mental health literacy resources to ensure that families have access to high quality information about how best to notice and respond when their child may be struggling with their mental health, reduce the stigma that surrounds mental health and mental illness, and provide appropriate supports for their child's individual needs.</p>	<p>Increase in the number of opportunities for family engagement in Mental Health literacy initiatives.</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>August 2023 – BHNCD SB partnered with over 40 local service providers at a Newcomer Welcoming Event. Over 200 participants attended, BHNCD SB provided an information booth to offer information about mental health services at our schools.</p> <p>Information resources were provided to Administrators and ESL Consultants.</p> <p>Introduction of the One Stop Talk community resource has been provided to Administrators, with promotional materials available to students. This resource is a Provincial mental health support with capabilities to provide multi-language services through telephone and virtual sessions.</p> <p>Our Board website is multi-linguistic, including information about the MH services we offer.</p> <p>Caregiver information related to the Mental Health modules delivered through the Grade 7 & 8 Health and</p>

				Phys ed curriculum was available in multiple languages and distributed through the educator. This being our first year tracking this information we will be able to compare year to year following next years data collection pertaining to student demographics.
Increase, nurture and cultivate partnership agreements with community agencies to enhance system coordination and pathways to care and ensuring effective collaboration for students to access available supports	All community partner agreements are up to date, accurate and implemented effectively.	Superintendent Responsible for Student Support Services		Educational and Third-Party Partnership agreements revised with community partners on an on-going basis. Ongoing collaboration between both school boards and lead Children's Mental Health agencies (HN REACH, Woodview) with intentional focus on Right time, right care: (cmho.org) , services and coordination.
Develop and launch surveys or other methods to gather innovative ideas and initiatives.	Number of respondents to Business Services operational or budget surveys.	Superintendent of Business		To date, no action has been taken on this goal.

Teaching and Learning






Students




- Provide opportunities to demonstrate learning in a variety of ways.
- Promote the meaningful and responsible use of technology.
- Support the development of perseverance and advocacy skills.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Continue to provide experiential learning opportunities for staff and students.	Utilize the funds allocated for experiential learning for Guidance educators and for experiential learning to offer opportunities to expand educator knowledge of the Skilled Trades and student experiences using an application process for experiential learning activities. Track number of applications and use all the money allotted for experiential learning opportunities	Superintendent of Student Achievement and OYAP, SHSM Leads		We continue to provide many and varied opportunities for experiential learning. We have supported Guidance counsellor learning and training via funding from the Ministry. We supported Skills, over 25 experiential learning applications and a variety of skilled trades events such as Epic Jobs and Jill of All Trades.

<p>Continued focus on STEM in classrooms bringing real life, experiential learning opportunities to the classrooms.</p>	<p>STEM educators sharing coding learning (with both staff and students) as well as real world problem activities as they do cycles of learning in the classrooms across the system.</p>	<p>Superintendent of Student Achievement; STEM Principal Lead</p>		<p>We continue to offer good STEM programming and are working at exploring more coding opportunities and adding Arts to make the programming in STEM for 2024-2025.</p>
<p>Continuing Education/Alternative Education program will continue to expand with the goal of offering a variety of credit and non-credit bearing courses to students across the system.</p>	<p>An increase in credit-bearing courses offered to students enrolled in Continuing Education. Increase in student participation and completion rates in non-credit programs. Analyze feedback/exit survey data from all stakeholders to assess engagement and direct next steps.</p>	<p>Superintendent of Continuing Education</p>		<p>We have had an increase of 15% of students accessing courses through Continuing Education via Summer School. We are looking at ways to expand our reach a-head programs for students in grade 7 and 8 throughout the school year. We have created the first every in person reach a-head continuing education technology course for students to meet the requirements of graduation. We are in early stages of creating a non-credit bearing literacy program for elementary students. We have continued to grow Ready-Set-Go. We have continued to develop our international languages courses.</p>
<p>Continue promoting the Digital Citizenship tool for students and families using Brightspace and guest speakers for families for school events focusing on the impact of social media and how to use it wisely.</p>	<p>Reviewing the Digital Citizenship tool created and shared with our partners in Catholic Education, ICE. Continue to have it on the Brightspace landing page for students and families to access and for educators to refer to. Can measure how many times it is utilized via tracking. Promote guest speakers on social media awareness for principals and school communities. Track how many communities have Paul Davies speak for example.</p>	<p>Superintendent responsible for Student Achievement</p>		<p>We are in the process of the creation of an internal stakeholder feedback loop to guide next steps.</p>
<p>Continued focus on Thinking Classroom instruction and high impact strategies in mathematics, critical teaching strategies as we model</p>	<p>Created a plan for the AAC instruction and focus on critical thinking and problem solving- ensuring it happens bi-monthly at our AAC meetings. Tracking touchpoints of SAT members using instruction and via PD opportunities focusing on</p>	<p>Superintendent responsible for Student Achievement</p>		<p>We continue to work on this project. More to come in 2024-2025</p>



<p>instruction at AAC, when in schools, and elbow to elbow with educators.</p> <p>Using coaches for literacy, math facilitators, destreaming coaches, and transition teachers to model these strategies as they work with students.</p>	<p>these skills.</p> <p>Focus on PD days to ensure utilization of these strategies when curriculum topics are the focus.</p> <p>Use of pre and post screening materials with questions focused on the use of critical thinking skills, making learning visible, to track progress of use and attainment of these skills.</p> <p>Also trend and skill data shared by EQAO</p>	<p>Superintendent responsible for Student Achievement</p>		<p>We have worked with Grade 7-10 educators building capacity around high impact instructional practices, including focus on Thinking Classroom and critical thinking.</p> <p>We have been purposeful at AACs to model these instructional strategies and allow for collaboration and sharing of practices to build capacity for monitoring. We continue to model these strategies at every PD opportunity we offer through Student Achievement. We emphasized the use of data for tracking success with all consultants across the system with a focus on literacy, numeracy, SHSM and OYAP. We continue to use diagnostic tools for numeracy and literacy and model those for educators. In 2024-2025 we roll out the early reading screener.</p>
<p>Expand the implementation of the Empower Reading Program to further assist students that are having significant difficulties acquiring age-appropriate reading skills, particularly decoding, word identification and spelling skills.</p>	<p>Monitoring student progress.</p> <p>Monitoring number of schools and student participants over the years</p>	<p>Superintendent of Special Education</p>		<p>Empower reading is offered at 13 schools by 11 Empower instructors. Every school will have the Empower Reading program running in October 2024.</p>
<p>Use a variety of assessments (e.g., Key Math) to determine achievement gaps and develop instructional next steps for students in reading and mathematics.</p>	<p>Tracking of assessments</p> <p>Tracking the changes to modified IEP's</p> <p>Tracking the number of students receiving modifications</p>	<p>Superintendent of Special Education</p>		<p>Key Math is used in every school. We have conducted 319 Math Modification Audits and numerous SERT's utilized Key Math to ascertain student strengths and needs in math. Other assessments are utilized by special education staff to determine achievement gaps and develop instructional next steps.</p>






<p>Use of screeners and diagnostic data, modelled and shared by SAT, across K-9 to determine instruction.</p>	<p>Tracking pre and post data, numbers of diagnostics being administered. Use of EQAO data to note trends and success for literacy and numeracy.</p>	<p>Superintendent of Student Achievement</p>		<p>We have been successful modelling and using screener and diagnostic data in our key areas across K-9 and will continue this focus in 2024-2025 with our early reading screener. We continue to build capacity for our educators to use diagnostic data regularly. We continue to share the diagnostic tools that are board supported for use in classrooms. Using EQAO data and sample questions is a continued focus for literacy and numeracy in Grade 3,6 and 9.</p>
<p>Provide Non-Indigenous and Indigenous students opportunities to build knowledge, awareness, and relationships with/of Indigenous pedagogies and the Indigenous community.</p>	<p>Tracking the number of students participating in experiences.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>The number and variety of opportunities for students continues to grow in the elementary and secondary panel.</p>
<p>Indigenous students will have the opportunity to reconnect with their language and create a greater sense of personal identity.</p>	<p>Tracking the number of students participating in language courses.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Indigenous focussed courses continue to expand across the secondary schools.</p>
<p>Provide educational opportunities for students to engage in experiential learning on 6 Nations and MCFN.</p>	<p>Number of classes participating.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Experiential learning opportunities continue to increase.</p>
<p>Students are aware of supports and services in order to seek supports for mental health.</p>	<p>Increase % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health.</p>	<p>Superintendent responsible for Student Support Services</p>		<p>All secondary students informed of school mental health supports during first week of school. All Grade 10s provided with No Problem Too Big or Too Small via school social worker during first month of school.</p>

				<p>Grade 8 students provided with Ready to Launch classroom engagement session through Child and Youth Worker.</p> <p>Grade 7 and 8 Students received mandatory mental health modules through Health and Phys Ed. Elementary children aware of CYW as part of their community via student wellness clubs or classroom engagement sessions.</p> <p>Data obtained through EQAO , not yet available.</p>
<p>Improve students' participation in class time and learning. And engagement of instruction and assessment to support learning in classrooms.</p>	<p>Increase % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%</p> <p>Decrease % of students in Grades 4-12 who were suspended at least once</p>	<p>Superintendent responsible for Student Support Services</p>		<p>In March of 2024 a full-time attendance counsellor was hired on by the Board. The attendance counsellor will target the elementary panel of students who have struggled with chronic absenteeism. This new position and the re-structuring of the responsibility of our secondary school panel allows for focused work supporting the earlier intervention with a goal of effective change throughout a student's academic career (paving the way for improved attendance and greater success).</p>
<p>Promote and support activities for staff and students that promote mental wellness; with a focus on Faith and Wellness, MindUp, and additional SMHO resources. In effort to increase Mental Health Literacy and Capacity.</p>	<p>Increase in staff engaging in Mental Health Curriculum and activities.</p> <p>Successful embedment of mandatory grade 7 and 8 Mental Health Literacy Curriculum</p>	<p>Superintendent responsible for Student Support Services</p>		<p>SMHO-ON resource Wayfinder promoted to all staff. Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smsso.ca)</p> <p>Mind Up memberships provided to 29 primary educators this year.</p> <p>Grade 7 & 8 educators were supported by a board implantation team in order to assist with successful implementation.</p> <p>All students were provided with print copies of the student handbook, and content was delivered by educators.</p>
<p>Assess existing infrastructure (technology and facilities) including availability and adjust as required through budgeting cycle.</p>	<p>Agenda/minutes of Information Technology Governance Committee and investments reflected in the IT strategic plan and budget.</p> <p>Monitor new builds/remodels playgrounds, new schools, renovated facilities.</p>	<p>Superintendent of Business</p>		<p>We have continued to share the minutes of ITGC with the broader community. We have reflected purchases to match that of the MYP</p>

Staff

- Allow for academic, social, and emotional learning for all students.
- Understand and celebrate individual needs - meeting students where they are.
- Welcome the use of innovative integrated technology as a teaching and learning tool.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
<p>Improve level of student achievement, access to curriculum, and reduce gaps in student achievement.</p> <p>Use of Essential Practices in our PD (memos on reporting) to further encourage use of good instructional strategies that impact student achievement.</p>	<p>Report card data</p> <p>Credit accumulation</p> <p>Triangulation of Data (Conversations with students, Observations of students and Product)</p> <p>PD on instruction and assessment (track those opportunities).</p> <p>Use of screeners and diagnostic data.</p>	<p>Superintendent of Equity and Inclusion and Special Education</p> <p>Superintendent of Student Achievement</p>		<p>Special education continues to focus on improving levels of student achievement and reducing achievement gaps. Pre and Post test student achievement data when students participate in Lexia, Empower, Achievement tests, Key Math etc. shows increased improvement.</p> <p>We continue to use a variety of data to inform our practices, modelling this practice for educators and Administrators.</p> <p>We continue to build educator capacity for use of diagnostic tools and screeners to inform instruction.</p>
<p>Further develop an understanding of existing achievement gaps and continue focusing on best practice to support literacy and numeracy of special education students.</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent of Special Education and Superintendent of Student Achievement</p>		<p>Through professional learning in special education Community of Practice meetings staff have further developed their skill sets and understanding of best practices to close achievement gaps.</p> <p>SAT continues to focus on building educator capacity to support student achievement in the schools and at the classroom level working alongside SERTs.</p> <p>We have had limited ability due to staffing shortages for any job-embedded PD outside of PD days.</p> <p>We continue to be creative and strategic about how to build educator capacity.</p> <p>SAT has presented at COP meetings this year and will continue this practice to support the Tier 3 instruction.</p>



<p>Build the instructional capacity of staff across the system in their use of specialized equipment for students with exceptional needs.</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent of Special Education</p>		<p>Through Community of Practice Meetings, professional development was implemented to all SERT's and Specialists. Job embedded professional development also happened at the school level. Training was offered around word processing, text to speech, word predication, concept mapping/graphic organizers, vision support etc. In addition, 245 students completed SEA training.</p>
<p>Build the capacity of teaching staff in processes related to accommodations, modifications, assessment recommendations, and IEP development.</p>	<p>Number of PD opportunities offered to staff</p> <p>Staff participation rates in professional development</p>	<p>Superintendent of Special Education</p>		<p>Through Community of Practice Meetings, professional development was implemented to all SERT's and Specialists. Job embedded professional development also happened at the school level.</p>
<p>Implement ongoing and precise professional learning and support for Special Education Resources Teachers.</p>	<p>Increase capacity of comfort and confidence of SERT's and classroom teachers. Data obtained through surveys and exit tickets from training.</p>	<p>Superintendent of Special Education</p>		<p>Ongoing professional developing for all SERT's in our Community Practice meetings happen monthly. There has been professional development for new SERT training. We have digitized the EA lending library</p>
<p>Use tiered approaches to support literacy, numeracy, and behaviour through early intervention and ongoing data collection and assessment.</p> <p>Use tired approach to support literacy and numeracy skills in the classroom through coaches in literacy and math facilitators working with educators and students.</p>	<p>Analysis of assessment data (reading/mathematics/behaviour) for special education students</p> <p>Early screeners in primary for reading and screeners in Grades 3 and 6 for numeracy. Measuring pre and post data.</p> <p>Tracking touchpoints with educators and students having access to SAT support.</p>	<p>Superintendent of Special Education</p> <p>Superintendent of Student Achievement</p>	 	<p>We will be rolling out the early reading screener in 2024-2025 for K-2. We continue to use diagnostic tools in Grade 3 and 6 and measure the pre and post data for interventions and small group instruction.</p> <p>Superintendent of Student Achievement continues to track educator touch points and students having access to SAT support.</p>




<p>Support staff in assessing learning resources (both traditional and electronic) to ensure they are accessible and that they reflect diversity.</p> <p>Continue to review and support the development and use of a tool to support the choice of learning materials for our system.</p>	<p>Classroom materials, resources and curriculums will reflect the greater population of BHNCD SB</p> <p>Review and enhance tool for critical choices of learning materials. Working alongside the Equity team to create a list of culturally relevant and diverse materials for our Catholic system and PD on the resource (tracking when and who attended).</p>	<p>Superintendent of Equity and Inclusion and Superintendent of Student Achievement</p>		<p>We continue to review materials and resources to ensure they are up to date and current to support the learning of all students and create a list of culturally responsive materials.</p>
<p>Indigenous Education Staff will collaborate with all system leads and departments and committees to provide an Indigenous lens for planning forward and for district initiatives. Staff will advise on culturally relevant academic and non-academic intervention models and supports for Indigenous students.</p>	<p>Documented embedment of mandatory Indigenous Education content in Ontario curriculum.</p> <p>Participation of Indigenous staff of system committees.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Indigenous Education curriculum staff have collaborated with all system leads and departments and community experts to accurately embed new mandatory Indigenous Education curriculum.</p>
<p>Bolster the use of evidence-based Mental Health and Addictions quality programming across the tiers (for students, staff, and caregivers).</p>	<p>Student Focus Group</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Staff received training on evidence-based programs and strategies for classroom implementation (e.g., Self-Reg, MindUP).</p> <p>Tier 1 classroom programs include evidence-based programming for students (e.g., Kids Have Stress Too, MindUP).</p> <p>Tier 2 services include evidence-based treatment, with up to 7.5% of students receiving evidence-based treatment (e.g., BDI, ACT) as part of their care.</p>
<p>Track, monitor, and evaluate the delivery of mental health services delivered by Student Support Services across tiers.</p>	<p>School Mental Health Data Capture</p>	<p>Superintendent Responsible for Student Support Services</p>		<p>Tier 1 classroom programming evaluated. Most students reported achieving learning outcomes and gaining skills from participation.</p>

				Tier 2 and 3 services assessed using pre/post service survey. Individual service provided by SWs resulted in a significant improvement in students' wellness (24% improvement), a reduction in their worries (11% improvement) and problematic behaviours (13% improvement).
Develop a leadership program specific to Managers, Supervisors, or those identified through succession planning.	Launch of new Business Services modules. Surveys after completion of program.	Superintendent of Business		To date no action has been taken on this project.

Community

- Connect community partners and support agencies with students and families in need.
- Utilize the skills and talents of community support agencies as partners in our Catholic learning community.
- Provide opportunities for community partners to be included in student and staff learning.


Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Offer shared learning opportunities with before and after care partners.	Before and after care partners consistently attend learning opportunities	Superintendent of Special Education		Early Years and the Special Education Department continue to work collaboratively to educate our before and after school care providers about the services and supports we offer. Ongoing communication and invitations to meetings involving mutually supported students ensures alignment and the utilization of best practices and strategies. This is most evident during our Kickstart to Kindergarten events, Entry to School Case Conferences, and the Child Care Partnership Meeting that we held with our providers in June 2024.
Continued connection with community partners started on the Faith Day.	Celebrate partnership opportunities on social media. Track and report using surveys on when this happens.	Superintendent with responsibilities for Faith Formation.		100% of our sites had partnerships for Faith Day in 2023-2024.
Continued invitations to community partners to enhance and promote experiential learning, outdoor education and skilled trades opportunities for learning for both staff and students.	Number of experiential learning opportunities happening via application process. Support and promotion of the Toolbox initiative at Grade 7 and 8 (track schools participating and number of students)	Superintendent of Student Achievement		We continue to offer many and varied experiential learning opportunities focused on outdoor education and skilled trades.





Selection of Indigenous Education resources will be intentional, accurate and respect self-determinism of the Indigenous community and will be vetting through Indigenous Education Council.	Consistent use of a District Vetting Tool for resources.	Superintendent Responsible for Indigenous Education		An Indigenous Education resource list has been created and vetted appropriately for all schools to access to ensure accuracy and cultural appropriateness and respect self-determinism.
Collaborate with community partners to review and enhance the Board's Violence Threat Risk Assessment Protocol.	Consistent and streamlined implementation of the protocol and pathway planning for students engaged in the process.	Superintendent responsible Students Support Services and Safe and Accepting Schools.		Meetings with the community partners of the Violence Risk Threat Assessment protocol have been initiated. The community is interested in creating one collaborative and wholesome protocol. In the meantime the Board is working within the existing protocol.
Ensure potentially high-risk behaviour of students is properly assessed and supported by providing ongoing training for all principals and staff (Violent Threat Risk Assessment Protocol, Trauma Response Education, NVCI, SafeTalk and ASIST training).	Administrators and other trained staff will state an increased comfort and ability to support students/schools in times of crisis. Students will feel supported as reported on the School Climate Survey	Superintendent Responsible for Student Support Services		Through partnerships with our community partners trainings are offered to our staff in VTRA. We have internal capacity to provide training in ASIST, NVCI and have also provided trauma focused training to administrators and staff during our PA Day in April 2024.


Wellness

Students

- Provide students with accessible supports.
- Leverage the benefits and unpack the challenges of the increasing use of digital technology.
- Provide opportunities for student collaboration, wellness support and spiritual development for personal growth.





Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Internet support to enable equitable access to online Learning for Indigenous students with limited or no internet access on the Six Nations/MCFN reserve.	Increased participation of Indigenous students on reserve in classroom online learning components.	Superintendent Responsible for Indigenous Education		Access to reliable technology and network has been provided where necessary.



Increase awareness, knowledge and skills of staff regarding best practices to support the mental health needs of students of every social and cultural identity; focusing on those with marginalized identities	School Mental Health Data Capture Student Focus Group Classroom materials, resources and curriculum will reflect the greater population of BHNCD SB	Superintendent Responsible for Student Support Services		SMHO-ON resource Wayfinder promoted to all staff. Wayfinder: Your grade-by-grade guide to teach about mental health - School Mental Health Ontario (smho-smso.ca) Educators provided with Trauma Informed Leadership training session during April PD Day. All staff completed EDI training on the April PD Day reflecting on their school environment and the areas rating the various ways the demographics of the school community reflects within the school environment.
Continue and enhance partnerships with external agencies that provide Restorative Practice support for school teams.	School Climate Survey Student Focus Groups	Superintendent Responsible for Student Support Services		Ongoing partnership with John Howard Society with work occurring in 3 schools.
Continue and enhance partnerships with external agencies that provide Trauma-informed practices support for school teams. Continued use of digital tool resources as noted earlier and further promotion and obtainment of digital tools across many subject areas for learning.	School Climate Survey Student Focus Groups Digital resources used on the Brightspace page. Purchase of digital resources and continued use of those already in schools (MathUp)	Superintendent Responsible for Student Support Services		On going work with community partners. Continued collaboration with Dr. Kristen McLeod Board training in Trauma Informed Leadership and the Third Path through Dr. David Tranter
Build awareness and capacity in staff, students, and caregivers in suicide prevention and intervention.	Students who are having suicidal ideation and self-harm are connected to appropriate support and families will feel supported and have increased knowledge with regards to suicide prevention as reported on Post screen surveys.	Superintendent Responsible for Student Support Services		Suicide Administrative Procedure training video posted in each employee's portal and training time allocated on April PD Day. Survey responses indicated training was successful in helping participants understand the role they play in suicide prevention and life promotion at their school. A total of 91.7% (365/398) of the participants answered "strongly agree" or "agree" when questioned if they understand the role, they play in suicide prevention/life promotion.

				<p>Similarly, most participants felt confident they knew what to do if they had a student who was contemplating suicide, with 73.5% (294/400) responding “strongly agree” or “agree”.</p> <p>All Grade 10 students provided with No Problem Too Big or Too Small Pocketbook-3D.pdf (smho-smso.ca) during Suicide Awareness Day.</p> <p>And all secondary students made aware of school mental health support during first month of school- Suicide Awareness Month.</p> <p>Where students presented with self-harm or suicidal ideation, caregivers were linked to resources and community service providers.</p>
Promote Bullying Awareness and Prevention	<p>School participation in Bullying Awareness and Prevention Week 2023-2024</p> <p>Schools will share information with families via Twitter and school correspondence leading up to and during Anti-Bullying Awareness week.</p> <p>Anti-bullying anonymous reporting systems to be available to all students and parents within school websites to reinforce a commitment to protect students from victimization.</p> <p>Reduce underreporting and increase rate of use of online reporting mechanism.</p> <p>Evidence of staff and student participation in Bullying Awareness and Prevention Week.</p> <p>Increase in percentage of students reporting they feel safe and well at school on the School Climate/MDI Survey</p>	Superintendent Responsible for Safe Schools		<p>Schools were provided with resource materials to participate in Bullying Awareness and Prevention Week, schools were invited to share resources and information through various social media platforms and newsletters.</p> <p>Anonymous reporting tool launched following a pilot in a small number of schools. This reporting tool acts as a mechanism for members of our community who may not have developed relationships with their school staff to allow for more comfortability in reporting areas of concern within the school.</p> <p>The School Climate survey has been administered and the evaluation of results are underway.</p>

Staff


- Develop a school board workforce that reflects the diversity of all community members.
- Through a wellness lens, create board policies, procedures, and protocols.
- Connect staff with supports to promote work-life balance, stress reduction, and innovate wellness practices.



Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Leverage staff voice to improve workplace safety, wellness, and engagement	Increase in the number of staff reporting they feel safe and well in the workplace as compared to the baseline data.	Superintendent responsible for Human Resource Services		A staff wellness committee has been established. Board staff have begun a comprehensive staff consultation strategy.
Apply a co-regulation approached to staff and student wellness.	Increase the number of staff reporting they feel safe and well in the workplace as compared to the baseline data.	Superintendent Responsible for Student Support Services		<p>Student Support Services staff work with school teams to reflect on the 5 domains of stress for students through a self regulation lens and plan accordingly. During the April 2024 PD Day, a staff wellness component was provided through a keynote presentation with Angela Rolleman, promoting the Science of Happiness. Staff were taught to apply the science of positive psychology on- various aspects of their life. Topics covered in the training included the following:</p> <p>Factors that determine one’s happiness level:</p> <ul style="list-style-type: none"> • The 5 Pillars of Psychological Well-being and Happiness • The Positivity Ratio • Happiness in the workplace • Scientifically proven interventions and habits that lead to increased happiness, resilience, fulfillment and well-being.
Continue to provide Self-Regulation Foundations Certification for staff.	Number of staff certified.	Superintendent Responsible for Student Support Services		Training in self-regulation continued this year, with 54 staff completing various Levels in the Self-Regulation Foundations Course through the Mehrit Centre. F1-33, F2- 12, F3-8 F4-1.
Review and revise the current Employee Assistance Program	Increased staff satisfaction with the program's effectiveness.	Superintendent responsible for HRS		Board staff are engaged in a process to review the existing program and investigate potential for enhancements.

Improve staff safety, engagement, and wellness through collaboration with all stakeholders.	Number of staff involved in the process. Increase in staff engagement. Increase in staff wellness indicators.	Superintendent responsible for HRS		A staff wellness committee has been established. Board staff have begun a comprehensive staff consultation strategy.
Provide opportunities to engage and mentor First Nation's Language educators in teaching Board offered courses.	Increase in number of qualified Indigenous language teachers.	Superintendent Responsible for Indigenous Education		Staff are working with community partners in succession planning.

Community

- Highlight specific community agencies and have them visible in our schools and buildings.
- Foster strong integrated support with agency partnership so they become woven into the district.
- Reach out and discover innovative and responsive community supports.

Action Item (What are you going to do?)	How are you going to measure it? (What are the indicators of success... this is the TARGET)	Who is responsible for this? (Team/person/SO)	Measurement Indicator	Comments
Connect and engage in active partnerships with community partners to provide innovative and responsive community support to students, families, and staff.	Community partner participation rates Community partner feedback Community partner involvement on SEAC	Superintendent of Special Education		The Board is in constant liaison with community partners to research, learn, and implement innovative and responsive solutions to support our students and families. Evidence of this engagement includes but is not limited to discussions and meetings with our coterminous Board, our work with our SEAC committee members who represent a range of services and agencies in our community, our ongoing collaboration with RCMP, Cornerstones, Bartimaeus Inc., W. Ross MacDonald, Conestoga, Contact Brant, Open Doors, Amethyst, Crossing All Bridges, CPRI, Lansdowne, Haldimand-Norfolk REACH etc. In addition, the Student Achievement Leader is a member of the Coordinated Service Planning Steering Committee which aims to provide recommendations on how to best meet the needs of our students and their families through coordinated service efforts. Members of the Specialist team sit on a variety of key committees to provide responsive support from a Special Educations lens such as the Accessibility

<p>Further enhance connections made on Faith Day to support transformational, faith-filled opportunities for learning social justice and Catholic Social Teachings.</p> <p>Further engage community partners with a focus on skilled trades in OYAP and SHSM for both students and educators.</p>	<p>Survey Tracking of partnerships and connection on social media.</p> <p>Number of opportunities. Attendance</p>	<p>Superintendent of Student Achievement</p> <p>Superintendent of Student Achievement</p>		<p>Committee, Mental Health Committee, District Safe and Accepting Schools Committee etc.</p> <p>Offer opportunities to enhance connections with community partnerships created on the Faith Day in 2023-2024. We continue to celebrate successes on social media.</p> <p>We continue to engage community partners with a focus on skilled trades in OYAP and SHSM. We will continue to build partnerships and opportunities.</p>
<p>Explore opportunities for educators to engage with Indigenous partners on reserve.</p>	<p>Number of participants.</p>	<p>Superintendent Responsible for Indigenous Education</p>		<p>Board staff have engaged knowledge keepers from both Six Nations and MCFN to help build capacity of educators.</p>

2023-24
Trustee Meetings and Events

Date		Time	Meeting/Event
June 18, 2024		7:00 pm	Committee of the Whole
June 25, 2024		7:00 pm	Board Meeting
June 27, 2024		4:45 pm 6:30 pm 7:00 pm	Assumption College Graduation Holy Trinity Graduation St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Faith Advisory Committee, Policy Committee