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**Acting Head Secretary**  
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**School Council Chair**  
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**Family of Schools**  
Mississauga North

**Wards**  
10

**Trustees**  
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**Parish**  
St. Josephine Bakhita

**Parish Priest**  
Father Mark Villanueva

**Parish Telephone**

**Regional Secondary Schools**  
Our Lady of Mt. Carmel

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**



## School Plan for Sustained and Continuous Improvement 2008 - 2010

### **St. Edith Stein**

6234 Osprey Blvd.  
Mississauga, Ontario  
L5N 5V5

<http://www.dpcdsb.org/STEIN>



*"To have a friend, you must be a friend"*

***Mission Statement***

***We, the staff of St. Edith Stein Catholic Elementary School,  
celebrate spirituality and diversity through achieving, believing and community  
living in an inclusive Catholic environment.***

***We the parents of St. Edith Stein Catholic Elementary school,  
in participation with staff and students,  
are dedicated to our children's spiritual, intellectual, emotional, social and physical development  
in a secure environment, at home and in class.  
Working together, we attain success by educating students to their full potential.***

***We, the students of St. Edith Stein Catholic School,  
act and learn as a Catholic community.  
We demonstrate our love for God by respecting each other  
and by trying to meet the expectations of our parents and teachers.***

**OUR SCHOOL**

St. Edith Stein Catholic Elementary School is located in the north west area of the City of Mississauga. The student population, approximately 470 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. We have a number of students that come from English as a Second Language background. Approximately **13%** of our student population currently receive educational assistance from our English as a Second Language teacher and an additional **16%** receive in-class or withdrawal support from Special Education programming. Most of the surrounding community consists of single family dwelling homes and townhouses situated in a geographic area located in north Mississauga.

St. Edith Stein School is committed to a Catholic education as outlined in the Mission Statement of the Dufferin-Peel Catholic District School Board. St. Edith Stein is a caring school and is located within a community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto: *"To have a friend, you must be a friend,"* was chosen to reflect the importance of sharing, caring, and compassion for one another as Jesus taught us. All activities at St. Edith Stein School – academic and pastoral work, extra-curricular and intra-curricular, prayer and worship, administration and management – help to prepare our students for their lives as Catholics in the community.

At St. Edith Stein, we are proud of our balanced religion, academic, arts and technology programs, which offer students a well-rounded and value-centred education to help them make good choices for the future. Our school has a School Improvement Team that has prioritized early literacy, numeracy, student assessment and evaluation as the major foci for the 2008 - 2009 school year. Strategies such as: Primary Benchmark Analysis, and All Star Reading are implemented to identify student needs at the earliest possible age. Our school Action Plan encourages teachers to plan and report together as a division and as a grade. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of The Ontario Curriculum, the Gospel values of Jesus Christ and sound educational practices.

**Measures of Student Achievement and Success**

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

**Provincial Measures of Student Achievement**

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

**School, Board and Provincial Achievement Results: 2007 - 2008**

*As per EQAO Policy school results on the grade 3 and 6 assessments will not be reported publicly as there were fewer than 15 students in the grade 3 and grade 6 classes.*

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>58%</b>	<b>64%</b>	<b>69%</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>68%</b>	<b>75%</b>	<b>78%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*  
**Dufferin-Peel Catholic District School Board**  
**Planning for Sustained and Continuous Improvement**

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;"><b>Catholicity</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> <li>• Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2009-2010.</li> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community</li> </ul>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., Welcome Back School Mass</p> <ul style="list-style-type: none"> <li>- Provide opportunities to support community participation in faith celebrations, e.g., Community Curriculum Night Faith Celebration, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish /School Visits, Dates for School Masses, Catholic Education Week, other celebrations are communicated to Parents</li> <li>- Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school, Monthly Display Case/ Bulletin Boards designed to reflect Virtues, Virtue t-shirts</li> <li>- Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith formation <ul style="list-style-type: none"> <li>-purchase of classroom bibles</li> <li>-prayer centre “sacred space”</li> </ul> </li> <li>-Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, toonies for autism, helping Hands, St. Vincent DePaul , PALS, Peer Mediators, Eden Foodbank, Kids Can</li> <li>Continue to develop school wide</li> </ul>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>There is increased community participation at School Faith &amp; other Celebrations.</p> <p>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</p> <p>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Staff, students, School Council &amp; Volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes, white boxes, collected and set out weekly for pick up</p> <p>Increased numbers of students</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>- as above</p> <p>See St. Edith Stein Pastoral Brochure for a more complete outline of our faith participation, development and commitment to social justice.</p> <p>- Teachers’ weekly schedules reflect preferential timetabling of religious and family life instruction.</p> <p>- Virtues are displayed in front foyer and on altar.</p> <p>- Librarian displays biblical/faith stories/videos at appropriate seasons for teachers/students to explore. Remembrance book in the front foyer during November for students, parents, community to record name of someone to pray for and remember.</p> <p>Observation- Materials &amp; resources are made available, are in classrooms, school and in use.</p> <p>Observation- Blue Boxes and white boxes are available and in use in all classrooms. Discuss with Recycling Crew &amp; Custodian.</p>	<p>Sept 16 - Opening School Mass  Oct. 15 - St. Edith Stein Feast Day Mass  Nov. 11- Remembrance Day Presentation  Dec. 9 - Family Advent Mass 7  Feb. 17- St. Josephine Bakhita Feast Day Mass  Feb. 24 - Shrove Tuesday  Feb. 25 - Ash Wednesday  April 5 – 13 - Holy Week – Share Life Activities  April 9 - Stations of the Cross  April 14 - Easter Mass  May TBA - Mass celebrating Catholic Education  June 18 - Friendship Mass  Year End / Graduation</p> <p>Ongoing feedback will inform the school’s planning for next steps</p> <p>See St. Edith Stein Pastoral Brochure for a more complete outline of our faith participation, development and commitment to social justice.</p> <p>Initial implementation September 2008- ongoing</p>

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<p>in working towards greener schools.</p> <ul style="list-style-type: none"> <li>Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system.</li> <li>Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</li> <li>Initiate new relationships with new parish of St. Josephine Bakhita, new pastor, Fr. Mark Villanueva, Sr. Cristina, and Deacon Barry Wood. Continue to nurture relationships between school and two parishes school and home. Building the new parish of St. Josephine Bakhita while maintaining ties with St. John of the Cross. Students moving to high school are still affiliated with St. John of the Cross parish while elementary students begin with St. Josephine Bakhita parish.</li> </ul>	<p>recycling program, and promote the litterless lunch program</p> <ul style="list-style-type: none"> <li>Faith Day – School Wide PD- ‘The Enduring Gift’ – sharing of stories</li> <li>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Edith Stein and the larger community.</li> <li>Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs, are reflective of the needs/interests and diversity of school community.</li> <li>Continue to develop and provide opportunities for community participation in Faith &amp; other Celebrations, e.g., Mass, Sacramental Celebrations, Virtues and other school celebrations, e.g., Community Curriculum Night Celebration of Faith. Continue to expand &amp; enhance Community Partnerships,, e.g., Edge Youth Group, Rosary Apostolates, Youth Education Officer, RAID, Peel Health , etc., Parish Reps- School Council</li> </ul>	<p>bringing litterless lunches to school</p> <p>Staff participate in cross school Faith Day PD initiative- Lateral PD to support sharing of faith stories</p> <p>Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use. Arts in school programs are varied in content, e.g., focus on developing Self-esteem, School Wide participation in the development of a school song to support community cohesiveness; Hip Hop Dance Program, Black History Month Presentations, Bullying Prevention Programs</p> <p>Board Diversity Officer is invited and attends school/classrooms to speak to staff/students to highlight issues of diversity.</p>	<p>Informal feedback/ observation of facilitators &amp; Parish Team Lateral PD Faith Day initiative was well attended and participated in.</p> <p>Observation- Literacy and/other curriculum resources are purchased &amp; displayed,</p> <p>Feedback from staff/students/School Council - Arts in the School Program highlights diversity in interest/needs, e.g., Stewardship in Action, Dance Program, School Council etc.</p> <p>The community continuously examines how the Christian message is lived, communicated and explored within our school community:</p> <ul style="list-style-type: none"> <li>Faith &amp; Youth Ambassadors, the parish Pastoral Team, teachers &amp; staff, School Council, students and parent community along with Board consultants.</li> <li>The School Community “Calls forth and welcomes Christian stewardship and outreach through personal and communal reflection on how best to serve the “least ones”. Mt. 24:45</li> </ul>	<p>Initial implementation September 2008- ongoing</p> <p>Thematic presentations in library to highlight resources at different times of the year to tie in theme.</p> <p>Ongoing</p> <p>Ongoing throughout the year.</p>
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Dufferin-Peel Catholic District School Board  
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <ul style="list-style-type: none"> <li>• Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in order to contribute to the development of the whole child.</li> <li>• Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-</li> </ul>	<p>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs</p> <p>Develop critical literacy skills across the curriculum in all grades</p> <p>Promote implementation of Literacy/Numeracy across the curriculum</p> <p>Continue to Integrate High yield strategies and differentiated instruction</p> <p>Ensure staff/divisional meetings are used to:</p>	<p>Monthly Divisional Mtgs.</p> <p>Professional Learning Teams</p> <ul style="list-style-type: none"> <li>- Staff will use a variety of tools (e.g.. the PM Benchmark Template, PM Benchmark Data Wall, the Board Classroom Profile Data Template) to create student and/or classroom data profiles (<i>profiles to be updated – timelines defined by school/board</i>)</li> <li>- Staff will use a variety of appropriate, diagnostic, formative and summative assessment methods (e.g.. PM Benchmarks, Reading Readers, Kindergarten checklists, strategies to gather student achievement results.</li> <li>- Staff will develop an assessment schedule based on longer needs. (<i>Differentiated Instruction</i>) – <i>teachers will assess using PM Benchmarks for: At-Risk students – every 2-3 weeks; At Level – every 4 weeks. Above Level – every 6-7 weeks</i>)</li> </ul>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> <li>- CASI</li> <li>- Student work samples</li> <li>- Teacher observation</li> <li>- EQAO</li> </ul> <p>Use of Skopus data warehouse to monitor student achievement data</p> <ul style="list-style-type: none"> <li>- Data is collected, profiles are developed and information is used by staff to identify the instructional focus and strategies for improvement</li> <li>- Staff meets regularly to monitor, review, and revise the plan for improvement.</li> <li>- High yield strategies facilitate student learning as indicated through teacher observation/assessments</li> <li>- PM Benchmarks demonstrate growth – indicated in individual student profiles and/or as a percentile of growth by grade, as indicated on board templates</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

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<p>learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <li>• Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors.</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe Schools)</li> </ul> </li> </ul>	<p>Support Teacher Professional Development to share effective classroom strategies to enhance learning; To review and analyze data collected and to continue to participate in the development of Smart Goals.</p> <ul style="list-style-type: none"> <li>-building in opportunities for teacher moderated marking</li> <li>-offer homework club to support student learning- through high school student tutors</li> <li>-ELSAT teachers to support Primary Literacy</li> </ul> <p>Continue to provide placements for Co-op and Faculty of education students Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs</p> <p>Support continued use of CASI and Benchmarks data collection templates Revised Kindergarten Assessment Portfolios</p> <p>Support transition of elementary students entering secondary school through –the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available Identify At Risk Learners- high school transition meetings</p> <ul style="list-style-type: none"> <li>-include high school team at case conferences , IPRC’s, etc.</li> <li>-Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil,</li> <li>-OPA schools</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will use the data profiles to highlight student needs/strengths; meet to discuss outcomes, identify an instructional focus, and define differentiated instruction/strategies to support improvement in student learning (<i>PLP Communities-section-meeting dates to be determined by school-Differentiation: e.g. class profiles are used to support organization of Guided Reading groups, PM &amp; Quick Comp identify focus for Shared Reading lesson, etc.</i>)</li> <li>- School to submit completed data templates to Family of Schools/Board required.</li> <li>- Strategies to Improve Student Achievement</li> <li>- Staff will implement &amp;/or consolidate differentiated instruction and ‘high yield’ instructional strategy (ies) (e.g.. Read Aloud, shared/Guided/Independent Reading/Writing) to support student learning and achieve the goals of improvement in reading/writing (<i>schools highlight area of instructional focus and specific strategies for intervention/implementation</i>)</li> <li>-</li> <li>- Staff will meet regularly to discuss data, share strategies,</li> </ul>	<ul style="list-style-type: none"> <li>- Completed data templates are submitted to Family of Schools/Board as required</li> <li>- Diagnostic Assessment Tools (e.g.. Quick Comp Assessments – Reaching Readers) demonstrate improvement in student learning</li> <li>- Data wall demonstrate improvement in student learning</li> <li>- Report Card data reflects improvement in learning PD provides support and growth for Professional Learning Community Focus</li> </ul> <p>Continue with Teacher Moderation in Junior and Intermediate grades – meetings once per term around marking of CASI.</p> <p>To implement a Teacher Moderation model for Primary teachers.</p> <p>Continue with the Teacher Learning Cycle work initiated last year in the junior division.</p>	<p>At least one teacher moderation session per term for all teachers in Junior and Intermediate grades.</p> <p>Formal feedback in terms of Next Steps based on results.</p>
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<p>-Special Education          -Literacy / Numeracy Secretariat          -Student Success/Learning to 18          -Alternative Education / Continuing and Adult Education          ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>Monitor &amp; review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</p> <p>Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten          -Common Text Room Resources Networking at a Family Level for specialty teachers          -Boardwide Inservice ... MN Model ELL teachers meet collectively once a term – Networking          -Teacher Librarian          -Special Education Teachers</p>	<p>monitor and revise the improvement plan appropriate to student learning needs.</p> <p>- PD to be provided as appropriate for further development of: Assessment Methods, Data Collection tools/Profiles, Classroom Teaching strategies</p>	<p>Continue with Teacher Moderation in Junior and Intermediate grades – meetings once per term around marking of CASI for all teachers dealing with Junior and Intermediate students.</p>	<p>At least one teacher moderation session per term for all teachers in Junior and Intermediate grades.</p>
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<p><b>Financial Accountability and Transparency</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> <li>• Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with:             <ul style="list-style-type: none"> <li>-Board Policy</li> <li>-Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g., allocating budget monies to meet school goals</p> <p>Work as a school team, e.g., LSAC, School Budget Team, to monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: Kimputer Reconilications School/ School Council Accounts School Council Bank Account IREN</p> <p>Implement board financial support tool when made available to system</p> <p>Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Review needs for materials and resources by division.</p> <p>Prioritize in order to be fiscally accountable.</p> <p>Attend board in-services to utilize support tools on tracking of financial records.</p>	<p>Use i-Ren reports to monitor and track school budgets</p>	<p>September 2008</p> <p>May 2009</p>
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<p><b>Student Enrolment Impact</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>LSAC-to manage and provide input for fluctuations regarding student enrolment and class organization.</p> <p>Provide &amp; facilitate communications with community re: Fluctuation in enrolment, reorganization/class size , etc.</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network with new developers, board planners to identify trends</p>	<p>Electronic registers reflect accurate classroom enrolments -review of ONSIS and signing of reports</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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