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**Head Secretary**  
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**School Council Chair**  
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9

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Our Lady of Mount  
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**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. Therese of the Child Jesus School  
6930 Forest Park Dr.  
Mississauga, Ontario  
L5N 6X7

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



“Work hard, be nice to each other and make wise and safe choices.”

***Mission Statement***

*We believe that the staff of St. Therese of the Child Jesus School, in partnership with family and church, must provide a safe, caring, inclusive, healthy and challenging learning environment for every student. We will foster a positive self-concept in all children and help them to develop to their fullest potential; spiritually, physically, intellectually, emotionally and socially. We will endeavour to provide an education based on the Gospel values of human dignity, global community, and social responsibility. We believe that children should discover learning as an exciting, life-long process through which they will participate in the transformation of the world.*

**Our School Profile**

St. Therese of the Child Jesus School is an elementary school of approximately 660 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The community is located near Derry Road and Tenth Line in Mississauga. In addition to the regular program, we also provide an Extended French Program from Grades 5 to 8 and a Junior/Intermediate Special Education Resource Class. Our school is equipped with 4 portables (used for 2 grade 5 Extended French classes and 2 grade 7 classes), a double gymnasium, a large library, a full computer lab and a specialty art room. This is our 12<sup>th</sup> proud year established in this community.

St. Therese of the Child Jesus School was established to support school and community that stresses tolerance and acceptance of our diversity, commitment to our Catholic faith and high academic standards. We provide a safe and comfortable 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, "Work hard, be nice to each other and make wise and safe choices!" demonstrates our philosophy of a strong work ethic; kindness towards others and safety. Jesus' message is central to our existence and helps us to learn, grow and love. All activities at St. Therese of the Child Jesus School, academic and pastoral work, extra-curricular, prayer and worship, administration and management, help to prepare our students for their lives as Catholic citizens in the community.

Our students come to us with a variety of strengths and needs, with their Catholic faith as their common bond. Our prayer life, liturgical celebrations, sacraments, and our faith and a values system form the foundation of our school programs at St. Therese of the Child Jesus School. We are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and Virtues-centered education to help them make good choices for the future, highlighting a specific virtue each month: faith, empathy, conscience, hope, self-control and decision-making, respect, kindness, love, acceptance, and fairness. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. 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><br>(All Students)<br>Levels 3,4 | <b>Writing</b><br>(All Students)<br>Levels 3,4 | <b>Mathematics</b><br>(All Students)<br>Levels 3,4 |
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| <b>Grade 3 ('07-'08)</b> |  |  |  |
| <b>School</b>            | <b>73%</b>                                     | <b>73%</b>                                     | <b>61%</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>90%</b>                                     | <b>91%</b>                                     | <b>90%</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  |   |
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|   |  |   | 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>• 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> </ul> | <ul style="list-style-type: none"> <li>* <b>Virtues Program</b> <ul style="list-style-type: none"> <li>- daily prayer &amp; announcements, bulletin board display, incorporation of virtues into Safe School initiatives</li> </ul> </li> <li>* <b>Celebrations/Events</b> <ul style="list-style-type: none"> <li>- choir, classroom liturgies, school masses, sacramental preparation, Remembrance Day Ceremony, Advent Family Mass, Stations of the Cross during Holy Week</li> </ul> </li> <li>* <b>Daily Prayer</b></li> <li>* <b>Religious Education &amp; Family Life Programs</b> <ul style="list-style-type: none"> <li>- dedicate % of school budget to enhancement of religious education resources &amp; materials</li> </ul> </li> <li>* <b>Adult Faith Ambassadors</b> <ul style="list-style-type: none"> <li>- continue</li> </ul> </li> <li>* <b>Youth Faith Ambassadors</b> <ul style="list-style-type: none"> <li>- launch &amp; invite participation</li> <li>- offer 'head (inform), heart (form), hands (transform)' leadership &amp; outreach opportunities</li> </ul> </li> <li>* <b>Schoolwide Retreat Day</b> <ul style="list-style-type: none"> <li>- cross grade grouping participate in day long event</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- students, teachers &amp; parents are able to name monthly virtue</li> <li>- observed evidence that virtue is translated into behaviour</li> <li>- Youth Ambassadors complete daily afternoon prayer over PA with virtue focus</li> <li>- student choir continues to have essential involvement in all school liturgies</li> <li>- students are able to articulate learning &amp; growth as a result of participation in celebrations &amp; events</li> <li>- increased parent participation is witnessed</li> <li>- school community participates in daily prayer over PA</li> <li>- all timetables reflect scheduled blocks for RE/FL</li> <li>- administrator observes RE/FL being taught at scheduled times when informally visiting classes</li> <li>- teachers volunteer to serve as Adult Faith Ambassadors &amp; participate in scheduled activities</li> <li>- students apply to serve as Youth Faith Ambassadors</li> <li>- Youth Faith Ambassadors host/lead/model faith development activities for rest of student body</li> <li>- planned for February; Youth Ambassadors to lead</li> </ul> | <ul style="list-style-type: none"> <li>- informal feedback from pastoral team, parents, staff and students</li> </ul> | <ul style="list-style-type: none"> <li>- ongoing</li> <li>- next steps to be determined in June after review of year</li> <li>- Did we implement the actions we said we would?</li> </ul> |

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

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| <p>* Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p> <p>* 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 in working towards greener schools.</p> <p>* 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.</p> <p>• Continue to nurture relationships between school and parish teams, and school and home.</p> | <p><b>* Social Justice Outreach Projects</b><br/>                 - Canadian Food For Children/Dr. Simone, Share Life, United Way, Terry Fox, Eden Food Bank, food drives, Christmas Hamper Project, Shining Stars Special Olympics</p> <p><b>* Recycling Program</b></p> <p>* Provide direction and support for the purchase of literacy and other resources that are reflective of the diversity within St. Therese of the Child Jesus School</p> <p>* Promote staff participation in diversity workshops</p> <p>* Promote activities to recognize Black History Month</p> <p>* French Performance</p> <p>* Continue to provide opportunities for community participation in faith &amp; other celebrations.</p> | <p>-</p> <p>-</p> <p>-</p> <p>- participation again this year in all named social justice projects</p> <p>-</p> <p>-</p> <p>-</p> <p>- participate weekly in blue/white box program</p> <p>-</p> <p>- teacher/student participation</p> <p>- expanded library/classroom resources</p> <p>-</p> <p>- will take place Mon., Oct. 6</p> <p>-</p> <p>-</p> <p>- parent participation</p> |  |  |
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| <p><b>Community Development</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> <li>• Continue to focus on Catholic professional learning communities.</li> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</li> </ul> | <p><b>* Staff, Divisional, PLC Meetings</b> – utilize as vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs.</p> <p><b>* Community Communication Strategies</b></p> <ul style="list-style-type: none"> <li>-Board/School Websites</li> <li>-School Newsletters &amp; bulletins</li> <li>-additional communications i.e. classroom newsletters</li> <li>- parent workshops i.e. ‘Journey Into Learning Journey Into Faith’</li> <li>- School Council</li> <li>- Meet the Teacher/Open House/Family BBQ</li> </ul> <p><b>* Community Partnerships</b></p> <ul style="list-style-type: none"> <li>- Regional of Peel Health i.e. P.A.L.S. Program</li> <li>- Peel Regional Police- School Liaison Officer class visits</li> <li>- parent volunteer program</li> <li>KidsCan Day</li> <li>- Engineers in Residence Program</li> <li>- Int. Career Day</li> <li>- Jr. Achievement</li> <li>- student teachers candidates from D’Youville &amp; Queens</li> <li>- high school co-op students</li> <li>- special authors &amp; entertainers to the school</li> </ul> <p><b>* Student Behaviour Assemblies</b></p> <ul style="list-style-type: none"> <li>- continue annual assemblies at start of year to outline for students common behaviour expectations</li> </ul> <p><b>* Safe Schools Action Team</b></p> <ul style="list-style-type: none"> <li>- expand to incorporate student participation</li> <li>- review Bullying Prevention</li> </ul> | <ul style="list-style-type: none"> <li>- full staff participation at all meetings</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>- school website regularly updated</li> <li>- newsletters distributed monthly</li> <li>- parent participation</li> <li>-</li> <li>- took place on Tues., Sept. 16</li> <li>- first meeting held Mon., Sept. 15</li> <li>- took place on Wed., Sept. 24</li> <li>-</li> <li>- sending team of 12 students &amp; 2 teachers to Hersey Centre on Thurs., Oct. 2</li> <li>- scheduled for Fri., Feb. 6, 2009</li> <li>- currently have 1 D’Youville candidate; 6 candidates from Queen’s to arrive Mon., Oct. 6</li> <li>- currently have 2 OLMC co-op students</li> <li>-</li> <li>- took place Fri., Sept. 5</li> <li>-</li> <li>- increased dialogue with students to gauge their perceptions</li> <li>- bullying response protocol</li> </ul> | <ul style="list-style-type: none"> <li>- informal feedback</li> </ul> | <ul style="list-style-type: none"> <li>- ongoing</li> <li>- next steps to be determined in June after review</li> <li>- Did we implement the actions we said we would?</li> </ul> |
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*School Plan for Sustained and Continuous Improvement 2008 - 2010*

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|  | Survey completed last year<br>- develop schoolwide Bullying Response/Reporting Protocol<br>- communicate protocol to students & parents<br>- build on Virtues Program<br>- continue relationship with Peel Regional Police<br><br>* <b>Catholic Code of Conduct</b><br>- share elements of the new Catholic Code of Conduct with students & parents | is publically displayed and known to all<br>- bullying response protocol is witnessed in practice<br><br>- is included as regular item in newsletters &/or School Council Meetings |  |  |
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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   |   |
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|   |   |   | Evidence from Monitoring and Review Cycles   | Completion Date / Next Steps  |
| <p align="center"><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</i></p> | <p>* <b>Instructional Practice</b><br/>                     - continue to promote implementation of balanced literacy/numeracy across the curriculum<br/>                     - continue purposeful, targeted, teacher directed instruction building towards the gradual release of responsibility to allow for independent student practice<br/>                     - continue to promote and integrate use of high yield strategies and differentiated instruction<br/>                     - continued use of ‘Tutors in the Classroom’ model as one strategy</p> | <p>- during informal administrative walkabouts the following are observed: shared, guided &amp; independent reading/writing/ mathematics; teacher directed lessons using high yield strategies &amp; differentiated instruction</p> | <p>- Improved critical literacy as evidenced through a variety of assessments including:<br/>                     - * CASI<br/>                     * Student work samples<br/>                     * Teacher observation<br/>                     * EQAO<br/><br/>                     - use of SKOPUS data warehouse to monitor student achievement data</p> | <p>- December 2008<br/>                     - April 2009<br/>                     - June 2009<br/><br/>                     - ongoing<br/>                     - next steps to be determined in June after review<br/>                     - Did we implement the actions we said we would?</p> |

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| <p><b>transform the world around them.</b></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-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</li> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> </ul> | <p>to prepare for EQAO assessments</p> <p><b>* Assessment &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>- continue use of P.A.R. templates for grade level planning</li> <li>- continue practice of formative &amp; summative assessment collection</li> <li>- continue practice of moderated marking opportunities and extension of these sessions for the development of SMART goals</li> </ul> <p><b>* continued use of CASI and Benchmarks tools as one summative data piece each term</b></p> <p><b>* introduction of revised Kindergarten Assessment Portfolios</b></p> <p><b>* continue analysis of EQAO data &amp; use to set targets for improvement</b></p> <p><b>* Staff/Division/PLC Meetings</b></p> <ul style="list-style-type: none"> <li>- ensure staff/divisional/PLC meetings are used to 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.</li> </ul> <p><b>* ELSAT teachers-</b> for continued support and development of primary literacy practices</p> | <ul style="list-style-type: none"> <li>- P.A.R. templates for Language, Math &amp; one other subject are handed in by all teachers Oct. 17 deadline</li> <li>- common dates are scheduled for administration &amp; marking of CASI assessments</li> <li>- all teachers submit SMART goal templates following PM/CASI assessment cycles</li> <li>- focus on improvement in area of gr. 3 EQAO mathematics</li> <li>- arrangements are made for active &amp; purposeful engagement between classroom &amp; ELSAT teachers with the goal of enhancing classroom practice</li> </ul> | <ul style="list-style-type: none"> <li>- P.A.R. plans &amp; report card comments are aligned</li> <li>- teachers articulate the practical value of the cyclical PM/CASI data collection &amp; the subsequent development &amp; review of SMART goals as tools for improving student achievement</li> <li>- Gr. 6 EQAO scores in reading, writing &amp; mathematics are maintained</li> <li>- Gr. 3 EQAO scores in math improve 9% &amp; in reading &amp; writing improve 3-5%</li> </ul> |  |
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| <ul style="list-style-type: none"> <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> <br/> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <br/> <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> <li>-Special Education</li> <li>-Literacy / Numeracy Secretariat</li> <li>-Student Success/Learning to 18</li> <li>-Alternative Education / Continuing and Adult Education</li> </ul>             ensuring the distinctiveness of Catholic education is explicitly infused.           </li> </ul> | <ul style="list-style-type: none"> <li>* <b>Transition of Students from Elementary to Secondary</b> <ul style="list-style-type: none"> <li>- support transition of elementary students entering secondary school by facilitating <b>visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available</b></li> <li>- identify 'at risk' learners- high school transition meetings</li> <li>-include high school team at case conferences , IPRC's, etc.</li> </ul> </li> <br/> <li>* <b>Special Education/Exceptional Students</b> <ul style="list-style-type: none"> <li>- monitor &amp; review progress on a regular basis of students identified as at risk learners- e.g., <b>Special Education Team Meetings</b>, etc.</li> <li>- continue to work in co-operation with Special Services Team</li> <li>- continue development &amp; review of IEPs on a term by term basis</li> <li>- <b>purchase and continue implementation of Assistive Technology</b> to support at risk learners, e.g., NEOS, Kurzweil, etc.</li> </ul> </li> <br/> <li>* <b>Ministry &amp; Board Initiatives</b> <ul style="list-style-type: none"> <li>- implement revised Science Curriculum Document, ELL/ESL documents</li> <li>- implement and participate in Program Department inservices as scheduled</li> <li>- support networking opportunities for Teacher Librarian, Special Education Teachers, &amp; ELL teachers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- secondary guidance representative visits all gr. 8 classes</li> <li>- profiles are completed for all 'at risk' gr. 8 students</li> <li>- gr. 8 teachers (resource &amp; classroom) meet with secondary school representatives to discuss 'at risk' students</li> <li>- secondary school academic resource staff invited to all gr. 8 IPRC meetings</li> <br/> <li>- Wed., Sept. 10 full Special Services/Inschool Team Meeting held to review high needs/exceptional/at-risk student priorities- psych, SLP, SW &amp; CYW</li> <li>- regular TEAM Meetings scheduled throughout year</li> <li>- increased number of students able to access Neo's &amp; other assistive technology</li> <br/> <li>- teachers inserviced on new science document</li> <li>- teachers implement new science document</li> <li>- school benefits from participation in new streamed model of support</li> <br/> <li>- TL, SERT/C &amp; ELL teachers regularly attend networking sessions</li> <li>-</li> </ul> |  |  |
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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> | <ul style="list-style-type: none"> <li>* balance budget</li> <li>* Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g., <b>allocating budget monies to meet school goals</b></li> <li>* Continued implementation of:             <ul style="list-style-type: none"> <li>Kimputer Reconciliation of School/ School Council Accounts</li> <li>Transition of School Council Bank Account</li> </ul> </li> <li>* Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</li> </ul> | <ul style="list-style-type: none"> <li>- budget is balanced at the end of the year</li> <li>-</li> <li>- teachers &amp; students have adequate texts/manuals &amp; other required resources &amp; learning materials</li> <li>-</li> <li>- new School Council – Financial Accountability GAP policy is fully implemented</li> <li>- all school accounts are reconciled &amp; reported to as outlined in policy using the Kimputer/iREN management tools</li> </ul> | <p>-</p> <ul style="list-style-type: none"> <li>- Use i-Ren reports to monitor and track school budgets</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- September 2008</li> <li>- May 2009</li> </ul> |
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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> | <ul style="list-style-type: none"> <li>* ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> <li>* LSSAC-to manage and provide input for fluctuations regarding student enrolment and class organization.</li> <li>* monitor student projections and provide feedback to planning department regarding school community enrolment trends</li> </ul> | <ul style="list-style-type: none"> <li>- Electronic registers reflect accurate classroom enrolments</li> <li>- OnSIS/Trillium data provided as scheduled</li> <li>- LSSAC to meet as directed by Collective Agreement</li> <li>- respond to projected enrolment numbers by established due dates</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>- Enrolment registers align with Ministry guidelines</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- Monthly</li> <li>-</li> </ul> |
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