

DIRECTOR'S PRIORITIES

2007-2008



*Peterborough Victoria
Northumberland and Clarington
Catholic District School Board*

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2007-2008

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SPIRITUAL THEME 2007-2008

Believe, Love, Act: “Love one another as I have loved you” John 13:34

BELIEVE - Who are we? We are a community of believers; we live out the call of our Baptism through personal faith in Jesus, witnessing together to the Good News of the Gospel.

Mother Teresa was right when she said, “God has not called me to be successful, but to be faithful.” This really means we have confidence in God’s guiding hand, recapturing our confidence in Him and His action in the world, as he leads us along unfamiliar paths from time to time.

Our schools provide all students with the opportunity to develop their talents within the context of a belief in Christ. Our schools teach that knowledge is to be used in the service of others. As Christ taught us through His words of the parable of the talents and His actions at The Last Supper in the washing of the feet, we at PVNCCDSB view knowledge as a vehicle through which we can be of service to one another.

The challenge facing everyone involved in our schools is to convey to students a sense of mission, hope, and inspiration in order to bring our human and Christian values to the fore, and so contribute to the uplifting of the world, helping make it a better place. Society needs us and what we stand for.

If our schools are going to be impact centres in the lives of our students and incubators of the human spirit, it calls us to closely examine what we believe and how we teach.

The task of translating held beliefs into lived values is our ongoing challenge. Catholic education is about transformation, about taking ourselves beyond ourselves, examining our current values so that we are more open to life and to people.

LOVE - The early Church theologian, Irenaeus, reminded us that “the glory of God is a person fully alive.” Our faith ought to be a spiritual resource for fullness of life for ourselves and empowering our responsibility for others. In our faith, God is a Trinity of loving relationships. Christ desires us to be lovers, and the pinnacle of our human potential is to love and be loved.

“Love one another as I have loved you” John 13:34. In other words, the new commandment is to love the way Jesus modelled God’s love – to approximate divine love in the world. There could be no higher ideal for human living.

The story of the Prodigal epitomizes the gratuity of God’s love, and each time we hear it we are reminded that we can trust in such divine love for ourselves.

We are called to be a community of love, not just individual persons of interpersonal love, but a people of communal love, a classroom, a school, a board of great love. St. Ignatius Loyola wrote, “Love is shown in deeds, not in words”, so our love needs to be active. St. John of the Cross said, “In the evening of life, we will be judged by love.” We won’t be judged by the acquisition of money or power or success, but by how loving we were. This is the goal of the spiritual life, the meaning of life. We can become more loving, more like Jesus by extending patient, unconditional, non-violent, all-inclusive, selfless, love toward everyone.

ACT - Preaching and teaching Christ carries no long term meaning. Being Christ to others is what will make a difference. Being Christ to the other is not a rational option of the head, but an emotional, inspired response from the heart. People grow in faith through action and encounters with others whose faith is a lived experience.

Jesus did not simply preach the gospel, He lived it. In a word, the life of Jesus was a life of ministry. It was a life of service, self-giving, healing, and advocacy for others. For us today, it is a life involved in the issues of:

- homelessness
- welfare reform
- care of AIDS patients
- shelters
- refugees
- hospices
- militarism and disarmament
- poverty
- prisoners and prison reform
- forgiveness/healing
- acts of charity
- peace
- stewardship
- food/clothing drives.

When we live the gospel with one another, the Church's mission is fulfilled.

Catholicism is not so much a history of ideas as a story of people. Catholicism has always found the divine within the human. God's love is incarnated in the unconditional love that we must have for one another.

Our challenge is to put our spirituality into action, serving the gospel through service to others. We must live in such a way that we give birth to God in our everyday lives.

Contemporary role models/heroes we can learn from who experienced God powerfully in their lives include:

- | | |
|----------------------------|-------------------------|
| Pierre Teilhard de Chardin | Oscar Romero |
| Terry Fox | Thomas Merton |
| Roger of Taize | Dorothy Day |
| Jean Vanier | Martin Luther King, Jr. |
| Mother Teresa | Mohandas Gandhi |
| Daniel Berrigan | Pope John XXIII |

Why be Catholic? The reason, ultimately, is to be a saint like the heroes of the Old and New Testaments as well as the spiritual heroes of today.

In summary, our Spiritual Theme this year challenges us to become architects of a Catholic culture in our schools.

- “Believe” - create a GOSPEL CULTURE
- “Love” - create a CULTURE OF RELATIONSHIPS
- “Act” - create a CULTURE OF SERVICE

CATHOLIC CHARACTER EDUCATION HERE AT PVNCCDSB

“There is only one Christ; He is everything and He is in everything.”

Colossians 3:11

The heart and soul of Catholic education is the character of Jesus Christ who proclaims the good news that God wills for us the fullness of life.

Our Catholic schools are perceived to be places of welcome, word, worship, witness and welfare, where the sacredness of the individual is balanced with the common good. At the same time, when they are top-performing, quality educational institutions, committed to excellence, this is the magic mix for making a positive difference for good in society.

A Catholic school differs from a public school in both foundation and substance.

In our PVNCCDSB schools:

- we are able to pose certain questions, such as: What does the Bible say about this situation? What does Jesus tell us about how to respond to this kind of dilemma? What does the Church teach us in regard to this?
- we construct knowledge in a Catholic/Christian way. This means that, not only do we believe in the permeation of faith throughout all subjects, but that we critically transmit cultural knowledge through the lens of our faith.
- we are an integral part of Church and its mission to evangelize youth
- we have the right and duty to teach our religious beliefs
- we share a common set of symbols, celebrations, and prayers
- we truly teach the whole child – spiritual, physical, social, academic, and emotional needs
- we have a common history and rich tradition and we are part of a story that spans thousands of years – the story of God’s relationship with His people
- we have a deep connectedness to our students, parents, and colleagues because, for the most part, we share the bond of our common faith.

We should not be afraid of proclaiming our Catholic values, including those fundamentals that are contained in the Ten Commandments, the three major Virtues of Faith, Hope, and Love, the gifts of the Holy Spirit, and The Beatitudes.

Character education fundamentally means that we are up front and clear with our students and their families about the explicit values our schools stand for and espouse. Our country and our world need people who have solid personal foundations from which to operate.

What are values? They are internalized sets of beliefs or principles of behaviour held by individuals or groups. They are expressed in the ways people think and act. The strength of our schools is that we have, hear, and teach gospel values each and every day.

GOSPEL VALUES ANIMATING CATHOLIC SCHOOL CULTURE

The following values are specified as features of the teachings of Jesus and his dream of the Reign of God, a vision of seeing and acting in ways that enhance the dignity of each person and the community:

- Faith, love and hope (1 Corinthians 13:1-13)
- Promoting ‘life in abundance’ (John 10:10)
- Inclusion (Luke 19:1-10)
- Reconciliation (Luke 15:11-32)
- Compassion (Luke 10:30-37)
- Justice (Matthew 25:31-46)
- Liberation (Luke 13:10-13)
- Community (John 15)
- The power of suffering and conflict to be transformed (John 21:15-21)
- Service (Mark 10:45)
- Witness (John 17-19)
- Stewardship (Luke 10:1-9)
- Hope (Matthew (28:8-11)

Virtues, the qualities of character, are more basic than values, and young people need to be taught what virtues look like in practice, e.g. respect, empathy, justice, patience, responsibility, compassion, forgiveness, stewardship, tolerance, and honesty.

The Catechism defines VIRTUE as “an habitual and firm disposition to do good. It allows the person not only to perform good acts, but to give the best of him/herself ... The goal of a virtuous life is to become like God.” (St. Gregory of Nyssa)

Virtues are qualities of moral goodness or excellence. The virtues we have selected for our 2007-2008 “*Catholic Virtues Into Action*” project are derived from our gospel values. To be effective they need to be nurtured and practiced so that individuals live by them, not merely believe in them.

September	-	RESPECT
October	-	EMPATHY
November	-	JUSTICE
December	-	PATIENCE
January	-	RESPONSIBILITY
February	-	COMPASSION
March	-	FORGIVENESS
April	-	STEWARDSHIP
May	-	TOLERANCE
June	-	HONESTY

Committee members will provide principals with the following resources each month:

- (1) Principal message re - Virtue for school newsletter
- (2) Prayers/quotes for the month
- (3) Prayers of the Faithful for monthly school liturgy
- (4) Monthly bulletin board ideas
- (5) Monthly single page summary of resources for classroom teacher
- (6) Monthly Virtue discussion points/questions for Catholic School Council meeting
- (7) Message for Parish Bulletin each month

LEADERS TODAY

Marc Kielburger, Chief Executive Director
Craig Kielburger, Co-founder

Leaders Today will provide PVNCCDSB with an integrated and sustainable leadership program that will promote civic engagement, Catholic character education, and community service for students in our elementary and secondary schools.

Leaders Today, in co-operation with Nelson/Thompson Learning, will work with our Board to develop and administer a program that will inspire, motivate, and provide tangible tools to youth to further their social involvement.

This initiative will involve a three-pronged approach:

- (1) Provide selected students, fifteen to twenty elementary students from grades 6 to 8 per school, with a copy of TAKE ACTION, and fifteen secondary students per school with a copy of TAKE MORE ACTION. These resources will serve as an academic basis for their social involvement, providing them with tangible tools and resources to become sociably active.
- (2)
 - (a) In each elementary school, Leaders Today will conduct a whole school motivational presentation as well as a half-day workshop for selected student ambassadors.
 - (b) In each secondary school, Leaders Today will conduct a whole school motivational presentation as well as a three full day workshop for selected student ambassadors.

Student workshops will involve the following components:

- introduction to social advocacy
 - steps to becoming socially involved
 - tenants of leadership vis-a-vis the Catholic faith
 - leadership skills of “volunteer ambassadors”
 - how to inspire/motivate peers about social issues.
- (3) Leaders Today will also provide ongoing support and follow-up resources for participants who will serve as the “volunteer ambassadors” for the program.

ONTARIO ECO SCHOOLS (www.yorku.ca/ecoschl/index.asp)

An environmental education program that addresses both HOW schools are run and WHAT students learn. The program has been designed collaboratively by school boards to incorporate environmental education as well as environmentally responsible action into the school setting. The program aims to influence young people during a formative period of life, and effect an exponential impact as children take a culture of conservation home with them.

Ontario Eco Schools program consists of fourteen guides and three multi-media presentations organized into four categories:

- (1) GETTING STARTED
 - i) Introduction to Eco Schools and the Five-step Process
 - ii) Waste Management Guide
 - iii) Energy Conservation Guide

- (2) CONNECTING TO THE ELEMENTARY CURRICULUM
 - i) Waste Minimization by Grade (1-8)
 - ii) Energy Conservation by Grade (1-8)

- (3) CONNECTING TO THE SECONDARY CURRICULUM
 - i) Climate Change in Grade 9 Geography (Ac/Ap)
 - ii) Climate Change in Grade 10 Civics
 - iii) Climate Change in Grade 10 Science (Ac/Ap)
 - iv) Climate Change in Grades 11 and 12 Science
 - v) Climate Change in Grades 11 and 12 Geography

- (4) ENRICHING YOUR PROGRAM
 - i) School Ground Greening: Designing for Shade and Energy Conservation
 - ii) Celebrating Eco Schools Festival Guide (Elementary)
 - iii) The 20/20 Planner and Teacher's Guide
 - iv) Certification Program

Multi-media presentations include:

- (a) Changing Climate, Changing Attitudes (general overview of global climate change and its impact on Ontario society)
- (b) Impact of Climate Change (supplement to grade 9 Geography course)
- (c) The Science of Climate Change (supplement to grade 10 Science course)

In June, 2007 the Board approved the establishment of an Eco Steering Committee. The Committee's work will begin this fall. Beginning this academic year, all elementary and secondary schools will be invited to participate in various programs developed by Ontario Eco Schools.

MINISTRY OF EDUCATION GOALS 2007-2008

Safe Schools

- Bill 212 will come into effect on February 1, 2008. Programs and supports for expelled students and students on long-term suspensions are required. Training for principals and vice-principals on changes to the Act and ways to apply discipline in a non-discriminatory manner.

Primary Class Size

- to ensure that 90 per cent of primary classes have twenty or fewer students and that no primary class has more than twenty-three students

Student Success/Learning to 18

- Six Ways to Help Students Graduate:
 - Student Success teams
 - Expanded Co-op credits
 - Specialist High Skills Major
 - Dual Credit program
 - Lighthouse projects
 - Grades 8-9 transition
- In addition to the five high skills majors currently offered, there will be four new sectors:

Construction	Primary Industries	Environment
Hospitality and Tourism*	Arts and Culture	Health and Wellness*
Manufacturing	Business	Transportation

Working Group on the Environment

- supports for embedding environmental education in all grades and subjects in elementary and secondary curricula as well as a new course with environmental focus in grade 11

Supporting Students with Autism Spectrum Disorder

- regional training sessions were offered this summer and continued training, through the Geneva Centre, for boards during this school year

Literacy and Numeracy Secretariat

- continues to work collaboratively with boards to build capacity and implement high-yield strategies to improve student achievement

Character Development

- discussion paper will be released in September and will include future directions for schools as they implement this initiative

Leadership Development

- Providing students with the best opportunity to succeed requires leadership at all levels of the system; therefore, the Institute for Educational Leadership continues to partner with all system leader groups to explore leading-edge thinking on educational leadership. (e.g. Dr. Douglas Reeves, Centre for Performance Assessment, will work with system and school leaders to improve student achievement through practical and constructive approaches to standards, assessment, and accountability - Board and School Improvement Plan review.)

- OnSIS - OnSIS data is required to support both financial and policy-related activities.

2. *We will ensure that students come first.*

a) Learning Support Services

Religion and Family Life

- Sharing of effective evaluation and assessment practices
- Grade 1 and 2 Fully Alive revised edition distribution/in-service
- Grade 7 and 8 Fully Alive Supplement distribution/in-service
- Development of grade 10 Religion Resource binder distribution/in-service

Technology

- Ontario Educational Resource Bank implementation
- School based professional development - graphic organizer, internet and laptop use
- eWorkshop, Knowledge Ontario, MOE webcasts
- Elementary Provincial Alternative Report Card (pilot - 3 schools)
- PVNC Report Card conversion to web-based format (pilot)
- PVNC Kindergarten Checklist and Report Card (implementation)
- Common Secondary PVNC Progress Report Card (development)

Literacy

- Elementary school based Literacy Coach with release time
- Literacy professional development for SERTs (Fifth Block)
- Primary Integrated Literacy program (review and revision)
- Expansion of book rooms and work with Library Support Specialist
- Grade 5 Nelson Literacy Program distribution/in-service
- Grade 7 and 8 DRA distribution/in-service
- Grade 4 Ontario Writing Assessment (pilot)
- PVNC student writing portfolios (development)
- OFIP schools and lessons learned
- Tutoring - in school/after school support
- Grades 1, 3, 5, 7 new Provincial Writing Exemplars (pilots)

Mathematics/Science

- Grades JK - 6 - focus on Big Ideas, teaching through problem solving, use of manipulatives, learning carpet, assessment of performance tasks
- Grade 2 Ontario Math Assessment (pilot)
- Grade 7 - 9 Math - focus on communication with grade 9 math teachers, continued focus on use of manipulatives
- Grade 9 - 12 Math - effective implementation of locally developed, applied, academic curriculum, use of graphing calculators, T189 calculators and manipulatives
- Science Review Committee
- Grade 1 - 8 Revised Science Curriculum and development of science kits
- Environment Committee and Ontario EcoSchools projects
- Grade 7 Math - use of PRIME assessment and differentiated instruction (research project with Trent University)

Daily Physical Activity, Athletics and Healthy Living

- Athletics website
- Daily Physical Activity Resources/in-service
- Special Needs Athletics Committee and events
- Healthy Active Living and Sport document and Student Athlete participation forms

a) Learning Support Services (cont'd)

Arts Music and Drama

- New resources for elementary Drama, Arts and Music
- Instrumental Music (pilot)
- Think Bowl
- Secondary Arts Fair

MISA

- Increasing access to and use of school data
- Improving data literacy for Principals and Teachers
- Linking assessment, data and improved student achievement

Assessment and Evaluation

- Implementation of Assessment and Evaluation Policy and Handbook
- Secondary Assessment Coaches
- Secondary Chairs will continue to develop culminating tasks with focus on Differentiated Instruction/Assessment - added to Intranet site as well as common exam formats
- Assessment for Learning framework expansion 7-12 and revisions in K-6

French

- ESL/ELD revised Curriculum document 9-12 training
- FSL renewal projects - AIM: Literacy for Learning, Intensive French (pilot)
- Co-ordination of Language Assistant program/International Student Exchange Program/Concours d' Art Oratoire

Kindergarten

- Early Learning Committee - Early Development Index for SK
- New progress reports
- Assessment for Learning with numeracy focus
- New registration packages
- Literacy assessment package implementation

Library Resource Centres

- Revised Library Information Centre Management Plans - elementary schools implementation
- Secondary Destiny software (full implementation)
- Inventory summary process and report (elementary)
- L4U Platinum and Marc record purchase support

b) Special Education Services

- Maintain Consistent and Regular Special Education Services Staff Professional Involvement at Schools
(School Resource Team Meetings; IPRC meetings where necessary; link professional role to the Individual Education Plan and Transition Plan development meetings; Program Consultations and Report in OSR; Student Observation and Report in OSR; Assessments (Psychological and Speech-Language); Gifted Education; Social Work; Direct Instruction for Deaf/Blind Education; Parent Meetings.)

b) Special Education Services (cont'd)

- Provide Professional Development for Classroom Teachers and SERTs to Build their Capacity to Work with Students who have Special Education Needs through Differentiated Instruction, Assessment and Assistive Technology
- Provide professional training to Principals, secretaries, Administrative Assistants, Special Education Services secretary and SERTs for the completion of OnSIS Reports - Special Education section in conjunction with Maplewood training
- Provide Professional Development and Technical Training for Classroom Teachers, Special Education Resource Teachers and Educational Assistants to use Assistive Technology to support Student Achievement
- Implement the MOE template for the Individual Education Plan and Transition Plan and provide professional development to classroom teachers, SERTs, Vice Principals and Principals to weave a thread between the Individual Education Plan and the Provincial Report Card
- Support Catholic Professional Learning Communities by requiring each school to hold regular Elementary School Resource Team meetings or Secondary Student Administration Review meetings implementing differentiated instruction, profiles and linking to the Individual Educations Plans
- Support Improved Student Achievement in Literacy and Numeracy for Students with Special Education Needs (JK to 12)
- Revitalize the Learning Centres as the EMPOWER Stations for students with learning disabilities and expand EMPOWER professional development
- Implement Applied Behavioural Analysis
- Implement Bill 212 Safe Schools with special emphasis upon policy revision, programs for long suspensions/ expulsions and restorative justice

Gifted Education

- Gifted / Enrichment programs (AP, Battle of the Books, Secondary Mentorships, Trent-Queens, Math contests, Duke of Edinburgh, Science Fair, School/Regional workshops)
- Support for classroom teachers with differentiated instruction for Gifted learners
- Support of classroom teachers and SERTs with the development of Individual Education Plans for students identified as Gifted and the gifted screening process

Deaf Education

- Write and publish Brochure for Deaf Education
- PD for classroom teachers with students in the class who are deaf or hard of hearing
- Continued work with the Educational Audiologist with emphasis on the development and implementation of procedures for Central Auditory Processing disorder equipment trials
- Work to ensure a relationship between assessment, the Individual Education Plan, the report card for Deaf Education and the Provincial Report Card with in-put from the provincial consultant

Blind Education

- Direct teaching for tactile learners to ensure students can access the curriculum
- Obtaining and accommodating all materials pertaining to EQAO (student workbooks) required for tactile

b) Special Education Services (cont'd)

Safe Schools

- Explore the use of restorative justice as a disciplinary technique
- Revise PVNC Board policies associated with Safe Schools legislation and practice in consultation with legal counsel
- Establishment of programs for suspended and expelled students

Behaviour

- Professional development for classroom teachers about Second Step/Steps to Respect & Cyberbullying
- Establishment of Consistent BMST Plans as part of the IEP for all students with behavioural concerns
- Professional Development for all New Teachers on Classroom and Behaviour Management.

Psychology

- Continued work in Executive Functions
 - ▶ Foster link between assessment and IEP
 - ▶ Focus on Social Success

Assistive Technology

- Supplement and Increase trial bank to allow for assessment of student need for
- Assistive Technology through SEA Claim Process; reduce wait times for equipment trials
- Brochure for Assistive Technology
- Extension of Kurzweil to 18 SERT Laptops

Speech Language

- Review and Revise Language Checklist and the standards of identification for Communication: Speech Impairment and Communication: Language Impairment.
- Work with community partners to improve information sharing, facilitate programming and facilitate transition to school for students Foster link between assessment and IEP

Social Work

- Link with Community Agencies, Student Success and Social Work (membership on strategic and useful committees)
- Assess school needs for the role of Social Work and explore Best Practice Models including linkage to the Individual Education Plan
- Social Work presentations to School Communities on various topics

Autism Spectrum Disorders

- Develop and Implement new CASA Programs at St. Dominic CES and Holy Cross CSS
- In service and implement Ministry of Education directives on the use of ABA in Schools
- Develop supports for high functioning students in Secondary Transitions

c) Student Success (7-12)

Leadership

- Student Success Teachers specializing as “Assessment Coaches”
- Purchase/in-service of Differentiated Instruction kits with focus on Diagnostic/Formative tools
- Pathways Steering Committee
- Curriculum Chair meetings
- Monthly Secondary Administration meetings

Community, Culture and Caring

- Attendance Counsellors and support with new legislation regarding Learning to 18
- Student Success Annual Action Plan, data wall
- Marketing strategy (movie) to demonstrate and publicize Student Success initiative
- Partnerships with Business, Passport to Prosperity, Youth Fusion, Rebound, Workforce Development Board, John Howard, Trent, Sir Sandford Fleming College, Durham College

Literacy

- Indicators from Annual Action Plan, OSSLT and OLC40 sharing of best practice
- Collaboration with Learning Support Services/Special Education Services

Numeracy

- Follow up with TIPS/grade 7, 8, 9 transitions projects
- Mathematics Chairs liaison with feeder schools, supply days

Pathways

- OYAP/COYAP planning and promotion in conjunction with Specialist High Skills Majors
- Skilled Trades opportunities and links with trade fairs and Skills Canada competitions
- Ongoing implementation of My Blueprint and Smart Options career software
- Learning to 18 teachers involvement with credit recovery models and eLearning strategies

Ontario Secondary School (OSS)

- Highlighting the upcoming changes to the diploma requirements
- Implementation of Transitions Guide for senior elementary students, parents and educators

Student Success Teams from the secondary schools

- Inservices focussing on Educators Guide, Credit Recovery, High Skills Major, Pathways timetabling

Credit Recovery and eLearning

- Curriculum work on packages of expectations to achieve the course requirements for Credit Recovery
- Pilot eLearning resources from the Ministry - training will be available for Learning to 18 teachers, Credit Recovery teachers and Curriculum Chairs

Differentiated instruction/assessment

- Working with teachers involved with Essential level classes and teachers of the Ontario Literacy course

c) Student Success (7-12) (cont'd)

Technology in the Classroom

- Geometry Sketchpad, Smart Ideas5 software

Purchase SMART boards to support Literacy, Numeracy, Differentiated Instruction and Assessment

Learning to 18

- Maintain six current projects and support pending projects

Rural Lighthouse projects

- Ongoing implementation

MISA data collection and analysis on Student Success indicators

Summer school for the summer of 2008 - 4 sites

- Bowmanville
- City of Kawartha Lakes
- Cobourg
- Peterborough

d) Computer Services

- Increase effectiveness of communication with stakeholders
- Staff training in various software packages, websites
- Increase security of individual user data
- Review disaster recovery documentation
- Establish records retention policy for electronic information
- Increase accuracy of student/teacher data (OnSIS)
- Refresh six year technology replacement schedule
- Review of Network Operations Centre (NOC)
- Support department development projects, eg.
 - MEN/Classroom Tracking/Organization of Schools
 - Maplewood Enterprise SQL update
- Laptops for Teachers initiative - grades 4-8
- Ongoing video conferencing support
- Support implementation of SMART boards

e) Business and Finance Services

Finance/Accounting/Payroll

- Implementation of Capital Assets collecting/tracking system
- Documentation of board internal controls/school audits
- Ongoing compliance with Public Sector Accounting Board Standards
- Quarterly reporting re school generated funds
- Continue to move vendors to electronic payment
- Continue to support departments/schools with new account codes
- Further implementation of emailing employee pay slips
- Ongoing compliance with Auditor General recommendations

e) Business and Finance Services (cont'd)

Purchasing/Planning

- Update school boundary maps and review mapping programs for selecting future school sites, enrolment projections
- Update online consumables catalogue
- Review photocopier proposal (joint contract with KPR), tender and implementation
- Index database of commercial/residential developments within Board
- Ongoing training to support Purchasing Policy application

Health and Safety

- Update all asbestos reports
- SBCI audit
- WHMIS training for all staff
- Water testing
- Waste audit
- Custodial training
- New chemical dispensing systems installs in all facilities

Plant

- Manage and complete all renewal projects; lock and keying systems, phase 2 re Capp projects
- Construction projects as identified
- Ongoing management of all online work orders/maintenance budgets

3. ***We will operate effectively.***

Human Resource Services

- Positive labour relations/grievance/arbitration procedure
- Preparation of Collective Bargaining: OECTA, CUPE, OTL
- Automated posting process - support staff
- Teacher hiring and posting procedures
- Attendance management through SmartFind Express
- Revised Teacher Performance Appraisal process and implementation
- Performance appraisal: CUPE and Administrative Staff
- Principal/Vice-Principal handbook development
- Occasional teacher handbook - review and update
- New Teacher Induction Program
- Preparation for tendering benefits 2007-08
- OESC funding for support staff professional development resources and programs

4. ***We will develop and maintain alliances.***

- Parish/Diocesan/Deanery partnerships
- Catholic School Councils
- District Catholic School Council
- UK Educators Study Tour - October 20-27, 2007
- Provincial Catholic Organizations (ICE, OCSTA, ECCODE, OCSOA, OCSBOA, CPCO, OECTA, OAPCE, OCCB, OTL)
- Professional Associations (CODE, OASBOA, CUPE, OCT)
- Community Organizations (Chamber of Commerce, United Way, Community Agencies, Health Units, Community Fire and Police)

- Educational Organizations (Co-terminous Boards, Trent, UOIT, SSFC, Durham College, OISE)
- Government (Municipal, Provincial, Federal)
- Early Learning
 - BEST START phase 3 - program alignment with JK
 - Understanding the Early Years, Ontario Early Years Centres

5. ***We will communicate effectively.***

- PVNC Strategic Priorities 2007-2010
- Ongoing policy review, development and consultation
- Monthly Board, Governance and Policy Committee meetings
- Monthly Director/FOS/Principal Professional Development meetings
- Internet/Intranet websites
- Director's Annual Report
- Advisory, Ad Hoc and Standing Committees

<ul style="list-style-type: none"> - Governance - SEAC - Policy - FSLAC - RFLAC - Pathways - Literacy - Numeracy - Organizational Review - Early Years - Religious Education/Family Life - Implementation Review - Labour Relations - Catholic Student Leadership - Awards - Human Resources - New Teacher Mentorship - Emergency Response - Design - Communications - Assessment 	<ul style="list-style-type: none"> - Community Use of Schools - Sacrament - Diversity and Equity - Safe Schools - Joint Health and Safety - Environment - Chairpersons - Principal Mentorship - Athletic Advisory - Summer School - Student Council Liaison - District Catholic School Council - Secondary Administration - Accessibility for All - NTIP - Catholic Leadership - Development - Early Learning - STSCO Governance
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- Publications/newsletters
- Records Management/Freedom of Information/Protection of Privacy
- School Council quarterly newsletter
- Regional Meeting - Catholic School Council Chairs
- District Catholic School Council meetings
- Special events

6. ***We will be responsible for personal renewal.***

- Sustain Catholic Professional Learning Communities
- Adult faith development programs
- School-based professional development days with Literacy Coaches
- Preparation and planning time
- WHMIS training
- System faith development day
- Ministry/Board/OECTA/CUPE professional development opportunities
- CCC - “When Faith Meets Pedagogy” conference
- Curriculum Chair meetings
- Divisional meetings/staff meetings
- Director/FOS/Principal in-service meetings
- PVNC Catholic Leadership Development program
- VP development series
- Partnership with York University to offer a Mathematics AQ Course for PVNC teachers
- Research Study using PRIME Mathematics assessment with grade 7 teachers (in partnership with Trent, U of T, UOIT)
- Trent University Daily Physical Activity Pilot Project
- “Beyond the Classroom” celebration of staff contributions in extra-curricular activities

IMPLEMENTATION OF SYSTEM STRATEGIC PRIORITIES 2007-2010 (DRAFT)

We are dedicated to:

Spiritual Growth by ...

- ▶ building positive relationships with families, parishes, and the Diocese
- ▶ continuing to nurture the Catholic Graduate Expectations effectively with our children and their parents
- ▶ strengthening and developing the role of our Catholic School Councils to be witnesses and faith leaders in their school communities
- ▶ continuing to support all teachers in their responsibility as catechist through in-service in the stages of faith development and implementation of the Religion and Family Life programs
- ▶ expanding opportunities for all staff to grow in their own faith journey.

Enhanced Relationships by ...

- ▶ improving two-way communication, consultation, and collaboration
- ▶ facilitating forums of conversation among all the partners to further the goals of Catholic education
- ▶ providing opportunities for training for staff that will enhance positive relationships, teamwork, conflict resolution, and public relations
- ▶ establishing an employee recognition program
- ▶ encouraging parents as partners in the life of the school and the education of their child.

Effective Communication by ...

- ▶ conducting a communication audit which will help to highlight current effective practices and determine deficiencies
- ▶ developing a Communication Plan that will determine future communication strategies
- ▶ expanding the use and effectiveness of our website and intranet for communications.

Improved Student Learning by ...

- ▶ identifying each student's abilities and building upon his/her diverse God given gifts
- ▶ using a variety of instructional and assessment strategies based on research and effective practices to enhance student achievement
- ▶ using technology and resources effectively
- ▶ supporting parents with their role as the primary educator in their child's life
- ▶ increasing relevancy of the curriculum through connections between classroom instruction, student's prior knowledge, and the real world
- ▶ encouraging volunteers from our communities to support our children.

Staff Learning by ...

- ▶ encouraging all employees to be life long learners supported by staff development that is based on our Catholic faith, system, school, and individual needs
- ▶ providing more research-based professional learning on effective practices
- ▶ providing mentoring opportunities for all employees
- ▶ including appropriate representation of all employee groups when assembling of committees or seeking input
- ▶ providing more opportunities for the sharing of effective practices between employee groups.