## The Journey in Stewardship and Sustainability

Maximum resources and wisdom need to be channeled to the classroom for our pupils. Our community calls us to continue to be prudent with our financial resources and wise in providing for collaborative and coherent professional growth opportunities for our staff that maximize their strengths and support their overall wellness.

### Priority 1 - *Consolidate professional growth opportunities for staff* for the purpose of system coherence, personal stewardship and wellness for staff

| Strategies to support the priority | Continuation/Initiation | Development/Enrichment | Completion/Evaluation | Lead | Measures of Success |
|---|---|---|---|---|---|
| | 2012-13 / 2013-14 | 2014-15 | 2015-16 / 2016-17 | | |
| Promote succession planning through effective leadership development | The board will develop an annual Board Leadership Strategy to articulate areas of leadership focus and succession planning for all positions. | | | Supervisory Officer, HR Manager, Lead Principals | BLDS established annually and communicated to all staff, posted to web |
| Establish attendance and disability support programs | With our insurance and union partners, the board will initiate and develop an attendance support program. | | | HR Manager | Hiring of Attendance Support Lead, establishment and communication of program, reduction in sick days |
| Refine professional development for all staff for the purpose of coherence and alignment | All staff will have opportunities for professional growth related to key board priorities and based on assessed staff need. | | | Supervisory Officers, Principals, HR Manager | Annual survey of staff in board office and schools regarding needs |
| Further enhance transparency in hiring and other human resource practices | Ongoing centralization of data related to job postings will ensure a "system" approach to hiring. | | | Supervisory Officers, Principals, HR Manager | Reduction/elimination of disagreements related to hiring |

### Priority 2 - *Live and promote in our daily work an environmentally responsible lifestyle* that minimizes our ecological footprint in God's creation

| Strategies to support the priority | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Lead | Measures of Success |
|---|---|---|---|---|---|---|---|
| Expand the board's use of technology in corporate and communication functions to reduce waste | Schools and departments will continue the implementation of technology applications to reduce paper usage to communicate. | | | | | Trustees, Supervisory Officers, Principals, Managers | Survey with community stakeholders, trustees regarding new means of communication |
| Implement an environmental technology recycling program | As part of the technology refurbishment plan, outdated equipment will be re-cycled and removed according to related industry standards. | | | | | Managers of Plant and IT | Removal of outdated equipment and properly recycled |
| Reduce the use of paper and toner in board sites | Schools and departments will be challenged to set targets for the reducing photocopying and related costs. | | | | | Trustees, Supervisory Officers, Principals, Managers | Elimination of paper at board meetings, reduction in photocopy costs |

### Priority 3 - *Maximize effectiveness and efficiency in our support operations* with a view to directing more resources to the classroom

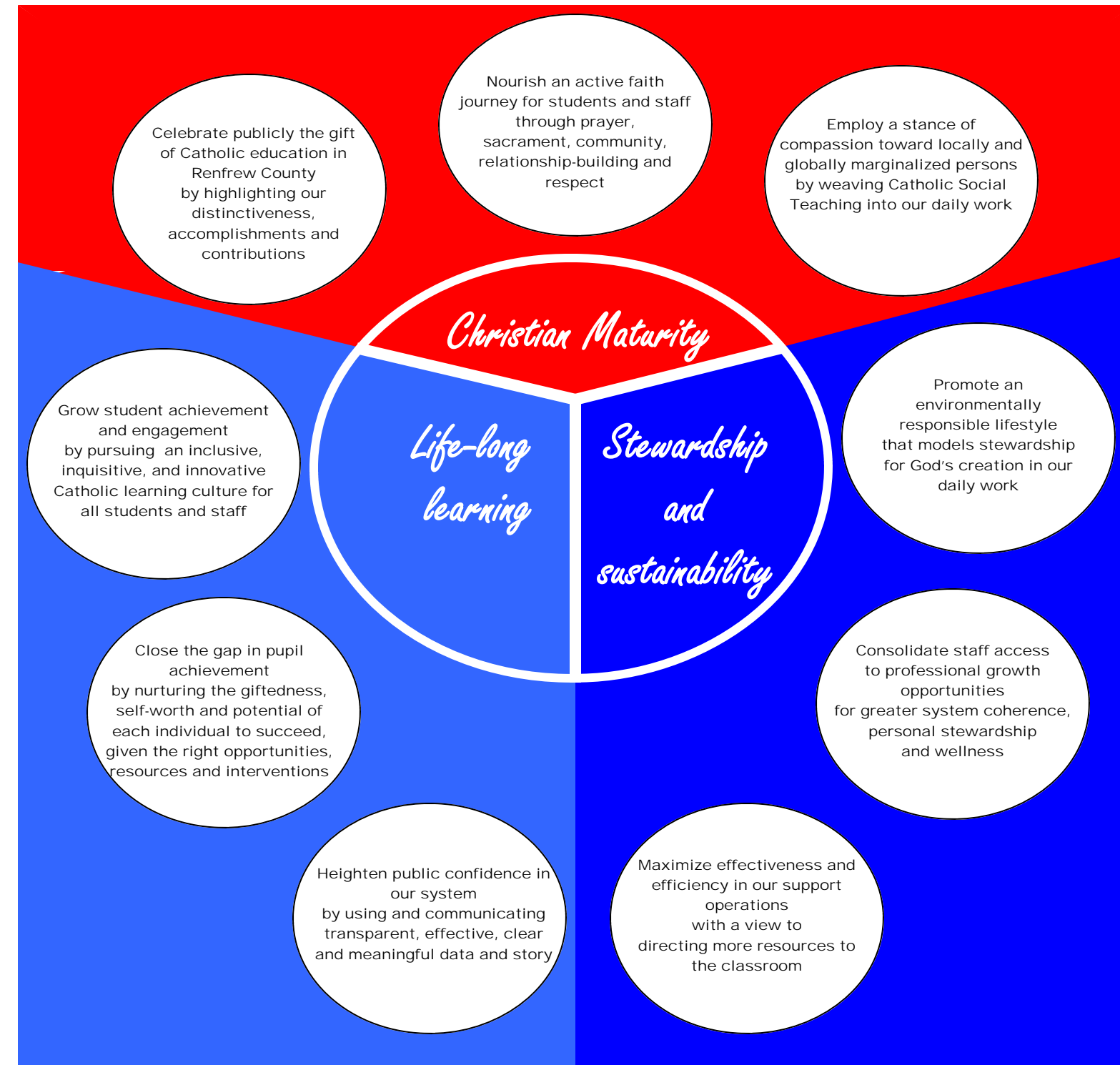| Strategies to support the priority | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Lead | Measures of Success |
|---|---|---|---|---|---|---|---|
| Conduct a an accommodation review process in the families of schools. | | Utilizing enrolment trends related to school capacity, we will review our community's needs. | | | | Academic Supervisory Officers | School viability and community needs assessed and reported |
| Continue the implementation of full-day kindergarten across the system | Retro-fits to school sites as needed will ensure physical space matches curricular need. | | | | | Plant Manager, Supervisory Officers | |
| Automate and convert to electronic core business processes including pay delivery, attendance management and human resource functions | EFT mechanisms for payroll functions and an implemented HRIS system will serve to streamline data collection and service to staff. | | | | | HR Manager, Superintendent of Business, IT Manager | Stage 3 of Easy Connect Implemented, electronic pay stubs, HRIS System activated |
| Continue implementation of information technology infrastructure plan for corporate functions | Software (eg. Easy Connect, Stage 3) and hardware needs will be reviewed regularly to ensure staff can perform job functions with reliable devices. | | | | | IT Manager and all department managers | Finalized wireless environments in all sites, computer upgrades installed |
| Review current corporate office job requirements | Ensure that current positions meet the needs of the board and are compensated fairly and equitably through a review process. | | | | | Managers | Completed job reviews and adjustments as needed |
| Departments will produce Annual Operating Plans aligned with the Board's Multi-Year Plan | Annual operating plans for each department will provide focus and detail for staff and stakeholders about key corporate initiatives. | | | | | Managers | Annual Operating Plans produced, communicated and monitored cyclically |

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# Our Vision, Our Journey  2012-2017

## Christian Maturity, Life-Long Learning, Stewardship

INSPIRED BY OUR RICH HERITAGE AND CHALLENGED BY THE STRUGGLES OF OUR PAST, WE ARE AN INCLUSIVE CATHOLIC EDUCATIONAL COMMUNITY CALLED TO EXPRESS OUR MISSION AS CHURCH TO PASS ON THE GOOD NEWS OF JESUS CHRIST, TO MAKE IT RELEVANT IN THE WORLD TODAY, AND TO BE THE HOPE FOR THE FUTURE.

*From: Our Vision, 2002*

**Christian Maturity**

**Life-long learning**

**Stewardship and sustainability**

- Celebrate publicly the gift of Catholic education in Renfrew County by highlighting our distinctiveness, accomplishments and contributions
- Nourish an active faith journey for students and staff through prayer, sacrament, community, relationship-building and respect
- Employ a stance of compassion toward locally and globally marginalized persons by weaving Catholic Social Teaching into our daily work
- Grow student achievement and engagement by pursuing an inclusive, inquisitive, and innovative Catholic learning culture for all students and staff
- Promote an environmentally responsible lifestyle that models stewardship for God's creation in our daily work
- Close the gap in pupil achievement by nurturing the giftedness, self-worth and potential of each individual to succeed, given the right opportunities, resources and interventions
- Consolidate staff access to professional growth opportunities for greater system coherence, personal stewardship and wellness
- Heighten public confidence in our system by using and communicating transparent, effective, clear and meaningful data and story
- Maximize effectiveness and efficiency in our support operations with a view to directing more resources to the classroom

# The Journey to Christian Maturity

Our community articulates the crucial role that our Board's environment plays in modeling an active faith journey for young people and the adults who lead them. The community has called us to continue to apply clear focus to our journey towards Christian maturity.

## Priority 1 - *Nourish an active faith journey for students and staff* through prayer, sacrament, community and relationship-building

| Strategies to support the priority | Continuation/ Initiation | Development/ Enrichment | Completion/ Evaluation | Lead | Measures of Success |
|---|---|---|---|---|---|
| | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | | | | |
| Ensure Catholicity is visible in every school/office entrance and classroom with signs and symbols of our faith | Schools: Liturgical Season Displays (e.g., Cross & sash), open Bible on display; Classrooms: Crucifix, Prayer Corner (elementary), Images/statues . | | | Senior Admin, Managers, Principals, teachers | Symbols, seasonal reminders, on display in all schools, classrooms, office bldgs |
| Use online adult faith, social justice, school prayer resources | Available through Religious Education & Family Life Website | | | Principals, volunteering staff, Chaplaincy Leaders | Integration into school year planning, anecdotal staff reports |
| Honour and promote the Church's liturgical calendar through active celebration of feasts and seasons | Morning Announcements & Prayers, School Prayer Services, Masses | | | Principals, volunteering staff, Chaplaincy Leaders | Celeb. of holidays, feasts, seasons, special occasions in school-wide/parish prayer, announcements. |
| Liaise with Diocese and parishes | Promote special Diocesan activities, Faith Formation, Youth Office activities; work to involve school in parish prayer life (e.g., presence at Masses) | | | Faith Formation Dir., Chaplaincy Leaders, Rel Ed/Fam Life Tchr | Staff notification via Diocesan e-newsletters, posted notices |

## Priority 2 - *Employ a stance of compassion toward the local and global marginalized* by weaving Catholic Social Teaching into our daily work

| Strategies to support the priority | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | Lead | Measures of Success |
|---|---|---|---|
| Develop and distribute a K-12 Catholic Social Teaching resource | Available October 2012 on Religious Education/Family Life website; Booklet format available in electronic form in late fall, 2012. | Religious Ed. and Family Life Resource Teacher | Staff/student familiarity with major themes; board activities linked to themes |
| Engage in local and global poverty/ justice campaigns, and awareness (eg. CPAN, DRE, food drives) | Ongoing in all schools and offices in support of various local and global Organizations (eg. food drives, DRE) | Principals, all staff | Seasonal campaigns in every school/office; thank-you letters, press coverage |
| Equitable access to board programs for all students | Regular attention to pupil needs related to field trips, extra-curriculars, access to resources such as technology | Principals, designated staff (esp. SERTs, corresponding Program Team members), | Positive parental feedback, student program completion |
| All members of the RCCDSB community will practice "unconditional love" as a lens for relationship | Ongoing reference by Administrators and teaching staff across school life and curriculum, newsletters, looking to Jesus as our Model and Strength. | Senior Admin, Principals | Incorporation of theme into board communication, major board & school activities. |

## Priority 3 - *Celebrate publicly the gift of Catholic education in Renfrew County* by highlighting our distinctiveness, accomplishments and contributions

| Strategies to support the priority | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | Lead | Measures of Success |
|---|---|---|---|
| Promotion of Catholic Education Week activities | Feb-Mar convening of planning committee, planning for school activities, preparation/distribution of resources, media communications, displays. | CEW Committee Chair, Principals, Chaplaincy Leaders | Resources - on board website, school use; school & board office displays; school activities; radio & press coverage |
| Installation and use of electronic signage and displays at more sites | Planned installation of Schools to Believe in electronic signage at schools. | Senior Admin, Principals, Plant Dept. | Min. one e-sign in each family of schools by 2017 |
| Continued celebration of Christian Community Day | To reaffirm and celebrate distinctive Catholic identity, with appropriate guest speaker, theme and Mass. Format to be decided on yearly basis | Director of Education | Positive staff & visitor feedback, press coverage |
| Staff contributions to *Ecclesia* | Submissions highlighting activities in our Catholic schools and board which reflect our distinctive Catholic identity. | Principals (and interested staff) | One submission from board source per issue (if possible) |
| Presence, Presentations, Contributions, at regional, provincial education bodies and conferences | E.g., EOCCC, EOSDN, WFMP conferences, regional symposia, institutes, educator | Principals, Program Team, Educational Staff | Board representation at relevant events. |

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# The Journey of Life-Long Learning

The Ministry of Education articulates three key goals: raising student achievement, closing the achievement gap, and building public confidence. Our community supports these goals, and calls us to continue our superb academic achievement in order to best prepare students for meaningful participation in the digital age.

## Priority 1 - *Grow student achievement and engagement* by pursuing an inclusive, inquisitive, and innovative Catholic learning culture for all students and staff

| Strategies to support the priority | Continuation/ Initiation | Development/ Enrichment | Completion/ Evaluation | Lead | Measures of Success |
|---|---|---|---|---|---|
| | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | | | | |
| A Board Improvement Plan for Student Achievement will be prepared each year | The BIPSA will outline our plans for student achievement, engagement each year and how we will get there | | | Supervisory Officers and Program Team | Annual BIPSA implemented/monitored/ assessed |
| All RCCDSB classrooms will integrate information technologies into effective pedagogy | Technology will be used as a tool, not a driver, for enhanced learning opportunities for RCCDSB students | | | Technology Manager, IT team, Principals, | Integrated use of technology everywhere as measured in EQAO and other perceptual surveys |
| Teacher pedagogical discourse will increasingly focus on inquiry as a means of engaging pupils | Deep questioning is a powerful tool for eliciting creative thinking for both students and the adults who lead them | | | SEF Leads, Program Team | Increased reported pupil engagement in EQAO surveys, TTFM survey |
| The mental health, well-being and sense of belonging for all pupils will be embedded as a focus in all schools | Every class, school and board site will grow inclusive, welcoming and loving cultures to ensure all belong | | | Supervisory Officers, Principals | TTFM Survey used to monitor progress |

## Priority 2 - *Close the gap in pupil achievement* by nurturing the giftedness, self-worth and potential of each individual to succeed given the right opportunities, resources and interventions

| Strategies to support the priority | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | Lead | Measures of Success |
|---|---|---|---|
| Specific strategies for reaching under-performing pupils will be outlined in the annual BIPSA | Appropriate diagnostic assessment and differentiated instruction will inform our knowledge of the needs of all students. | Supervisory Officers, Principals, Student Success Teachers, SERTs | Increased reported pupil engagement in EQAO surveys, TTFM Survey, EQAO achievement data |
| Enhance the specific achievement of students receiving Special Education services through the effective use of assistive technology | Ongoing refinement of SEA claims processing and related training will continue to enhance learning opportunities for students. | Supervisory Officer, Special Education Co-ordinators, IT Manager | EQAO data, classroom achievement data |
| Proactively promote independence through gradual release of responsibility for students receiving Special Education services | Continued development of transition plans and open communication with pupils and their parents will foster student independence. | Supervisory Officer, Special Education Co-ordinators, Principals, SERTs | Feedback from pupils, parents during transition meetings |
| Staff will be aware of and have a plan in place for every "at-risk" RCCDSB pupil | Processes for monitoring and intervening with "at-risk" pupils will continue to ensure that every student is cared for. | Supervisory Officers, Principals, SST's, SERTs | Credit success data, classroom data, Taking Stock report |

## Priority 3 - *Heighten public confidence in our system* through the transparent, effective and clear use and communication of meaningful data and story

| Strategies to support the priority | 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 | Lead | Measures of Success |
|---|---|---|---|
| The Director will publish an annual report outlining board achievements | The Director's Annual Report will meet Ministry of Education criteria regarding our system's effectiveness and efficiency. | Director of Education | Annual Director's Report published, distributed and posted to web-site |
| Regular media releases and other communiqués will be published using new and emerging technologies | Use of current means (radio, newspapers) and exploration of emergent social media (eg Twitter, Facebook) to highlight board successes. | Director of Education, IT Manager | Newspaper and radio releases, Facebook and Twitter presence established |
| Student achievement and other pertinent data will be made accessible through board and school websites | The Board of Trustees, school councils will receive regular updates on key student achievement and other pertinent data. | Director of Education, Principals | School newsletters, reports to board delivered |
| The Parent Involvement Committee will develop a web-site presence | Parent-friendly resources, supports and information relative to parent symposia and professional will be posted to a web link. | Director of Education, PIC Chair | PIC web presence established |
| The Parent Involvement Committee will publish three "parent-friendly" newsletters | Enhancing communication and providing timely information for parents will be a key goal for the PIC. | Director of education, PIC Chair | Fall, winter and spring PIC newsletters published |