

**2015-2016 STRATEGIC DIRECTIONS  
THE SCHOOL'S MULTI-YEAR PLAN**

At the Staff/Trustees Planning Retreat, a number of potential strategic directions were identified by the whole group. Further discussion narrowed the possible directions, and by the end of the Planning Retreat, four strategic directions had been identified.

Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
<b><i>DIRECTION #1 Commitment to academic excellence and student well-being</i></b>	High levels of student achievement	<ul style="list-style-type: none"> <li>Increase accountability for educational day by creating IEP goals for daily rotary subjects</li> </ul>	<ul style="list-style-type: none"> <li>IEP's include therapy based classroom goals (baseline 2012, set increase % 2013/14)</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> </ul>	<ul style="list-style-type: none"> <li>Baseline 100%</li> </ul>	<ul style="list-style-type: none"> <li>100% of IEP's had classroom based therapy goals</li> </ul>	<ul style="list-style-type: none"> <li>100% of IEPs had classroom based therapy goals</li> </ul>	<ul style="list-style-type: none"> <li>100% of IEPs had classroom based therapy goals</li> </ul>
	IEPs address both measurable education and classroom based therapy goals	<ul style="list-style-type: none"> <li>Incorporate specific therapy based classroom goals into educational programs</li> </ul>	<ul style="list-style-type: none"> <li>Calculate % of IEP term annual goals achieved (baseline 2012, set increase % 2013/14)</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> </ul>	<ul style="list-style-type: none"> <li>Baseline 87%</li> </ul>	<ul style="list-style-type: none"> <li>Annual goals achieved: 93% (6% increase)</li> </ul>	<ul style="list-style-type: none"> <li>Annual goals achieved: 93%</li> </ul>	<ul style="list-style-type: none"> <li>Annual goals achieved 93%</li> </ul>
	A multidisciplinary, family centred approach to IEP development	<ul style="list-style-type: none"> <li>Ensure parent input is incorporated in IEP development</li> </ul>	<ul style="list-style-type: none"> <li><b>2014-2015 Add term goals achieved calculations</b></li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Term to Term expectations calculated 99% were achieved</li> </ul>	<ul style="list-style-type: none"> <li>Term to Term expectations calculated 98% were achieved</li> </ul>
	Improved outcomes for students receiving special education	<ul style="list-style-type: none"> <li>Develop a systematic formal educational assessment tool (develop with consulting neuropsychologist)</li> </ul>	<ul style="list-style-type: none"> <li>Audit JMCCSA IEP's using provincial standards checklist parent/school team.</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> </ul>	<ul style="list-style-type: none"> <li>Audited 6. Parent consultation 50% satisfactory, 50% proficient</li> </ul>	<ul style="list-style-type: none"> <li>Audited 6 IEP's May 15, 2014.</li> </ul>	<ul style="list-style-type: none"> <li>Audited 5 IEPs, completed in May 19, 2015. "Proficient" level for parent consultation</li> </ul>	<ul style="list-style-type: none"> <li>Audited 5 IEPs, completed May 10<sup>th</sup>, 2016 Majority Proficient" level for parent consultation</li> </ul>
		<ul style="list-style-type: none"> <li>Track parents/guardians requests at initial IEP development team (cited in IEP). Determine baseline 2012 and set % increase.</li> </ul>	<ul style="list-style-type: none"> <li>Children's Rehabilitation Educational Inventory (CREI) developed and piloted (2012).</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> </ul>	<ul style="list-style-type: none"> <li>Not clear from initial audit. Will assess all IEP's 2013/14.</li> </ul>	<ul style="list-style-type: none"> <li>100% of parent/guardian requested goals incorporated into IEP's</li> </ul>	<ul style="list-style-type: none"> <li>100% of parent/guardian requested goals incorporated into IEP's.</li> </ul>	<ul style="list-style-type: none"> <li>97% of IEPs had parent/guardian requested goals incorporated (one IEP did not indicate that parents were consulted)</li> </ul>
		<ul style="list-style-type: none"> <li>Develop and implement within 3 years.</li> </ul>	<ul style="list-style-type: none"> <li>Formal educational assessment completed for</li> </ul>	<ul style="list-style-type: none"> <li>Yearly Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Completed draft assessment in 2012 and presented CREI to MOE.</li> </ul>	<ul style="list-style-type: none"> <li>CREI Teachers Module created 2013/14 and JMCCSA teachers in-serviced.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers used CREI as part of educational assessment. 100% of students evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>100% implemented</li> </ul>
		<ul style="list-style-type: none"> <li>Administer annual educational assessment tool</li> </ul>			<ul style="list-style-type: none"> <li>2013 CREI developed</li> </ul>	<ul style="list-style-type: none"> <li>Implemented</li> </ul>	<ul style="list-style-type: none"> <li>Implemented</li> </ul>	<ul style="list-style-type: none"> <li>Implemented</li> </ul>

Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
		<p>for children with complex needs.</p> <ul style="list-style-type: none"> <li>• Create EA “Transition Tool” to facilitate student well-being for information sharing (transition to community school; JMCCSA class to class transition).</li> </ul>	<p>all students.</p> <ul style="list-style-type: none"> <li>• Parent feedback of results per year via PA Days starting 2013-14</li> <li>• Design tool and complete (set PD Day time each year for tool completion)</li> </ul>	<ul style="list-style-type: none"> <li>• June, 2012</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed by lack of PD Days</li> <li>• 2012/13 <u>External</u> tool completed. 2013/14 focus will be on creation of <u>internal</u> Tool for internal usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed by lack of PD Days 2013/14</li> <li>• 2013/2014 External and Internal tools completed, used for all students.</li> <li>• 2013/2014 EA Transition Tool Survey completed with GECDSB. All areas were found to be “somewhat useful” to “very useful”.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed April, 2015. Date to be set for 2016, ½ PA day to counter balance, pending School Authority and ETFO approval. (Oct, Nov, or June)</li> <li>• Continue to use tool for internal and external purposes.</li> <li>• Continue to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Educator Night held April 19, 2016. One half of November 20<sup>th</sup> PA Day used to release staff.</li> <li>• Continue to use tool for internal and external purposes.</li> <li>• Continue to use EA Transition Tool</li> </ul>
<b><i>DIRECTION #2 Enhancing responsive and effective communication and ensuring engagement with students, parent and staff</i></b>	Foster high levels of student engagement	<ul style="list-style-type: none"> <li>• Ensure programming is developmentally appropriate and individualized per child.</li> <li>• Use Reinforcement strategies (e.g. goal boards)</li> <li>• Plan student activity days</li> </ul>	<ul style="list-style-type: none"> <li>• Annual IEP Audit</li> <li>• Track number of events</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• 2012/13 Completed</li> <li>• Student of the month events, Fun Day</li> </ul>	<ul style="list-style-type: none"> <li>• 2013/2014 IEP Audit increases in 8 out of 13 areas, one area decreased (assessment) *</li> <li>• Student of the Month, Fun Day</li> </ul>	<ul style="list-style-type: none"> <li>• 2014/ 2015 6 areas increased; 2 decreased, 5 remained the same.</li> <li>• Student of the Month, Fun Day, 2 Special Theme Days (tied to</li> </ul>	<ul style="list-style-type: none"> <li>• 2015/2016 Audit 5 areas remained the same, 8 areas decreased</li> <li>• (may be attributable to adjustments with new IEP engine).</li> <li>• Two Family Fun Parent Engagement Events held including Global</li> </ul>

Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
	Foster high levels of parent engagement	<ul style="list-style-type: none"> <li>• Student Interactive Speech Groups</li> <li>• Student involvement in community charity drives</li> <li>• Review Strategic Plan's findings and directions with Parent Council</li> <li>• Provide Strategic Plan updated to Council per year</li> <li>• <b>Provide parent sessions on augmentative communication</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review Annually</li> <li>• Review Annually</li> <li>• Agenda Item on Parent Council Meeting</li> <li>• Annual Agenda Item on Parent Council</li> <li>• Include post-session feedback measure</li> </ul>	<ul style="list-style-type: none"> <li>• Per class based on ACC determination</li> <li>• Ongoing</li> <li>• Yearly</li> <li>• Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Classrooms</li> <li>• Students in senior class lead drives</li> <li>• Completed</li> <li>• Sept. 2012 completed. Will review Sept. 2013.</li> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Selected Classrooms</li> <li>• Students in senior class lead drives</li> <li>• Completed</li> <li>• Completed</li> <li>• N/A</li> </ul>	<p>literacy).</p> <ul style="list-style-type: none"> <li>• Due to additional CDA time, speech groups were held in every classroom</li> <li>• Students in senior class lead drives (food bank drive).</li> <li>• Completed</li> <li>• Completed June, 2015</li> <li>• Used CDA initiative funds to staff 2 parent works on augmentative communication. Data from first measure indicated session was beneficial.</li> </ul>	<p>Art Project; Student of Month; Dr. Seuss Day.</p> <ul style="list-style-type: none"> <li>• Due to CDA time, speech groups held with each classroom. Two classrooms are more independent in planning</li> <li>• June 2016</li> <li>• Dec. 2016 Family Fun Day focused on communication in the classroom with parents participating.</li> <li>• Electronic and paper copy of survey completed May 2016. Results: Fall2016.</li> <li>• Continue. Roll out of Parent Lending Library Resources Fall 2016</li> </ul>
	Increase JMCCSA parent confidence in publicly funded education	<ul style="list-style-type: none"> <li>• Assess Parent Satisfaction with JMCCSA processes (once every 2 years)</li> <li>• Assess Parent Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Survey created, distributed and analyzed</li> <li>• Create and administer survey</li> </ul>	<ul style="list-style-type: none"> <li>• Every 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Survey developed</li> <li>• 2013 – survey developed</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate Survey Completed *</li> <li>• IEP Team Meeting Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>• To be completed 2015-2016</li> <li>• To be completed 2015-</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate Survey Completed Spring 2016</li> <li>• Parent input obtained at May 2016 Parent</li> </ul>

Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
		with IEP team meetings						
		<ul style="list-style-type: none"> <li>Draft alternative documents (Progress Reports and Report Cards) to enhance communication to parents</li> </ul>	<ul style="list-style-type: none"> <li>Create Alternative Report Card</li> </ul>	<ul style="list-style-type: none"> <li>Within 2 years</li> </ul>	<ul style="list-style-type: none"> <li>Draft completed</li> </ul>	<ul style="list-style-type: none"> <li>Implemented</li> </ul>	<ul style="list-style-type: none"> <li>2016</li> </ul>	<ul style="list-style-type: none"> <li>Council meeting. Questions altered.</li> </ul>
		<ul style="list-style-type: none"> <li>Maintain and expand current home/school communication (newsletters, class newsletters, daily communication books, phone contact)</li> </ul>	<ul style="list-style-type: none"> <li>Collect Parent Feedback on new Report Card</li> <li>Include questions on parent communication in School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>Sept. 2012</li> <li>Feb. 2014</li> </ul>	<ul style="list-style-type: none"> <li>Parent Questionnaire developed</li> <li>Developed School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>Parent Questionnaire administered</li> <li>Included in School Climate Survey 13 statements – 11 “agree” (85%) 2 “disagree” (15%)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> <li>Investigate better on-line access for parents-current website not user friendly</li> </ul>	<ul style="list-style-type: none"> <li>Continue</li> <li>Input from staff engagement survey will be used.</li> </ul>
				<ul style="list-style-type: none"> <li>Every 2 years</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Class newsletters posted on-line</li> </ul>	<ul style="list-style-type: none"> <li>continue</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	High levels of staff engagement	<ul style="list-style-type: none"> <li>Discuss Strategic Plan initial findings and directions with staff, provide opportunities for input</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Plan revised based on further staff input</li> </ul>		<ul style="list-style-type: none"> <li>Consultation and Revision completed</li> </ul>	<ul style="list-style-type: none"> <li>2014 Strategic Plan posted in hallways</li> </ul>	<ul style="list-style-type: none"> <li>April 2015. Did group work with staff to review progress and provide input for 2015/16.</li> </ul>	<ul style="list-style-type: none"> <li>Participated in April 2016 Staff Engagement Survey parallel with Centre</li> </ul>
	Create a positive school culture for all	<ul style="list-style-type: none"> <li>Create a respectful learning and working environment</li> <li>Review Policies and Procedures</li> <li>Assess staff culture via direct</li> </ul>	<ul style="list-style-type: none"> <li>Ensure time allotted for EA/Teacher consultation daily</li> <li>Staff Culture Survey</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Delayed to 2013/14</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Discussion with JMCC post accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Posting Anaphylaxis and Concussion policies</li> <li>PD days used for in-service on FM systems,</li> </ul>

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	Continue to enhance website	feedback	developed		due to provincial labour situation.		Survey to be developed in Fall 2015 jointly with Centre and School	infection control practices. Remainder of school staff visited ACC model school site; provided monthly ACC PD, Partnered with another Section 68 SA re ACC model school visit.
	Provide professional development opportunities for all school employees	<ul style="list-style-type: none"> <li>• JMCCSA staff on JMCC Website Committee</li> <li>• <b>Provide job-imbedded PD opportunities which include school teams</b></li> </ul>	<ul style="list-style-type: none"> <li>• Track involvement, new additions/revisions</li> <li>• Review to ensure annual opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• JMCC school staff now on committee</li> <li>• Professional development days used, some external PD opportunities for some staff</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving Excellence (MOE) added, updated Special Education Plan added</li> <li>• Discussed with JMCC and develop in collaboration with JMCC</li> </ul>	<ul style="list-style-type: none"> <li>• OPSBA link added; <a href="http://www.opsba.org/">http://www.opsba.org/</a></li> <li>• Professional Development days used for an ACC focus in-services, a major external PD opportunity. Provided for half of staff to visit ACC model school site, provided job imbedded PD for monthly webinars for large numbers of school staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Allowed for data analysis of various language variables per classroom, three times per year. Shared with Classroom teachers.</li> </ul>
	Provide in-class ACC additional support weekly to teachers and EAs	<ul style="list-style-type: none"> <li>• <b>Use MOE Approved funding to provide half day per class, per week, CDA support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> </ul>	<ul style="list-style-type: none"> <li>• Request for a one year interval, to be reviewed for possible second year</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development days used, some external PD opportunities for some staff, provided release time for most staff to attend 2 day ACC foundational in-service</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained</li> </ul>

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<b><i>DIRECTION #3 Fostering strong partnerships</i></b>	Maintain ongoing cooperative connections and communication with partners focusing on : JMCC; School Boards; CCAC; Nursing Providers; Section 68's.	<ul style="list-style-type: none"> <li>Continued seconding staff from local district school boards (dsbs)</li> <li>Continue to investigate reverse secondment opportunities</li> <li>Continue to develop processes to transfer knowledge between JMCCSA teachers/EAs and district school board teachers/EAs (refine transition process; for shared students – ensure school/school communication processes exist such as shared communication books, e-mail)</li> </ul>	<ul style="list-style-type: none"> <li>Survey school board partners regarding the efficacy of current transition processes as well as current JMCCSA ongoing support programs (e.g. Kids R Kids). Survey every 2 years</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Completed every 2<sup>nd</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>Two GECD SB and one WECD SB Secondees</li> <li>Contractual element; delayed *</li> <li><i>Recommend parent survey, not school board survey *</i></li> <li><i>Recommend adding questions for teacher feedback on Kids R Kids for direct information *</i></li> </ul>	<ul style="list-style-type: none"> <li>One GECD SB and one WECD SB Secondees</li> <li>Contractual element; delayed</li> <li>Survey completed</li> <li>Kids R Kids program reached approximately 400 children across 5 schools</li> <li>Draft brochure created as well as draft teacher survey</li> </ul>	<ul style="list-style-type: none"> <li>One GECD SB and one WECD SB Secondees</li> <li>Contractual Element; was delayed</li> <li>To be completed 2015-2016 based on number of children transitioning</li> <li>Kids R Kids Program reached a total of 348 children across 5 schools</li> <li>2 Schools (“Out of my Mind” novel study) visited JMCCSA for peer disability awareness activities</li> <li>2015 teacher survey administered. 50 % return rate (3 of 6 returned). Results</li> </ul>	<ul style="list-style-type: none"> <li>One GECD SB and one WECD SB Secondees</li> <li>Contractual; negotiations ongoing</li> <li>To be completed November 2016, only two students transitioned Nov 2015</li> <li>Kids R Kids Program reached a total of 300 children across 6 schools</li> <li>2016 teacher survey administered. 50 % return rate (3 of 6 returned). Results</li> </ul>

Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
		<ul style="list-style-type: none"> <li>• Provide specific mechanisms for JMCCSA staff to support transitioning students as needed (e.g. ½ day release for JMCCSA EA/Teacher to model strategies for dsb EA/Teacher, in community school classroom)</li> <li>• Develop process to maintain linkages and monitor transition of students (preschool, outpatient, JMCCSA) who have transitioned the previous year</li> <li>• Maintain frequent liaison with target partners via committees/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Include such options in School Board Survey (above) to ascertain interest.</li> <li>• Consultants maintain tracking sheet (minimum of 4 contacts with parent and school) and record if any issues emerged and if they were successfully resolved (%)</li> <li>• Track number of joint community partner committees</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly as needed</li> <li>• Yearly</li> <li>• Yearly</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recommend trial for EAs for high needs students only 2013.</i> *</li> <li>• Consultants contacted all parents of transitioned children 4 times. Recommend alter 2-4.</li> <li>• <b>CEC, SSLI, Inclusion Network, ASD Committee, SEA Consortium</b></li> </ul>	<ul style="list-style-type: none"> <li>• EA spent one full day at Talbot Trail School to assist in the transition of a student</li> <li>• Consultants contacted parents and schools of all children transitioned (average of 6 contacts per student) *</li> <li>• CEC, Inclusion Network, ASD Committee, SEA Consortium, Management Team, Knowledge Transfer Committee, Transition Clinic, Client Services</li> </ul>	<p>indicated 100% rated program as “Very Helpful.”</p> <ul style="list-style-type: none"> <li>• Release time offered to receiving schools, none required it.</li> <li>• Tracking maintained, 2-4 contacts made per child. Parents were contacted a minimum of 2 times in the year.</li> <li>• Parental anecdotal comment that “family appreciated the follow-up call to ascertain how the transition was progressing”.</li> <li>• CEC, Inclusion Network, ASD Committee, SEA Consortium, Management Team, Enhancing Family Support for Education Committee, Transition</li> </ul>	<p>indicated 100% rated program as “Very Helpful.”</p> <ul style="list-style-type: none"> <li>• Release time offered to receiving schools, none required it.</li> <li>• Tracking maintained, 2-4 contacts made per child. Parents were contacted a minimum of 2 times in the year.</li> <li>• Anecdotal feedback from families’ positive regarding follow up to transition for their child.</li> <li>• CEC, Inclusion Network, ASD Committee, SEA Consortium, Management Team, Enhancing Family Support for Education Committee, Transition</li> </ul>

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		<ul style="list-style-type: none"> <li>Maintain involvement in joint JMCC and JMCCSA activities/committees</li> <li>Maintain involvement in Section 68 School Authority Association</li> <li>Continue joint school authority meetings and initiatives</li> <li>Monitor anticipated review of Section 68 Schools provincially</li> <li>Trustees tour school to facilitate awareness of new programs, and connections with staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Track participation on joint committees</li> <li>Attend minimum of 2 Section 68 School Authority Meetings</li> <li>Track number of joint initiatives (e.g. CREI, Principal joint training activity)</li> <li>Maintain contact with MOE</li> <li>Visits</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> <li>Yearly</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Management Team, Knowledge Transfer Committee, Transition Clinic, Client Services Team, H&amp;S Committee</li> <li>Attended 2 including AGM</li> <li>Principal Leadership Training, CREI Governance Survey</li> <li>Yearly</li> </ul>	<ul style="list-style-type: none"> <li>Team, H&amp;S Committee, Outdoor Space Committee, Compassion Committee, Wellness Committee, Healing Garden</li> <li>Attended 2 plus AGM</li> <li>None due to staff turnover across Section 68 sites</li> <li>Tour with Trustee and spouse</li> </ul>	<ul style="list-style-type: none"> <li>Clinic, Client Services Team, H&amp;S Committee, Outdoor Space Committee, Compassion Committee, Wellness Committee, Healing Garden, Special Needs Strategy</li> <li>Attended 2 including AGM</li> <li>IEP Review and Selection (Joint with Niagara and Ottawa)</li> <li>Tour with one trustee</li> </ul>	<ul style="list-style-type: none"> <li>Clinic, Client Services Team, H&amp;S Committee, Outdoor Space Committee, Compassion Committee, Wellness Committee, Healing Garden, Special Needs Strategy</li> <li>Only two held including AGM. Attended both.</li> <li>Continue to collaborate regarding IEP.</li> <li>Tour with one trustee</li> </ul>



Strategic Direction	Priorities	Work Steps	Measures	Timeline	2012/13 Report	2013/14 Report	2014/15 Report	2015/16 Report
<b><i>DIRECTION #4</i></b> <b><i>Ensuring responsible allocation of financial resources</i></b>	Focus on good stewardship and financial accountability	<ul style="list-style-type: none"> <li>Maintain joint finance committee to facilitate transparency</li> <li>Ensure SA trustee committee includes minimum of one Trustee with strong financial background</li> </ul>	<ul style="list-style-type: none"> <li>Budget tied to yearly timeline</li> <li>Yearly Audits</li> <li>Assess board trustee composition prior to recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Monthly SA meetings</li> <li>Yearly</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meetings as per availability</li> <li>Audit completed</li> <li>Currently 2 trustees with finance background</li> </ul>	<ul style="list-style-type: none"> <li>None due to Centre staff absences in finance. Summer 2014 meeting with Centre and SA chairs and trustees</li> <li>Currently 2 trustees with finance background</li> </ul>	<ul style="list-style-type: none"> <li>One joint finance committee held</li> <li>Currently 2 trustees with finance background</li> </ul>	<ul style="list-style-type: none"> <li>Continue. Access Community partner with Finance background in education sector for participation on committee on behalf of school authority</li> <li>Contract 3<sup>rd</sup> Party Auditor to assist with allocations challenges.</li> </ul>
<b><i>Focus on Risk</i></b> – The Drummond Report’s identification of reviewing Section 68 schools poses a potential threat (as well as an opportunity) to JMCCSA. While the Trustees have identified keeping aware in regard to the review of S. 68 schools, it must also stay current with the government’s thinking on these schools, since there are only six of them throughout the entire province.								