

DIRECTOR'S ANNUAL REPORT



2022-2023

“Together, we empower all students to believe in themselves, to achieve, and to dream.”



DIRECTOR'S MESSAGE *Heather Campbell*



On behalf of the Rainy River District School Board (RRDSB) senior team, it is my pleasure to introduce the 2022-2023 Director's Annual Report to our community, which highlights some of the activities, events, initiatives, and progress that have taken place across our District over the 2022-2023 school year.

Our schools are places where students can develop relationships and friendships while their personal, social, mental, and physical developments are nurtured and supported. Our teachers and staff, in partnership with community members and partner organizations, and most importantly, parents and caregivers, continue to provide opportunities of creating and building memorable experiences for all students from Kindergarten through to Grade 12, inside and outside of the classroom.

Our goals for our students are to provide them with learning opportunities that meets their needs, to offer teachings that are authentic and culturally relevant and responsive, and to continue to drive the principles of equity and inclusion and a sense of belonging for all. We want every student to feel safe and included in our schools and to know that our staff are there to support them in reaching their full potential.

Throughout the 2022-2023 school year, we maintained our focus on the Board's Strategic Plan and its two pillars of A Culture of Caring and a Culture of Lifelong Learning. I thank the Board of Trustees for their input and guidance as we continue to work through our Plan of creating an innovative education system, one that nurtures our students' hearts and minds, to build a foundation for tomorrow, today.

We are incredibly proud of our students and staff and are very grateful for our families and community partners for their ongoing support of public education.

Yours in education,
Heather Campbell, Director of Education



STRATEGIC PLAN

A strategic plan spans several years, setting direction for the Board at a high level, in its allocation of resources and its decision-making, while providing alignment, motivating staff, and giving purpose to day-to-day responsibilities at every level of the organization. Over several months in the fall of 2022, stakeholders were engaged in face-to-face conversations throughout the District about what our students need to be prepared for future success. Through a community wide online collaboration, 254 thoughts were provided to the question, “What are the most important things for RRDSB to consider as we prepare our students for future success?” This question received over 6,700 ratings. The resulting two pillars, A Culture of Caring and A Culture of Lifelong Learning, both foundational for student success, outline the six priorities for the Rainy River District School Board from 2022 to 2027.

Annually, my team looks to feedback from the budget survey, considers uncertainties, both internal and external, current areas of strength and areas for growth in our system, and alignment with the Ministry of Education priorities to develop an Operational Plan to support the priorities within the Strategic Plan. This report outlines the actions, initiatives, and progress achieved toward the Strategic Plan priorities over the 2022-2023 school year.





Culture of Caring

As we looked to provide our students and staff with a sense of belonging in safe, caring environments that encourage their well-being and mental health, we focused on two areas for the 2022-2023 school year: increasing student leadership and voice in mental health promotion and stigma reduction and increasing student, staff, and community awareness of issues and supports related to student safety and well-being.

Mental Health

In addition to implementing mental health literacy lessons, providing professional development on mental health literacy, and other activities, the Board's Mental Health and Addictions Plan focused on increasing student participation and leadership in health promotion and stigma reduction.

Student Mental Health Champions are students who take on a leadership role in promoting wellness at their schools. To date, there are 41 elementary students and 9 secondary students who have volunteered for this role.

Student Champions each received training from the Mental Health Leader on how to support their own mental health, how to help a peer, and how to identify support in their schools and communities.

Another step for this student leadership role was to create a guide outlining the expectations of the role and identifying best practices across the District.

In August and September, staff were trained in the PreVenture Program through a partnership with the Northwestern Health Unit. PreVenture is an evidence-based prevention program that uses brief, personality-focused interventions to promote mental health and to delay/prevent substance use among youth by helping students to develop greater self-efficacy and other skills to address the various challenges that students face, ranging from academic stress and peer pressure to identity development and interpersonal conflict. The plan is to implement the PreVenture in Grade 8 classrooms over the next few years across the system.



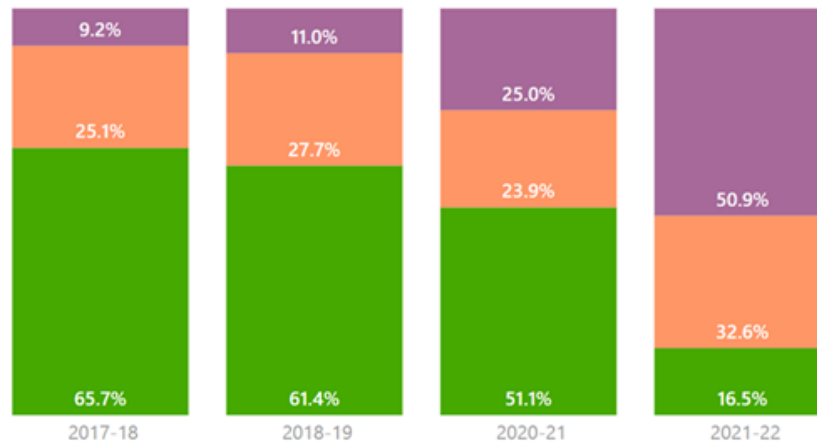
Student Safety

Increasing the awareness of students, staff, and caregivers of issues related to student safety and well-being, particularly in the area of human trafficking, was a second area of focus this past year. The Board's Anti-Sex Trafficking Protocol was finalized in the spring of 2022, with staff receiving an overview of the protocol and its components during the fall Professional Development Days. All students in Grades 7 to 12 received presentations from a survivor of human trafficking to increase awareness of this growing issue. Students in Grades 5 and 6 at J. W. Walker School and North Star Community School explored *The Kids in the Know*, piloting this online program that looks to increase our youth's awareness of issues such as consent and internet safety. Through the support of the Parents Reaching Out Grant, several school councils hosted an information session for the school community on the issue of human trafficking.



believing, dreaming, achieving

Student Attendance



What is Elementary Attendance Rate?

The total number of days attended by active students in Grades 1 – 8 in a school year, as a percentage of the total number of instructional days for all active students, within a school year.

$$\text{Attendance Rate} = \frac{\text{Total days attended by all active students}}{\text{Total number of instructional days for all active students}}$$

● ≥ 90% ● 80-89.9% ● 0-79.9%

Every day, our schools and staff build supportive relationships with students to deliver equitable and inclusive learning experiences. Coming out of the pandemic, we noted higher-than-normal absenteeism rates. As such, we have dedicated our efforts on re-engaging students, especially those who have been disproportionately impacted by the pandemic. This has involved:

- Re-establishing home-to-school outreach practices at the classroom level,
- Monitoring attendance to identify early signs of persistent absenteeism,
- Ensuring that students are connected to a caring adult, whether a classroom teacher, a support staff member, an Indigenous Grad Coach, a Youth Outreach Worker, or a Student Success Teacher.

We know from research that a student's sense of belonging in the school has a great impact on readiness to learn, and that a sense of belonging is created when students feel personally accepted, respected, included and supported by others in the classroom and school social environment. Donald Young School participated in an attendance research project, supported by the Northern Ontario Education Leaders (NOEL). This regional research project had schools work with students who began to show attendance challenges through a "2 by 10" strategy. Through professional development by Restorative Resolutions, staff worked to purposefully connect with students at risk due to absenteeism.

In addition to the development of a Family Handbook, which promoted regular attendance, we provided dedicated staffing – Youth Outreach Workers - to some of our schools to focus on re-engagement. In June 2022, the Board of Trustees approved a budget with funding for student nutrition programming for schools, allocating surplus accumulated funds to support this important programming going forward. Work is currently underway to explore the option of developing a Student Support Foundation to address this and other student needs now, and into the future.

Count Us In - RRDSB Student Census

To enhance the success of all students, we work every day with our families, our partners, and our communities in mutually respectful and productive relationships. To better understand the backgrounds, experiences, and needs of our students and communities, we conducted a voluntary and confidential Student Census in the spring of 2022 and shared the results that fall.

Completing the Census:

- Grades K to 8 - at home with parents/guardians.
- Grades 9 to 12 - during class.
- All answers were confidential.
- Participation was entirely voluntary.

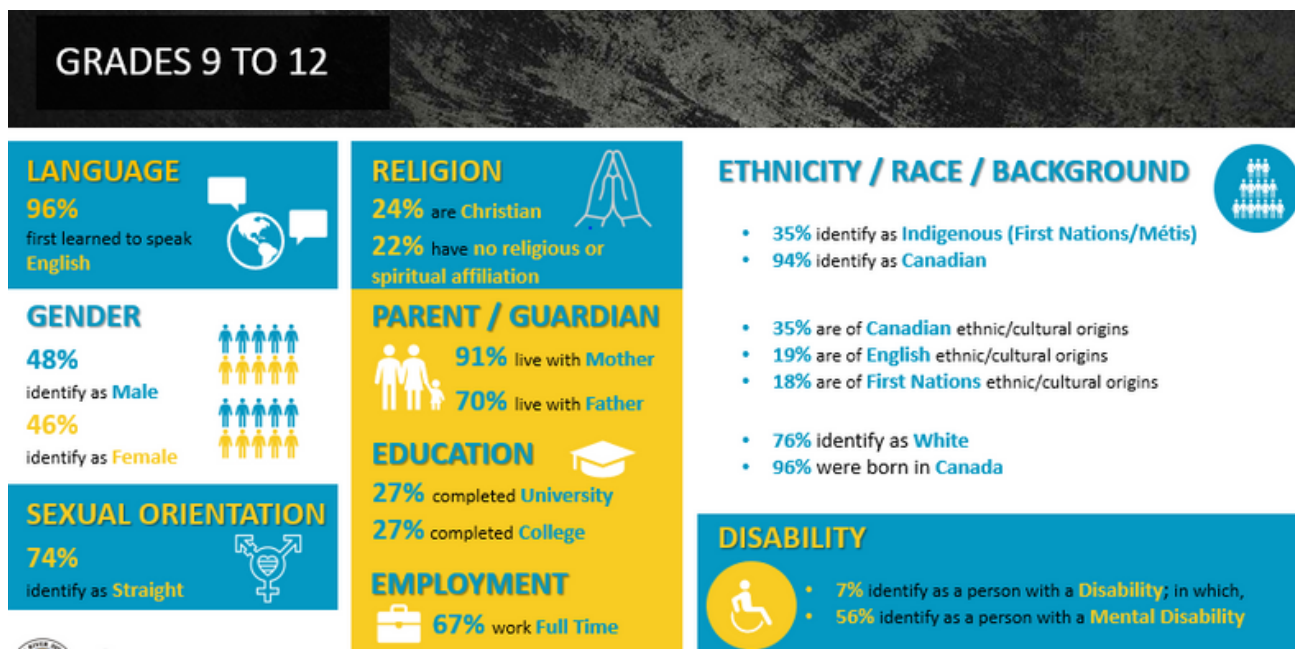
The results from the secondary Student Census include the following:

- The three largest racial identity groups were White (67%), Indigenous (First Nation, Métis, and Inuit) (20%) and White and Indigenous (10%).
- The majority of our students identify as either male or female; however, it should be noted that close to 10% of the student population are non-binary or questioning their gender expression.
- Although the majority of students identify as straight, approximately 20% of students belong to the 2SLGBTQIAP+ community.
- Fewer than ten per cent of students identify themselves as having a disability; however, Indigenous students were two times more likely to identify challenges associated with disability when compared to the other two racial groups.
- The majority of students live with both parents, have at least one parent who completed post-secondary education, and have one or both parents working full time.

Going forward, this data will allow us to deepen our understanding of our students to help us continue to create equitable, inclusive learning environments that support student achievement and well-being.

The full reports can be found at:

<https://www.rrdsb.com/cms/one.aspx?portalId=73704&pageId=15303788>



Capital Projects

As part of our work with our families, partners, and communities, to enhance the success of our students, we have overseen several large capital projects this past year.

Northern Lakes School

At the end of June 2023, we moved all resources, furniture, and equipment into Northern Lakes School to welcome Kindergarten to Grade 12 students under one roof for the start of the 2023-2024 school year. The new facility also includes a 49-space childcare facility and EarlyON Child and Family Centre.



Rainy River K-12 School

The new Rainy River K-12 School project, which includes a 39-place child care facility and EarlyON Child and Family Centre, achieved several milestones during the 2022-2023 school year: the acquisition of property from the Town of Rainy River, adjacent to our existing schools, for the new build; the awarding of the project to Finnway General Contractors; the blessing of the land by Elder Laura Horton; and the official ground-breaking with Ministers Lecce and Rickford in July 2023.



Nestor Falls School

The architect was selected for the new Nestor Falls School design, a modular build that includes two elementary classrooms and spaces for an activity room and library. The initial design process began, with site preparation anticipated to begin sometime in the spring of 2024.



Fort Frances High School Renewal Project

We began a multi-phase renewal project for Fort Frances High School in the spring of 2023, starting with the creation of universal/inclusive washrooms for all secondary areas, the updating of flooring and interior door hardware, accessibility upgrades, and the replacement of roof areas. Further updates are expected to take place over the next few years, to maximize and modernize programming areas.

We thank the Ontario government for the generous funding of these capital projects.



Culture of Lifelong Learning

To support students in pursuing learning pathways that reflect their individual interests and needs, building their skills for the future, we continue to develop a consistent approach to Individual Pathway Planning, a component of *Creating Pathways to Success*, for Grades 7 to 10.

Pathways

Last year, we updated the TechWays Program, so that Individual Pathway Planning was incorporated into this itinerant skilled trades program. This year, we have rolled out the pathway lessons, which work in concert with Xello, our career and life planning software, so that students from Grades 7 to 9 have multiple opportunities to fully develop an Individual Pathway Plan (IPP):

- A lesson guide was introduced to support educators and student in implementing the IPP using Xello for Grades 7-9.
- 13 Grade 7 and 8 classrooms (approx. 250 students) received at least one session of direct support with IPP / Xello implementation with the Experiential Learning Lead and/or Techways (Elementary Guidance Coordinator).
- All regularly timetabled Grade 10 Career Studies courses were taught using Xello with the IPP as the primary entry point and resource (eight sections across three schools; approx. 200 students).





In the fall of 2022, 41 students in Grades 10 to 12 from our three high schools attended the Level Up Career Fair, focusing on careers in the skilled trades and apprenticeship in Thunder Bay. Hosted by the Ministry of Labor, Immigration, Training, and Skills Development, the Career Fair allowed students to participate in interactive booths and exhibits from many businesses, organizations, and post-secondary institutions from across the region.

Our specialized programs also offered students opportunities for experiential learning and reinforced our pathway focus. In 2022-2023, we offered several Dual Credit programs within our high schools, providing approximately 120 students an opportunity to earn a college credit while completing a high school course. Dual Credits were earned within the following areas: Business/Entrepreneurship, Manufacturing/Welding, Culinary, and Health and Wellness.

For the Ontario Youth Apprenticeship Program (OYAP), we had 35 participants registered from our three high schools and concluded the school year with five OYAP participants who turned their cooperative education experiences into formal apprenticeships by signing Registered Training Agreements with their employers.

The Specialist High Skills Major (SHSM) is a specialized program that allows students to gain credits toward their Ontario Secondary School Diploma and focus their learning on a specific economic sector at the same time. The SHSM is a Ministry of Education approved program, with students receiving a red seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field,
- earn industry certifications like First Aid, WHMIS,
- gain important skills on the job through cooperative education placements.

A total of eight programs now are offered in the Board with two new programs added in 2022-2023: Arts and Culture at Fort Frances High School and Hospitality and Tourism at Rainy River High School.

Job Skills Program Participation, 2022-2023

	RRDSB Footprint* 2022-23	Provincial Footprint* 2022-23
Dual Credit	8.7%	7.2%
Co-operative Education	30%	unknown
OYAP	6.7%	22-23 unknown; 20-21 data was 4.3%
SHSM	34%	20%

*Footprint = percentage of total Grades 11 and 12 students

Achievement

We support our students through high expectations in teaching and learning.

Literacy

The Rainy River District School Board is committed to addressing systemic issues that affect learning to read. *The Right to Read Report*, released in 2022 by the Ontario Human Rights Commission, has been an instrumental in shaping the Board's approach to literacy. Building on previous initiatives, the Board implemented the Heggerty™ Literacy Program in all Kindergarten and Grades 1 to 3 classrooms during the 2022-2023 school year.

To support struggling learners, the Board piloted Empower™ Reading, an intervention program that focuses on decoding, spelling, reading comprehension, and vocabulary skill development. This pilot took place at Robert Moore School with two teachers being trained and 11 students receiving programming. For the 2023-2024 school year, both programs have been expanded further throughout the system.



In gathering and analyzing data to inform our efforts across our schools, we look to the provincial assessments of Reading and Writing in Grades 3 and 6 as well as the Ontario Secondary School Literacy Test, as one point of monitoring.

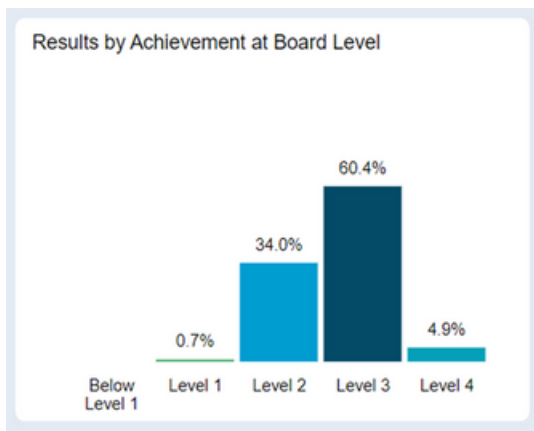
EQAO Board Achievement Overview – Grade 3 and 6 Reading and Writing

Grade 3

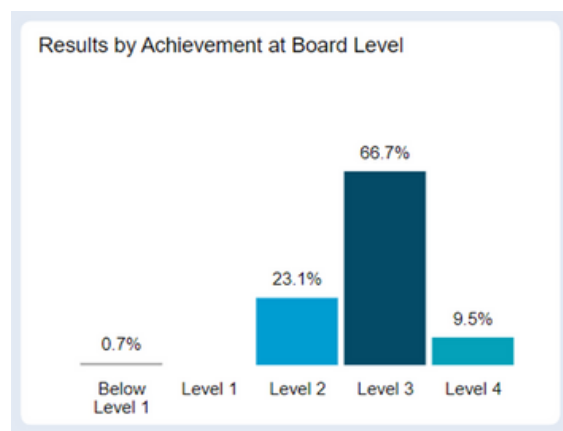
- 65% of RRDSB Grade 3 students achieved at or above the provincial standard in reading. This is a 9%-point increase from the 2021-22 school year. Of the English school boards across the province, 73% of Grade 3 students achieved at or above the provincial standard in reading.
- 55% of RRDSB Grade 3 students achieved at or above the provincial standard in writing, as compared to the provincial results of 65%.

Grade 6

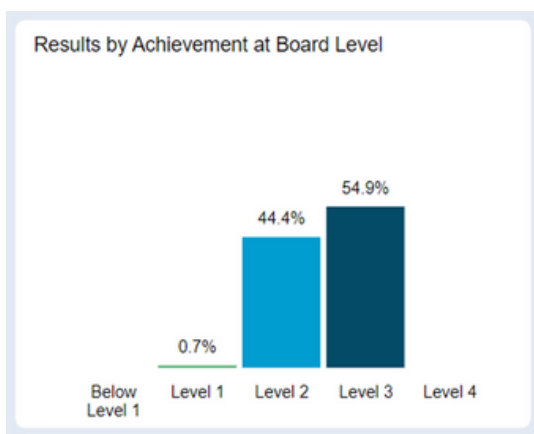
- 76% of RRDSB Grade 6 students achieved at or above the provincial standard in reading. This is on par as the results from the 2021-22 school year. Of the English school boards across the province, 84% of Grade 6 students achieved at or above the provincial standard.
- 74% of RRDSB Grade 6 students achieved at or above the provincial standard in writing. Of the English school boards across the province, 84% of Grade 6 students achieved at or above the provincial standard.



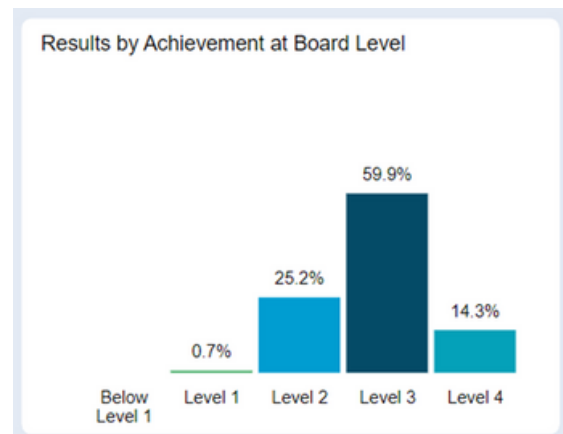
Grade 3 Reading



Grade 6 Reading



Grade 3 Writing



Grade 6 Writing

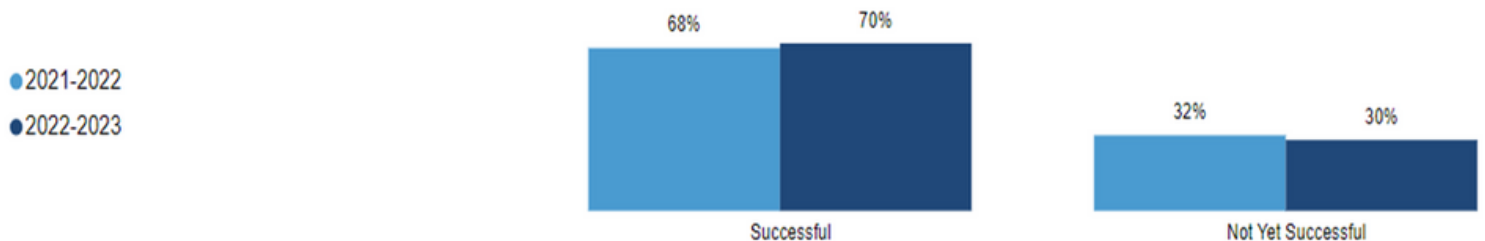
Ontario Secondary School Literacy Test

Unlike the Grade 3, 6, and 9 assessments, EQAO’s OSSLT is a credentialing assessment, requiring students to achieve a minimum score of 300 out of 400 points to meet the graduation requirement for their Ontario Secondary School Diploma. The OSSLT Framework identifies that 54% of the assessment focuses on reading skills and 46% focuses on writing skills. The assessment consists of two sessions, made up of three modules each, to be completed over one or two days. Each session is expected to take students approximately 60 minutes to complete.

During the 2022-23 school year, the Rainy River District School Board had 185 students attempt the Ontario Secondary School Literacy Test for the first time. RRDSB students participated in either a fall assessment in 2022 or a spring assessment in 2023. The Board’s student participation rate, which is those students who were present for the entire assessment, was 88.9%; this is slightly below the provincial participation rate of 92.8%. Only 1.9% of students were deferred, while 7.7% were absent on the days of the assessment. The Board has a success rate of 70.3% overall among all participating students compared to the provincial success rate of 84.7%.



Results by Achievement at Board Level Over Time



Mathematics

The Rainy River District School Board's results for the 2022-2023 EQAO Grade 3 and 6 Assessment of Mathematics provide a baseline level of achievement to assist in identifying areas of strength and areas where further growth and improvement are needed. The information contained in the reports helps to understand each student's achievement in relation to the provincial standard, while also identifying trends, over time, in student learning at the school, board and provincial levels. These trends help to pinpoint curriculum areas that need attention; as a result, data are used as a valid reference point by educators to help improve programs in their schools.

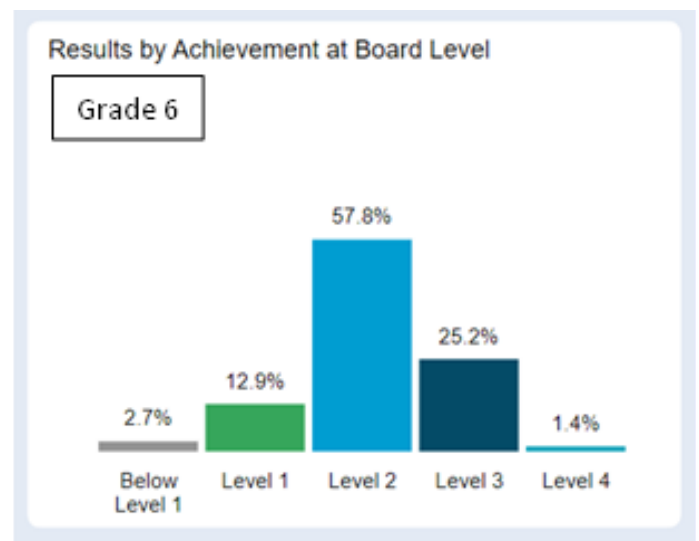
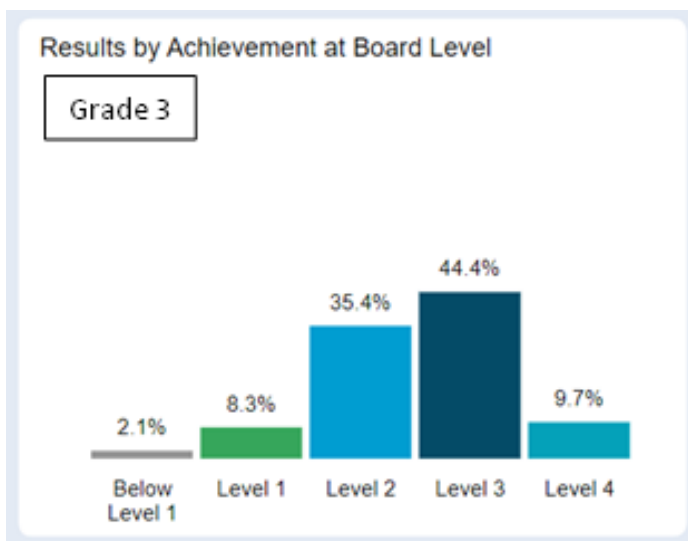
EQAO Board Achievement Overview – Grade 3 and 6 Mathematics

Grade 3

- 54% of RRDSB Grade 3 students achieved at or above the provincial standard in mathematics. This is a 14%-point increase from the 2021-22 school year. Of the English school boards across the province, 60% of Grade 3 students achieved at or above the provincial standard.

Grade 6

- 26% of Grade 6 students achieved at or above the provincial standard in mathematics. This is a 5% point decrease from the 2021-22 school year. Of the English school boards across the province, 50% of Grade 6 students achieved at or above the provincial standard.

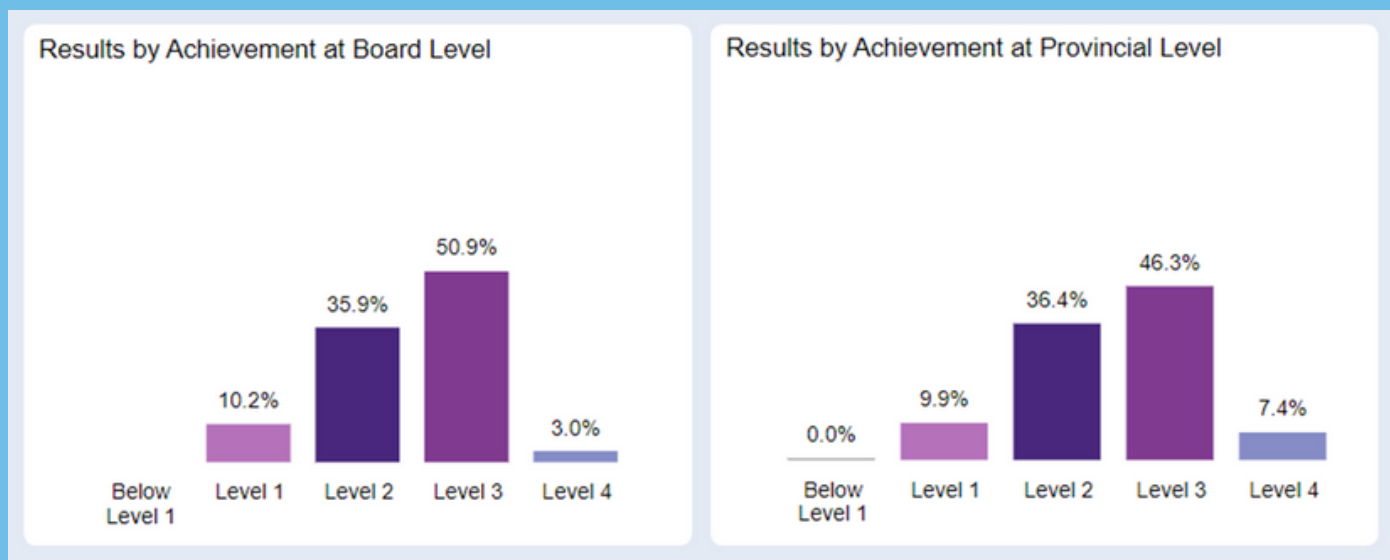


Grade 9

The 2022-23 Grade 9 Math EQAO is a digital assessment based on the recently introduced MTH1W de-streamed math curriculum. Students complete the assessment in the final weeks of the semester in their MTH1W course. The assessment is completed over two days in 60-minute sessions. As the assessment is adaptive, a student's achievement on the first module determines the difficulty level for the second module. The assessment is evaluated digitally, allowing classroom teachers to provide timely feedback and individual results with students.

The Rainy River District School Board had 167 students attempt the Grade 9 Math EQAO assessment in the 2022-2023 school year. The Board's student participation rate, which is those students who were present for both sessions, was 90.8%, slightly higher than the provincial rate of 88.4%. Overall, the number of RRDSB students achieving the provincial standard or higher increased 12.3% points when compared to the 2021-22 data. Other results to note include:

- 53.9% of MTH1W students met or exceeded the provincial standard, compared to the province's 53.7%.
- 35.9% of RRDSB students achieved Level 2, comparable to the provincial rate of 36.4%.
- 10.2% of our students achieved a Level 1, which is comparable to the provincial rate of 9.9%.



EQAO Assessment

Level 4 Student performance at this level surpasses the provincial standard, corresponding to an A- to A+

Level 3 Student performance at this level meets the provincial standard, corresponding to an B- to B+

Level 2 Student performance at this level approaches the provincial standard, corresponding to an C- to C+

Level 1 Student performance at this level is much below the provincial standard, corresponding to an D- to D+

Level 3 and 4 results are thus combined when reporting to indicate the percentage of students who have met or exceeded the provincial standard.

Given the introduction of new curriculum over the past two years coupled with a new format for the assessments (an online, adaptive model), the EQAO results in 2021-2022 provided a new baseline for school boards.

Targeted Next Steps for Improvement in Literacy and Math:

- Aligning and implementing explicit and systematic literacy instruction using evidence-based resources such as Heggerty™, UFLI™, and Empower™ within elementary classrooms.
- Implementing the new math resources that address all the expectations in the revised Ontario Math curriculum and provide teachers with research-based strategies to provide rich, differentiated instruction.
- Focusing on fluency with basic math facts daily within all elementary classrooms.
- Providing “at-the-elbow” support with teachers and principals around the utilization of the Ministry of Education’s High-Impact Instructional Practices.
- Fostering student confidence and social-emotional skills, through best practices in instruction and assessment, as found in the *Social-Emotional Learning Skills: Key Components and Sample Strategies* (Ontario Math curriculum).
- Supporting deeper implementation of high yield instructional practices in the de-streamed classroom, by focusing on building teacher capacity in differentiating instruction and assessment.
- Continuing professional learning for all secondary teachers around critical questioning and backward design to support student engagement and learning.
- Enhancing financial literacy instruction, through resources such as the Enriched Academy™ digital tool.
- Leveraging digital math tools (i.e., Knowledge Hook™) to support ongoing assessment to drive instruction in Grades 9 and 10 Math classes.
- Helping students to see the relevance of literacy and math in their future goals through pathway planning activities through Xello, our career and life planning software.
- Building staff understanding of the changes to the EQAO assessment design and delivery, to effectively provide cross-curricular support to students.



Summer Programming 2023

In addition to tutoring programs offered during and after school for elementary and secondary students, several programs ran during the summer of 2023 to assist students in literacy and math, to support a successful transition into school, and to help students remain on track to graduate within four or five years.

Summer Learning Program

The Summer Learning Program was held in person from July 10 to July 28, with a total of 22 students from Grades 1-6 participating daily. During the Summer Learning Program, teachers and educational support staff worked together to team-teach small groups of students, personalizing the curriculum to address specific learning needs. Lessons were scaffolded to build knowledge and skills. Students were engaged in reading, writing, and math every morning, followed by hands-on engaging activities in the afternoon, such as STEM challenges, Science North activities and experiential learning field trips to enhance student's financial literacy understanding. Parents/guardians were able to track their children's progress through the SeeSaw App. All parents/guardians and schools received a Summary Report of Student Learning at the end of the Summer Learning Program to help inform future programming needs.

School Readiness Program

The School Readiness Program was held at North Star Community School, Crossroads School, and Robert Moore School for students in Kindergarten, whether entering Junior Kindergarten, or currently enrolled in Junior Kindergarten or Senior Kindergarten. The Program focused on developing school readiness skills to allow students for a successful transition into school. Offered from July 4th to August 18th, the Program provided students with opportunities to attend in small groups for two half-days/week from Monday-Thursday. Across the District, a total of 69 students participated in the Program this summer.



Transition to School Program

To help support a successful transition to school, 53 students participated in our Transition to School Program between August 22nd and August 24th. This Program is designed for students with Autism Spectrum Disorder, as well as for other students who would benefit from a supported re-entry to school. Throughout the week, students took part in engaging activities promoting school routines. This year, the Program was offered at Rainy River High School, Riverview School, Donald Young School, JW Walker School, Robert Moore School, Mine Centre School, and Northern Lakes School.

Summer Student Success Programming

Credit Recovery allows high school students who were previously unsuccessful in achieving a course credit the opportunity to demonstrate an understanding of the overall expectations of the course to earn this credit. In the Summer Credit Recovery Program, 19.5 credits were earned through individualized programs designed to meet students' specific learning needs.

Cooperative Education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace. During the summer, we had 45 high school students enrolled across the District, with a total of 69 credits achieved. While participating in the Summer Coop Program, students were provided with opportunities to test out possible career paths and learn job readiness skills such as workplace health and safety and workplace ethics.

As well, 18 high school students from across the District participated in eLearning courses offered through the Ontario e-Learning Consortium. A total of 15 full or half credits were achieved.



Equity, Diversity, and Inclusion

We recognize, respect, and honor the experiences of students and families, to provide learning opportunities that are culturally relevant and responsive to students' needs. Some highlights of our work to support this priority:

Indigenous Education

- Kevin Lamoureux, from the University of Winnipeg, provided a keynote to all staff which reflected the Truth and Reconciliation's Calls to Action, the opportunity reconciliation offers to build a better Canada and the importance of education in this process.
- We expanded Connected North programming this fall with Riverview School added to the Connected North School roster (which is now at six schools). Teachers used Connected North to extend learning of Indigenous knowledge, role models, culture, and language. A highlight for several schools this fall was a session with Mitch Marner, from the Toronto Maple Leafs.
- We continued offering Understanding Contemporary Indigenous Voices in place of all Grade 11 English courses and Expressions of First Nation, Métis, and Inuit Culture in place of Grade 9 Visual Art.
- We welcomed three Ojibwe Language Facilitators, in partnership with Seven Generations Education Institute. As recent/soon-to-be graduates of the Anishinaabemowin Revitalization Program, the Facilitators taught and supported Ojibwe classes within our system. Connected North has also helped our expansion of Ojibwe language into Nestor Falls School by providing an Ojibwe language speaker weekly to assist virtually with the students' learning of the language.
- Schools and classrooms continued to have Elders, Senators, and Knowledge Keepers visit to learn more about culture, perspectives, and history, with some schools welcoming Elders on a regular basis to connect with students.
- Our students visited local communities and community partners to extend their knowledge, through field trips to Fall Harvest and Kay-Nah-Chi-Wah-Nung and other land-based learning opportunities.
- The room for the Fort Frances High School Indigenous Grad Coach Program received its name, "The TELL (Talk, Eat, Learn, Laugh) Room", through a name and logo contest for students.
- As of June 2022, the United Native Friendship Centre Alternative Secondary School Program graduated 258 students!

The Anishinaabemodaa initiative, a partnership with Seven Generations Education Institute and SayItFirst completed its sixth year and continued to grow in its support of language revitalization within communities and for educators, families, and children. In addition to the development of resources, videos, and language kits, Anishinaabemodaa launched the Language Revitalization Platform consisting of 120 learning modules complete with audio and visual aids. This platform is available to the public and free to register and use: <https://anishinaabemodaa.app/register>



The Rainy River District School Board helped as part of this initiative to facilitate the Mentor/Learner Program, launching two more cohorts of high school students working with language speakers to increase language knowledge and fluency. We honored this partnership by recognizing Anishinaabemodaa Waking Up Ojibwe as the RRDSB 2023 Community Partner of the Year.

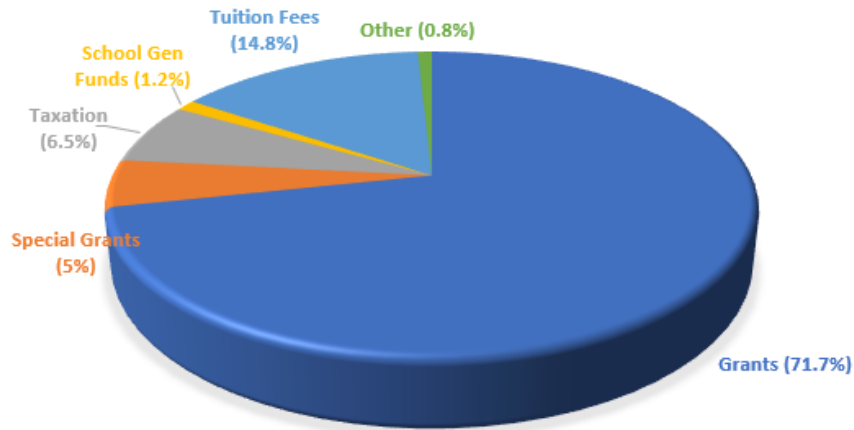
Equity and Inclusive Education

- Grade 6 teachers from across the District received training and resources to support the implementation of the Equity Backpack Program in all elementary schools. The goal of this program is to increase students' understanding and acceptance of the diversity of human identities and to foster a sense of belonging and inclusion for all. Through a series of lessons, students explore the concepts of diversity and inclusion to increase their understanding of human diversity and how they can recognize, respect, and support inclusion in their classrooms and their school communities. Mine Centre School, North Star Community School, Riverview School, Sturgeon Creek School, and J.W. Walker School implemented the Equity Backpack program in their schools.
- The Student Senate members, representing all three high schools, as well as other student leaders participated in two workshops provided by Harmony Movement. The focus of the sessions was on building the students' awareness of equity and inclusion issues affecting peers in their school, and to build knowledge of how different identities and life experiences shape our perception of the world and form biases.
- A series of evening workshops from the Equity Literacy Institute were offered to all administrators and trustees. School staff also explored what it means to be a culturally responsive educator, as principals led their staff through an equity-based analysis of their school improvement plans throughout the year.
- Building off the Rainbow Connection presentations provided to students in the spring of 2022, Bobby Hudon from Binesiwag Centre for Wellness offered identity affirming presentations for Gr. 7 and 8 students. These sessions enhanced students' awareness and knowledge regarding 2SLGBTQIAP+ identities throughout the school year.



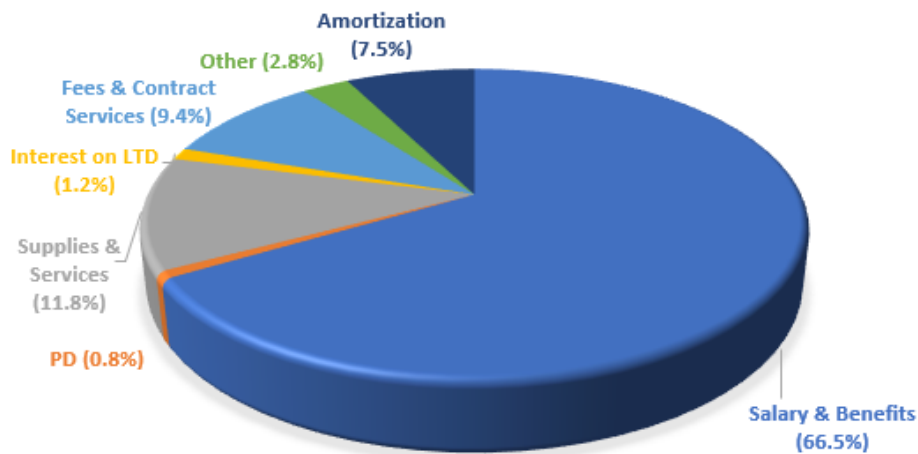
Financial Report

2022-23 REVENUE



Grants (71.7%)	\$42,948,310
Special Grants (5%)	\$3,020,935
Taxation (6.5%)	\$3,903,144
School Gen Funds (1.2%)	\$700,000
Tuition Fees (14.8%)	\$8,856,495
Other (0.8%)	\$502,894

2022-23 EXPENDITURES



Salary & Benefits (66.5%)	\$39,823,460
PD (0.8%)	\$448,614
Supplies & Services (11.8%)	\$7,094,639
Interest on LTD (1.2%)	\$740,090
Fees & Contract Services (9.4%)	\$5,656,833
Other (2.8%)	\$1,646,514
Amortization (7.5%)	\$4,521,631

About Us

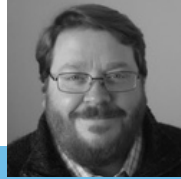
Trustees



Jeffrey Lehman



Kathryn Pierroz



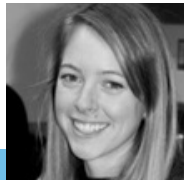
Mike Walchuk



John Fuhrer



Tammy Ryll



Sarah Creed



Michael Graham



Charles Watts
Student Trustee, 2021-2023



Avery Lundgren
Student Trustee, 2022-2024



Raymond Roy
Chair, Aug 2022-Nov 2022



David Kircher
Vice Chair, Aug 2022-Nov 2022



Carla Magisano
Trustee, Aug 2022-Nov 2022

Quick Facts 2022-2023 School Year

Schools:
Elementary - 11
Secondary - 3

Students:
Total headcount - 2,417
Elementary - 1,581
Secondary - 836

Teaching Staff:
Elementary - 121
Secondary - 76

Administration

Director of Education - Heather Campbell

Superintendent of Business - Meghan Cox

Superintendent of Education - Allan McManaman

Superintendent of Education - Brad Oster

Superintendent of Education - Elizabeth Fairfield

Executive Officer of Employee and Labour Relations - Kevin Knutsen

Manager of Information Services - Stephen Danielson

Manager of Plant Operations and Maintenance - Travis Enge