

# Renfrew County Catholic District School Board Director's Annual Report 2018–2019



## Message from the Director of Education

The goal of the Renfrew County Catholic District School Board is to help our students achieve their full potential within a community characterized by warmth, hospitality, good humour and joy. In the 2018-19 school year, we chose for our theme that part of *Our Vision* that calls us to “reverence the dignity of the whole person”. As such, we sought to further the work of our Strategic Plan goals related to dignity and belonging, integrity and witness, wholeness and wellness and achievement and potential. In doing so, we continue to align ourselves with the Ministry of Education’s mandate along with the aspirations of our local community.

This Annual Report describes the progress made by the RCCDSB, as a Catholic education system, in achieving our goals in the 2018–2019 school year. Academically, we have focused throughout the past year on improving mathematics skills and instruction, as well as expanding pathways to success for our

students to help them graduate and move on to post-secondary school or work. We also have focused on providing an equitable and inclusive environment that promotes life-long learning and encourages respect for others and accommodation for individual needs and strengths. In other words, we have sought to revere the dignity of each individual.

In reviewing last year’s activities, I want to thank all of our staff and students for their participation, leadership and effort on this communal learning journey. We will continue to do our very best to serve the needs and exceed the expectations our community has for us.

**Thank you and God bless.**

**Jaimie Perry**  
**Director of Education**



**Our Mission Statement:** *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.*



## About Us

Our Board offers a full range of academic programs in a caring and nurturing environment that encourages our students to achieve their personal best, while sharing the good news of Jesus Christ in their daily lives.

## Our Vision

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.

## RCCDSB by the numbers

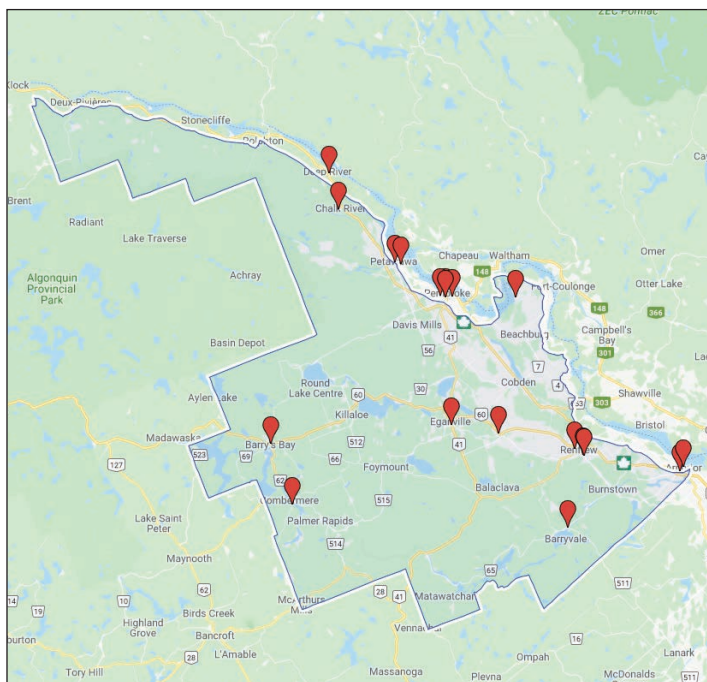
### Schools and facilities

We have 20 schools in 14 communities across Renfrew County:

- 18 Elementary Schools
- 2 Secondary Schools
- 2 Alternative Secondary Sites
- 1 Young Parent Support Program
- 2 Section 23 Valleycrest Classrooms

### Communities

Located in Eastern Ontario, 100 kilometres northwest of Ottawa, RCCDSB covers a largely rural area of more than 7,851 square km.



## Our approved 2019–2020 budget

\$72.7 million

## Our population

Our October 31, 2019 enrolment numbers are:

	Students	FTE
Elementary	3,779	3,779.00 FTE
Secondary	1,149	1,102.50 FTE
Total	4,928	4,881.50 FTE

### Employees

Approximately 600 full-time staff

Approximately 700 occasional staff

## Leadership team

In the RCCDSB community of schools, we care, we learn and we work together to make our world a better place!



**2018–2019 trustees:** Standing: **Paige Petroskie**, Student Trustee, St. Joseph's High School, Renfrew; **Marlene Borutski**, Killaloe, Hagarty & Richards Township, Brudenell, Lyndoch & Raglan Township, Madawaska Valley Township; **Anne Haley**, Renfrew, Horton Township, Whitewater Region Township; **Judy Ellis**, First Nations Trustee; **Bob Schreder**, Pembroke; **Pat O'Grady**, Laurentian Valley Township, North Algona Wilberforce Township, Admaston/Bromley Township, Bonnechere Valley Township; and **Mitchel Holly**, Student Trustee, Bishop Smith Catholic High School, Pembroke. **David Howard**, Chair, Deep River, Laurentian Hills, Head, Clara & Maria Township, Petawawa; and **Andy Bray**, Arnprior, McNab/Braeside Township, Greater Madawaska Township.



**Current administrative team:** **Mark Searson**, Superintendent of Educational Services; **Mary Lynn Schauer**, Superintendent of Business Services; **Elizabeth Burchat**, Superintendent of Educational Services; **Mary-Lise Rowat**, Superintendent of Educational Services; and **Jaimie Perry**, Director of Education.

# EQAO STANDARDIZED TEST RESULTS

## Measuring student progress and successes

Renfrew County Catholic District School Board EQAO provincial assessment scores showed that our students continued to exceed the provincial average in multiple areas in 2018-19.

Areas of particular strength were elementary school reading, writing, and mathematics scores for Grade 3 and Grade 6. At the secondary school level, RCCDSB also outscored the provincial average.

The only area where RCCDSB scored below the provincial average was OSSLT, which assesses overall literacy at the Grade 10 level, and we continue to focus on a cross-curricular approach to literacy to ensure that fundamental literacy skills are taught throughout the entire secondary curriculum.

These EQAO results are very encouraging, and we will continue our efforts to improve student instruction and teaching strategies, as well as increasing access to technological resources.

Our Board plan for improving student achievement included:

- providing focused support to new teachers with foundational instructional strategies
- providing personalized instruction by identifying specific gaps in student learning and using precise learning methods and tools to help close those gaps
- working with principals to put into place 'School Learning Plans' that support learning needs unique to each school.

### EQAO Assessment of Reading, Writing, and Mathematics – Grade 3

	Reading					Writing					Mathematics				
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
RCCDSB results	82	82	82	87	85	88	89	85	85	80	79	77	76	74	68
Provincial results	-	72	74	75	74	-	74	73	72	69	-	63	62	61	58
RCCDSB results – girls	89	82	87	86	86	95	91	92	87	84	82	76	77	69	66
RCCDSB results – boys	78	83	75	88	78	83	86	78	84	64	77	77	75	77	60

### EQAO Assessment of Reading, Writing, and Mathematics – Grade 6

	Reading					Writing					Mathematics				
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
RCCDSB results	91	91	89	89	91	91	92	88	89	90	68	58	59	67	51
Provincial results	-	81	81	82	81	-	80	79	80	82	-	?	?	49	48
RCCDSB results – girls	90	94	94	91	94	93	95	93	94	93	64	63	61	68	50
RCCDSB results – boys	92	88	84	87	88	88	89	93	84	87	67	55	57	66	52

### EQAO Assessment of Grade 9 Mathematics

	Applied					Academic					Grade 10				
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
RCCDSB results	85	68	79	66	58	85	90	92	78	93	86	82	87	81	75
Provincial results	45	44	45	56	44	83	83	84	78	84	82	81	81	79	80
RCCDSB results – girls	69	73	83	63		88	89	89	80		82	90	88	85	
RCCDSB results – boys	96	74	77	82		80	90	96	90		80	74	87	69	

### OSSLT

## BIP for Mathematics: Improving skills, monitoring progress, measuring impact

*Initiatives focused on improving the fundamentals of number sense for students and increasing pedagogical and content knowledge for teachers in 2018–19. Our goals included closing gaps, increasing Grade 3 and Grade 6 EQAO math indicators, and supporting intermediate students throughout their transition to high school. Specific strategies included:*

### Employing ‘Number Talks’

Five- to 15-minute classroom conversations around fundamental math problems that can be solved mentally (without pencils or calculators) were employed board-wide from Kindergarten to Grade 8 to enhance student mental math strategies. They helped to promote common language throughout the Board and encourage participation from all students.



Monitoring occurred through daily student work and anecdotal data that educators collected (i.e., student engagement, student confidence).

“The mathematical strategies taught through Number Talks will be evident in the student work in the pre/post assessments,” says Dave Noble, Principal, St. Anthony’s Catholic School, Chalk River.

### Launching phase two of ‘Assessing Math Concepts’

In 2018–2019, RCCDSB launched phase two of “Assessing Math Concepts” by Kathy Richardson for primary math, with training and resource support for six additional schools: Cathedral Catholic School, Pembroke, Our Lady of Grace Catholic School, Westmeath, Our Lady of Sorrows Catholic School, Petawawa, St. James Catholic School, Eganville, St. Joseph’s Catholic School, Calabogie, and Holy Name Catholic School, Pembroke.



Using the data gathered with Assessments of Math Concepts, educators were able to determine precisely where students were on the mathematical continuum of learning and provide more effective instruction.

Principals/vice-principals and support staff identified gaps in student understanding of core concepts and created activities and games to support intervention for students.

“Teachers make use of the assessment to determine the students’ number sense and identify next steps to close gaps in learning,” says Karen Keels, Principal, Our Lady of Fatima Catholic School, Renfrew.

### Piloting ‘MathUP School’

MathUP School was piloted in eight schools in 2018–2019, with the goal of all having all 18 elementary schools involved for 2019–2020.

MathUP School offers tools to help build capacity in teaching mathematics through professional learning for teachers and administrators. MathUP School supports principals in:

- Leading measurable and sustainable whole-school improvement in mathematics
- Gathering, analyzing, and quantifying data to promote whole-school professional learning
- Using a step-by-step process based on evidence and insights drawn from their own students’ learning.

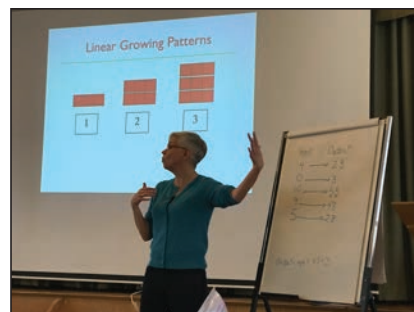


Monitoring and measuring the MathUP School implementation will be done through the professional learning cycle.

Through the use of MathUP, each school will implement common assessments for Grades 1–8.

### Building a professional learning community

Four hubs throughout Renfrew County were created with a variety of math foci in secondary classroom visits. The goal of the Grade 7–9 mathematics professional learning community (PLC) is to build a common understanding of mathematical concepts and curriculum used in the intermediate and early secondary grades. Networking allows educators to increase mathematical knowledge in their everyday pedagogy (i.e., linking math manipulatives with linear relations, use of whiteboards for assessment for learning, vertical non-permanent surfaces, and effective strategies to support all students in math class.)





## Student pathways planning and supports

*The RCCDSB supported all students along their pathway by offering a variety of programs and equal opportunity for all students to enrol in those programs. Programs such as Dual Credits, Ontario Youth Apprenticeship (OYAP), Specialist High Skills Majors (SHSM) and Experiential Learning with a focus on technology advancements in careers. The RCCDSB provides support to our students in their transition to their chosen post-secondary destination.*

### Experiential Learning

We continued to collaborate with Community Partners on the forefront of innovative technology, i.e. InkSmith, CanCode, Learning Partnership, Let's Talk Science, micro:bits, Fair Chance Learning, etc., to develop opportunities for students.

We also created a Makerspace cart containing computational thinking activities (i.e., SnapCircuits, Makey Makey, Make-Do, Elastic Band Cars, Servo Cars, micro:bits, Turing Tumbles, Hairstyling, etc.) for every elementary school in our Board.



### Specialist High Skills Major

In 2018–19, we expanded our SHSM offerings in an effort to appeal to more students. New options include Non-Profit, Information, Communication & Technology (ICT), and Construction.

The SHSM programs allowed for technology upgrades in our tech classrooms, connections with community partners, certifications for students, teacher training and collaboration and rich visits to community businesses and organizations. RCCDSB met or exceeded the Provincial Completion Rate for our existing SHSM programs.



### Dual Credit Program

RCCDSB participates with the Regional Planning Team (RPT9) of the School to College Work Initiative (SCWI), which oversees Dual Credit Programs and Activities linking students directly to College Programs.

- RCCDSB secured seven OYAP Dual Credit Level 1 Apprenticeship seats in the 2018-19 School Year (Pembroke Campus of Algonquin College 2 Carpentry Level 1, Woodroffe Campus of Algonquin College – one Electrician Level 1, one Automotive Service Technician (AST) Level 1 and three General Carpentry Level 1).
- We expanded our Integrated and Congregated offers for Dual Credits to our students. The Congregated courses are linked each semester as Major courses for some of our SHSM programs. Our Coop Teachers, Guidance and SHSM Lead Teachers reach out to students who would benefit from a Dual Credit Course and encourage the target groups to enroll.

### Ontario Youth Apprenticeship Program (OYAP)

RCCDSB is very active in the OYAP Program both in creating Registered Training Agreements (RTAs) and positive OYAP participation numbers with our Coop Students. With only two high schools in our Board, seven Registered Training Agreements is a success—that transfers into seven students starting on their career path while in high school and a huge success for seven families.

- Eastern Region OYAP Coordinator's group organized a very successful Indigenous Youth Apprenticeship Summit in Cornwall in October 2018. Twenty Indigenous RCCDSB students from Grades 8 to 12 attended this authentic and culturally rich event. Participants had the opportunity to choose three trade breakout sessions and attend two trade-related community tours. First Nation Technical Institute (FNTI) Post-Secondary College participated and has become a great resource and partner for our Board.
- The Makerspace carts are intended to promote brand recognition of the OYAP program, to elicit questions, links to careers, skill development, and programs that include apprenticeship as a real and viable career path.





## Supporting all students

*Our teaching and learning environments are inclusive, promote the engagement of all students and reflect individual student strengths, needs, learning preferences and cultural perspectives. Efforts to ensure equitable school and classroom environments include the following:*

### REACH Days

At the end of September each year, as Grade 8 students are settling into their new surroundings in high school, we gather at Shaw Woods Outdoor Education Centre for REACH Days. The days are an amazing collaboration between Shaw Woods, RCCDSB, and community partners. The day brings Grade 8 students together with school support staff and community agencies that offer assistance and guidance throughout their high school careers. As the day progresses, social workers, student success teachers and community partners guide students in activities. Led by Grade 11 mentors, the students participate in team-building activities and discussions around what they can expect in high school and where they can get support. The day is designed to build resilience, empathy, acceptance, collaboration and hope (REACH).



### Indigenous Education

Through learning experiences provided by our Indigenous Education Lead, system leaders and support staff gained knowledge and understanding of FNMI perspectives. Our Indigenous Lead visited schools and classes from Kindergarten to Grade 12 to deliver resources.

The Indigenous Education Elementary Team created a resource to support the new social studies revisions in Grades 4–8. The resource, called “A Guide to Implementing First Nations, Métis, and Inuit Perspectives into the Social Studies and History Classroom”, uses mentor texts, provocation pictures, websites, and additional resources to make connections to the curriculum. It uses inquiry to uncover the expectations, while encouraging the work of Garfield Gini-Neuman and Sandra Herbst.

“This is a timely resource that also happens to honour the Board theme: Reverencing the Dignity of the Whole Person,” notes Kellie Hisko, RCCDSB Indigenous Education Lead.

Other opportunities included job-embedded learning for teachers alongside students during Treaty Week presentations, a Pass the Feather workshop that aligned with Restorative Practices, and a Beading Project aligned with math (patterning and algebra).



**Drum-making at both Valleycrest schools with members of the Algonquins of Pikwakanagan First Nation. Sylvia Tennisco, an Algonquin artist, showed students how to paint their drums.**



**RCCDSB Arctic Winter Games at Shaw Woods on March 25, 2019. Seventeen schools were represented in six events.**

*Cool fact of the day: Mitchel Holly and Bryson Ballman recorded the day and live-streamed it so schools could watch the opening/closing ceremonies as well as their athletes perform in the events.*



## Special Education

The RCCDSB strives to integrate students with special needs into the mainstream of school life. Effectively utilizing the “tiered approach”, as outlined by the *Learning for All* (Ministry of Education) document, became a renewed focus, with an emphasis on effective Tier 1 strategies, Universal Design for Learning (UDL) and Differentiated Instruction.

In our Board, the tiered approach is used to provide increasingly intensive supports to students in the areas of learning, behaviour, speech and language development, social-emotional regulation, and mental health and wellness.

Funding from the Ministry of Education for “Special Education Professional Assessments” helped to enhance educational outcomes for several students with special education needs by supporting timely access to professional assessments and allowing us to improve early intervention supports in order to reduce the number of required professional assessments.

New funding from the Ministry of Education also enabled:

- Addition of a Speech Language Pathologist, Inclusion Special Assignment Teachers, and an ABA E.A. to help assess and support students with complex multiple exceptionalities. Team members gather information through observing, assessing and discussing the exceptionalities of the learner. The support included trialing strategies, modelling, and adapting and adjusting goals and strategies as the needs of the student and the school change.
- Inclusion Special Assignment Teachers to visit each Grade 4 to 6 classroom to explore the benefits of Google Read and Write—comprehensive reading and writing supports for Google Docs and the web. Classroom teachers, EAs and students received training on the features in the Google Read and Write toolbar such as text-to-speech, text and picture dictionaries, speech-to-text, and word prediction.
- Autism after-school programs at St. Francis of Assisi and St. John XXIII schools for 4 to 6 students in Kindergarten to Grade 3 with a diagnosis of Autism. CHEO’s “Art of Play” program was at the core of the weekly sessions, with a focus on parallel play, imitation, joint attention, exploratory play, imaginary play, associative play, and cooperative play.

## FSL programming

### DEL F

The RCCDSB offered DELF (Diplôme d’études en langue française) testing to all Grade 12 students who were registered in an FSL course during the 2018-2019 school year.

“In April 2019, 19 students from St Joseph’s High School and Bishop Smith Catholic High School challenged the DELF, an internationally recognized test of French proficiency that is valid for life. Félicitations!” said Jenna Lemke, Special Assignment Teacher - French as a Second Language.

### Experiential opportunities

As part of our inclusive, rich and experiential Core and Extended FSL programming, students from across the RCCDSB participated in a number of field trips that offered them a chance to apply their French language skills and cultural understanding in authentic settings. A few highlights include:

- Trips to Montreal, Sudbury and Ottawa (Winterlude and skating on the *Canal Rideau*)!
- Visits to the *Musée Canadien de l’histoire* and the *Musée canadien de la guerre*.
- Class trips to the Nook Creperie in Pembroke, where students ordered meals and dined *en français*!



**St John Bosco’s class trip to Montreal, including a visit to la Basilique Notre-Dame.**

### Action-oriented FSL

As part of a pilot project with the Ontario Public School Boards’ Association, a new French as a Second Language (FSL) program was purchased for Grade 7 and 8 classes across the RCCDSB. In the spring of 2019, French teachers met to collaborate, learn about and implement this new CEFR-based resource, which focuses on authentic, action-oriented tasks in order to maximize student interaction in French!



### Self-regulation skills

Students work with board staff in small groups in fun, engaging activities designed to help them identify when they feel specific emotion, recognize their body's response to an emotional change, and develop some strategies to manage emotion and respond effectively in different situations.



### A diverse staff, fair & equitable workplace

The RCCDSB is committed to barrier-free selection processes. “We ask all potential staff/applicants to advise the HR department of any required accommodation measures to enable them to be assessed in a fair and equitable manner,” notes Jillian Burchart, CHRL, Manager of Human Resources Services

Jobs are posted on an external website to attract candidates from within and beyond Renfrew County, and the Board attends job fairs both locally and in large urban areas. Work is also being done to improve standardization of the interview and debrief process.

## Strategies for staff

### EOSDN Leadership Academy

The Eastern Ontario Staff Development Network (EOSDN) Leadership Academy provides opportunity for those in a variety of school and system positions of influence to connect with others across the region and to further develop capacity to draw on personal leadership resources. In the Academy, these personal leadership resources serve as a framework for forging effective professional interactions with colleagues and those whom we serve.

“The Leadership Academy was exceptional professional leadership development. I grew professionally from it. The course demands reflection on personal practices and creates servant leaders,” Rebecca Paulsen, MSW, RSW, RCCDSB Mental Health and Wellness Lead.

“It was powerful to learn leadership strategies to help me grow not only in a professional way, but personally as well. Since this experience, I have made more of a conscious effort to take stock mentally, emotionally and physically, as well as checking in with those around me,” Megan Lemmon, CPA, CA, RCCDSB Finance Officer.

### Day of Learning at Pikwàkanagàn

Approximately 100 administrators, senior administrators, central board staff, the program team, Indigenous Education Advisory Committee members, and members of clergy gathered for an Indigenous Day of Learning at the Makwa Centre in Pikwàkanagàn. Father Michael Smith began the day with prayer at opening Mass at Our Lady of the Nativity. Della Meness, Manager of Education for the Algonquins of Pikwakanagan First Nations, Wendy Jocko, Councillor, and Ron Bernard, Councillor, shared some local history. The day included a panel of guests who shared their stories, excellent cultural food and entertainment by Ginny Gonneau, Métis jigger. Participants reflected on their own practices: past and present, and beginning a new chapter for the future.



### Our very own Pam Dickerson jiggging with Ginny.

### Prayer, learning and celebration

Our Christian Community Day in May 2019 was animated by the theme “Reverence the dignity of the whole person”, which is a part of our Board vision. The event allowed our Christian Community to come together and join in celebrating the great gift that is Catholic Education in Renfrew County. Keynote speaker Jennifer Casa-Todd addressed how technology and social media can be used to make the world a better place.



## Snapshots of our year

### Extracurricular activities

Goal-setting, teamwork, time management, self-esteem—children who are involved in extracurricular activities reap many benefits. RCCDSB offers students a wide variety of activities in every school, led by volunteers and staff. Activities include performing arts, visual arts, pastoral duties, student council, athletics and other clubs and activities.

At St. Joseph High School in Renfrew, for example, 23 staff and 3 volunteers make up the coaching/supervisor group and more than 60% of students participate in some sort of activity outside of the curriculum.



### Dominican Republic Experience anniversary

On Saturday, June 22, 2019, the Renfrew County Catholic District School Board celebrated 30 years of giving, helping, and learning through the Dominican Republic Experience (DRE).

Grey Sisters of the Immaculate Conception Dominican Republic were special guests amongst the priests and Sisters, student participants and parents, principals and teachers, members of the RCCDSB Board and administration team, organizers and supporters in attendance

It's estimated that more than 400 RCCDSB students have taken part in the annual DRE since the inaugural trip. "Those who go receive a very powerful and wonderful gift in their life," stated Father Bill Kenney, founder of the experience.



**Jodi MacDonald, Father Bill Kenney, Sister Lenore Gibb, John Stunt, Bob Schreader, Jaimie Perry, Sister Noelia Hernandez, Lorne Keon, Tara Crossman**



**The 2019 RCCDSB DRE team**



### Summer Learning Program

More than 400 students enrolled in the RCCDSB's summer programs in 2018–19. Of those, 270 students participated across seven sites, which included St. John Bosco, Barry's Bay, St. James, Eganville, St. Anthony's Chalk River, Our Lady of Sorrows, Petawawa, Our Lady of Lourdes, Pembroke, Our Lady of Fatima, Renfrew and St. John XXIII, Arnprior.

"Our summer school program offers students a fun and exciting way to continue their learning, close gaps and reach ahead," said T.J. O'Grady, Principal of the elementary Summer School program.

Many of the summer school sites went on excursions or had visits from community services.

An additional 155 students took part in our Grade 4 summer camps, which offer students a chance to do some coding work, outdoor education and team building, indoor health, fitness and leadership, and an art program.

"The camps are a great way for kids to meet students from other schools who will also be attending St. Joseph's or Bishop Smith," said Kip Mulvihill, one of the lead instructors of Jag Camp.

In addition to the summer school courses and camps, about 100 students completed courses online.



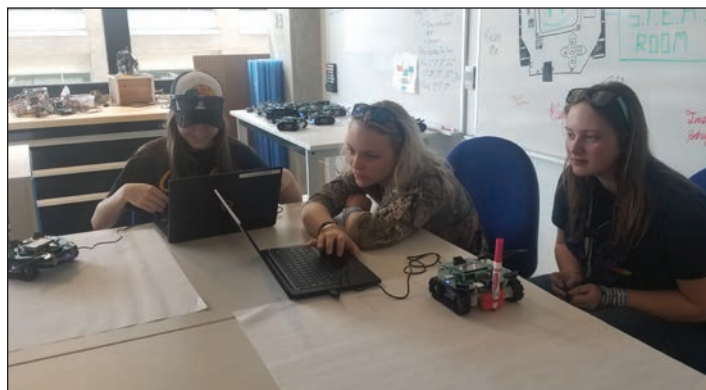
### Advanced Learners Program

Computer science, coding and STEM or STEAM activities are being incorporated in classrooms across the RCCDSB. The integration of Science, Technology, Engineering, the Arts and Mathematics can literally bring learning to life! Last spring, two RCCDSB educators presented a series of hands-on workshops to students in Grades 4–8, that focused on developing 21st century computational knowledge and skills.



The "Tinkercad and 3D Printing" workshop allowed students to unleash their creative and technical powers as they discovered the basics of manipulating basic shapes into complex and beautiful creations.

In the "Coding Camp" aspiring innovators and inventors had fun learning essential programming concepts with Scratch. Students also experimented with other coding tools: micro:bits, Ozbot, Sphero and Osmo Coding.



### Early Learning – daycare program partnerships

In May, the community of Barry's Bay celebrated the official opening of the new Kidz Kastle Children's Centre at St. John Bosco Catholic School, marking the most recent collaboration in a three-year partnership between St. John Bosco and the Killaloe Community Resource Centre. The daycare expands on the before-and-after-school program that was already in place.

EarlyOn opened a new program at St. Mary's Catholic School, Deep River.

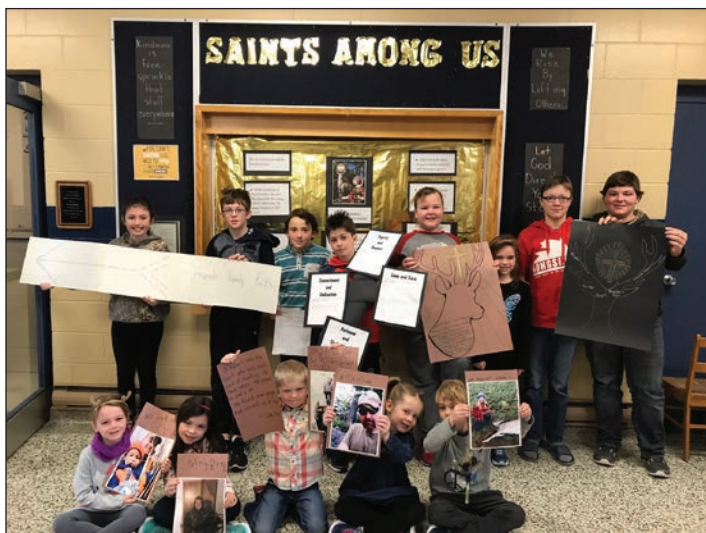
### Inspiring our rich Catholic heritage

In 2018–19, all students and staff received a copy of a new RCCDSB Catholic Prayer Booklet during Catholic Education Week. It is also accessible electronically for use of prayers and prayer services in classrooms, schools and system functions.

### Responding to the needs of our communities

Students and staff in affected communities across the RCCDSB acted on the Board's vision to 'make a difference as faith-filled community builders.' They pitched in to fill sandbags, organize baking bees, and offer up daily prayers, as floodwaters rose to record levels.





Saints among us at St. Michaels



Flooding efforts



OLG students at DI regional tournament



St. Michael's - Ash Wednesday



OLL Science Fair Chandler Bennett, Grade 5/6



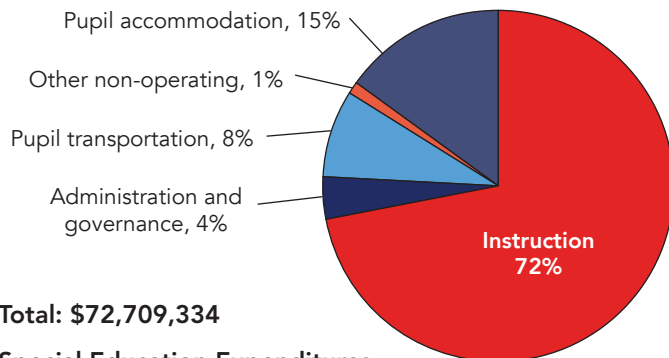
Social justice in action at Holy Name



# STEWARDSHIP AND SUSTAINABILITY

## 2019–2020 budget

### Expenditure by category



**Total: \$72,709,334**

### Special Education Expenditures

**Total: \$10,664,782**

## 2018–2019 Highlights

*Theme: Reverencing the dignity of the whole person*

### Program

- Focus on literacy and math, with \$200,000 budgeted for early literacy
- Expanded Mental Health and Special Education services with Ministry of Education funding
- Commitment to support Shaw Woods to ensure ongoing outdoor and experiential learning opportunities
- \$108,000 for Innovation in Learning Fund (ILF) to support technology in the classroom
- Funding support for Teacher Learning Leadership Program (TLLPs)
- Addition of a Special Assignment Teacher (SPAT) to support French as a Second language programming
- Implementation of the new religious education program “Growing in Faith” to Grade 5 classes
- Support of Indigenous Education and Truth and Reconciliation, for example with a revised social studies curriculum so that it is part of everyday conversation

### Physical resources

- \$3.0 million in capital investments for school renewal and school condition (i.e., older buildings, energy efficiency)
- Renovation to surplus space at St. John Bosco, Barry’s Bay to accommodate daycare space in the community
- Board initiative \$10,000 for each school to upgrade classrooms and furniture



**Cathedral Catholic School, Pembroke**

### Shared Resources

The Board continues to partner with many community organizations throughout the County to support programs with the RCCDSB:

- Renfrew County Joint Transportation Consortium
- Family & Children’s Services
- Phoenix Centre
- Bromley Community Library – St. Michael’s, Douglas
- Petawawa Military Family Resource Centre – St. Francis of Assisi and Our Lady of Sorrows, Petawawa
- Township of Greater Madawaska Community Library – St. Joseph’s, Calabogie
- Children’s Garden Nursery – Cathedral School, Pembroke
- Arnprior and District Child Care Services – Leaps & Bounds, St. Thomas the Apostle, Renfrew, St. Joseph’s elementary School, Arnprior
- Children’s Junction Daycare Mountain River Childcare Association – St. Mary’s OLG Catholic School, Deep River
- Killaloe Community Resource Centre – St. John Bosco, Barry’s Bay



**St. Francis of Assisi Catholic School, Petawawa**

## 2017–2022 strategic plan

The pillars of our 2017–2022 strategic plan:

- Dignity & Belonging
- Wholeness & Wellness
- Achievement & Potential
- Witness & Integrity



The plan can be found at: <http://rccdsb.edu.on.ca/wp-content/uploads/2017/02/Strat-Plan-22-B-1.pdf>