

Director's Annual Report

Educating hearts and minds in the way of Christ



Schools to believe in!

Message from the Director of Education 2022-2023

As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.

Recognizing and removing barriers, this was the call to action for the 2022 - 2023 school year and I am extremely proud of how the Renfrew County Catholic District School Board responded to this call.

In our new multi-year strategic plan, we focus on a goal from Our Vision along with a Catholic Graduate Expectation (CGE). In 2022-23, we focused on being A Responsible Citizen as our CGE. We are so grateful to our school communities for bringing Our Vision goal and our Catholic Graduate Expectation to life within RCCDSB schools every day.

For the first time since 2019, St. Joseph's and Bishop Smith secondary students were able to take part in the Dominican Republic Experience and visit and provide support to our friends in Yamasa. Schools also had the pleasure of attending Mass, school assemblies, virtual career fairs, navigating pathway opportunities, and so much more.

Our classroom teachers and curriculum team worked extremely hard to provide reading, writing and math support to all our students. RCCDSB continues to dedicate resources to The Right to Read Inquiry that highlights how learning to read is not a privilege, but a basic and essential human right. Our teams have attended many professional development sessions to provide the best support to students. We still have learning recovery gaps to fill and while we can be very proud of how our students performed on their provincial EQAO assessments, it is clear that we have much work to do.



As always, I am delighted to share some of the highlights from the wonderful school year we experienced. I may be biased, but I truly believe we have the best team of educators to lead students along their learning and spiritual journey, and I am blessed to have each and every one of you working with the Renfrew County Catholic School Board. We will continue to strive for the success of all students, and instill a desire for life-long learning and a pursuit of excellence.

'This is what the Lord asks of you; only this, to act justly, to love tenderly and to walk humbly with your God.'
Micah 6:8

Mark Searson
Director of Education

Clint Young, Superintendent of Educational Services, **Mary Lynn Schauer**, Associate Director of Business Affairs and Treasurer **Heidi Fraser**, Superintendent of Educational Services, **Mary-Lise Rowat**, Superintendent of Educational Services, and **Mark Searson**, Director of Education

Catholic Education Week: We Are Many, We Are One

The theme of Catholic Education Week 2023 was: We Are One, We Are Many: "We, who are many, are one body in Christ, and individually we are members, one of another" (Romans 12:5).

Catholic Education Week is a great opportunity for students to reflect on their faith, and many classes across the county participate in faith building activities. In April, students had the opportunity to pray through the Stations of the Cross, as schools across the county learned more about the importance of Holy Week. Students also had the opportunity to receive ashes on Ash Wednesday.

Another way the Catholic faith has been integrated into education is through monthly assemblies, such as the JOY assemblies at Cathedral in Pembroke. At the end of each month, the school community will gather to recognize students from each class who have demonstrated their care for others by speaking up for them, being honest, showing respect, as well as students who spoke, wrote, and listened as Jesus calls us to. These students will receive the monthly JOY award, which stands for Jesus-Others-Yourself (JOY). Many RCCDSB schools have similar assemblies to recognize students for their care for others, and acting as Jesus would want them to.

Catholic Education Week is celebrated across Ontario Catholic School Boards, and is appreciated amongst students and staff who have the opportunity to explore their faith journey on a deeper level.

Christian Community Day

In 2023, we had the opportunity to gather as an entire school community to celebrate our faith and build connections amongst staff.

The morning began with Mass at St. Columbkille Cathedral in Pembroke, followed by brunch with colleagues, and finally, after lunch, all staff had the chance to listen to the guest speaker of the day that reflected the board theme. This year, Mark Searson, RCCDSB Director of Education, spoke on removing barriers and his experience as a Child of Deaf Adults (CODA).



Morning Mass to begin Christian Community Day

Staff gathered in the Bishop Smith gym to listen to guest speaker, Mark Searson

Achievement

The RCCDSB is always committed to showing students their potential and supporting their achievements. In the 2022-2023 school year, there were various curriculum enhancements for students. Educators attended many professional development sessions in order to implement the updated curriculum in the classroom.

Language

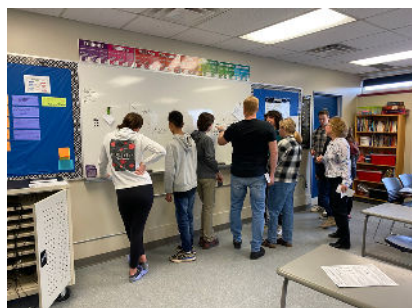
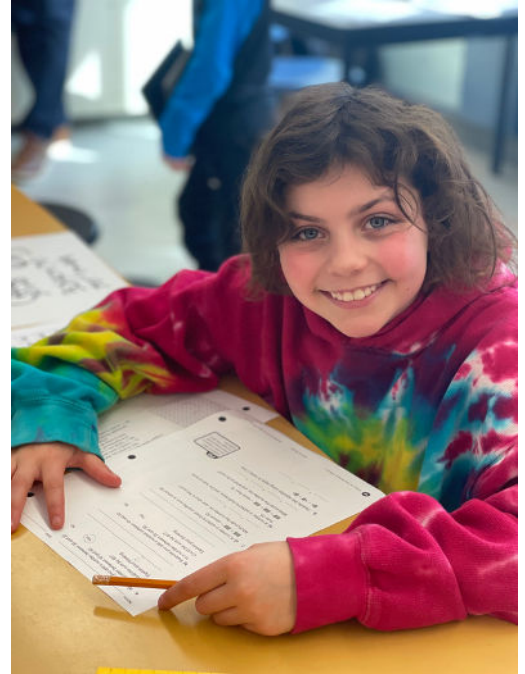
Ontario Human Rights Commission: Right to Read

The RCCDSB positioned itself proactively in anticipation of the findings of this commission, released in the Spring of 2022. In advance of this report, the RCCDSB had already begun to shift from balanced literacy to structured literacy. This means that during instruction, staff would no longer promote any guesses and check models for deciphering tricky words. Instead, they focused on phonics-based decoding strategies that keep students' eyes glued to the words they are reading.

Post-Pandemic: Returning to Effective Practices

Since pandemic restrictions have been lifted in the classroom environment, we are returning to high-impact instructional practices in all curricular areas, such as:

- Learning Goals, Success Criteria, and Descriptive Feedback
- Problem Solving Tasks and Experiences
- Small-Group Instruction
- Deliberate Practice
- Flexible Groupings
- Making Learning Visible: The Environment as the 3rd Teacher (anchor charts, word walls, desk in groups, etc.)



Various classroom learning

Curriculum Team Highlights: Tier 1 Effective Practices and Resources



Rich, Differentiated Instruction

Supporting All Learners in Numeracy

RCCDSB's goal to support all learners in numeracy includes continuing to reflect on our teaching practice in mathematics and build our intervention strategies by using multi-tiered approach to increase the performance, confidence, and engagement of all students as math learners.

Learning Technologies Advancements

Coding

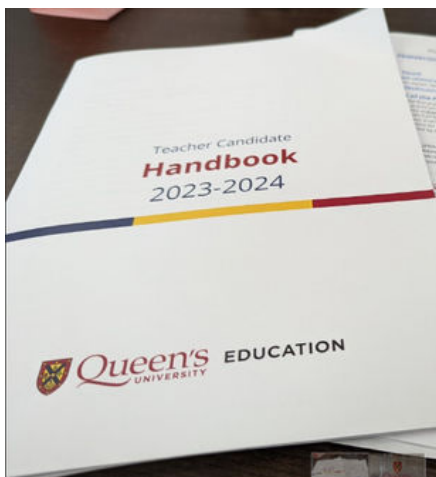
Educators engaged in a presentation about coding and the resources available to them. Educators received information about CS First, which is a free, introductory block based coding program, differentiated for students' pace and needs regarding learning. There are many benefits to using the program as it is a secure environment to assign projects, monitor progress and assess student learning, while aligning with the Ontario Curriculum.

French as a Second Language (FSL)

Some priorities for the 2022-23 school year for our FSL educators included:

- GAP Training
- Uniformity across extended schools
- French as a Second language incorporated with Physical Education
- Preparing and educating students on the DELF exam.

The Board has also focused on recruitment and retention, collaborating with Queens University and the Eastern Ontario Staff Development Network (EODSN).



FSL Student Activities

RCCDSB Building Blocks to Multilingualism

RCCDSB educators have been working hard on making plans for multi-language learners. Some of the learning goals included:

- Building system capacity with identification and differentiation of student needs using the Steps to English Proficiency (STEP) Assessment.
- Update and train staff on central tracking of multi-language learners role and assess board needs.

Some successes include:

- Created an RCCDSB multi-language learning (MLL) Welcoming Protocol Document & a Reception Checklist for schools.
- Two presentations to all administrators on RCCDSB's new multi-language learning (MLL) protocol document and on High-Impact Strategies for MLLs.
- PD sessions for classroom teachers on welcoming and supporting MLLs within the classroom, use of STEPs and ensuring their understanding of modifications and/or accommodations to ensure academic success for MLLs.
- Hosted a virtual guest speaker event with Paula Markus in a session focused on how to create welcoming environments, key strategies for making lessons accessible for MLLs, and programming for MLLs with an asset-based approach. Attendees received a copy of Powerful Practices for Supporting English Learners to support programming.
- Post PD survey data shows increased knowledge of STEPs and confidence in pedagogical and assessment practices for MLL students.
- Improved procedures and practices and saw increased academic and social success amongst our MLL population.

Next Steps:

- Special Education Collaboration
- Expand project to include more educators on STEP and high-impact strategies for MLL students.

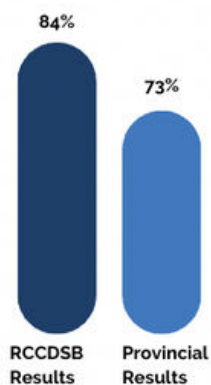
French as a Second Language Learning Activities



RCCDSB EQAO Results

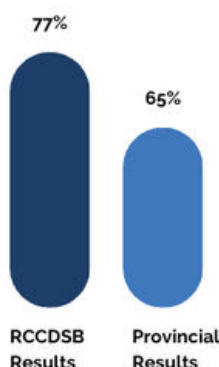
The RCCDSB was happy to receive the 2022/2023 EQAO results. Students across the board have experienced some learning loss due to the COVID pandemic. However, we are very pleased with how they performed on the 2022- 2023 EQAO assessments.

Grade 3 Reading



In 2022-2023, 84% of RCCDSB students in grade 3 met or exceeded the provincial standard for reading.

Grade 3 Writing



In 2022-2023, 77% of students in grade 3 met or exceeded the provincial standard for writing.

Grade 3 Mathematics



In 2022-2023, 75% of RCCDSB students in the primary division met or exceeded the provincial standard for mathematics.

Grade 6 Reading



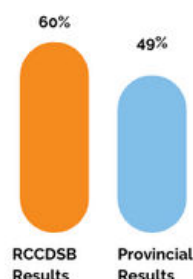
In 2022-2023, 89% of students in grade 6 met or exceeded the provincial standard for reading.

Grade 6 Writing



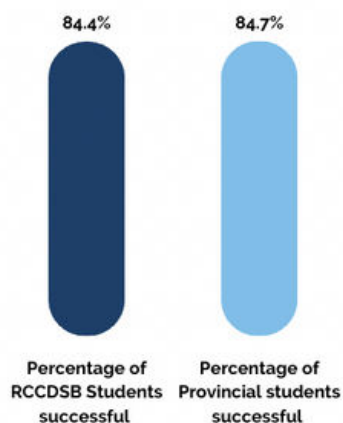
In 2022-2023, 91% of students in grade 6 met or exceeded the provincial standard for writing.

Grade 6 Mathematics

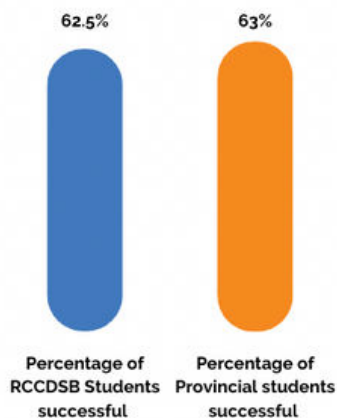


In 2022-2023, 60% of students in grade 6 met or exceeded the provincial standard for mathematics.

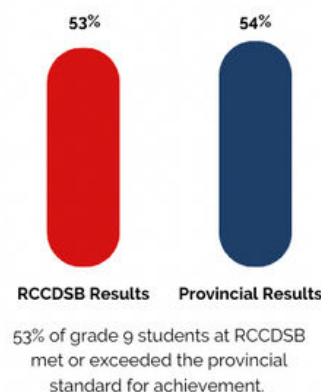
OSSLT Student Achievement • First time eligible



OSSLT Student Achievement • Previously Eligible



Grade 9 Student Achievement



53% of grade 9 students at RCCDSB met or exceeded the provincial standard for achievement.

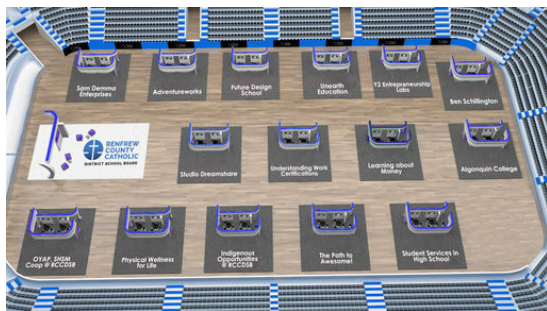
Pathways & Transitions

At RCCDSB, the pathways and transitions team work hard to provide various learning opportunities for students to explore different careers they may be interested in pursuing. These include attending community Career Fairs at the PMC, visiting 427 Helicopter Squadron, attending college campus tours, and more.

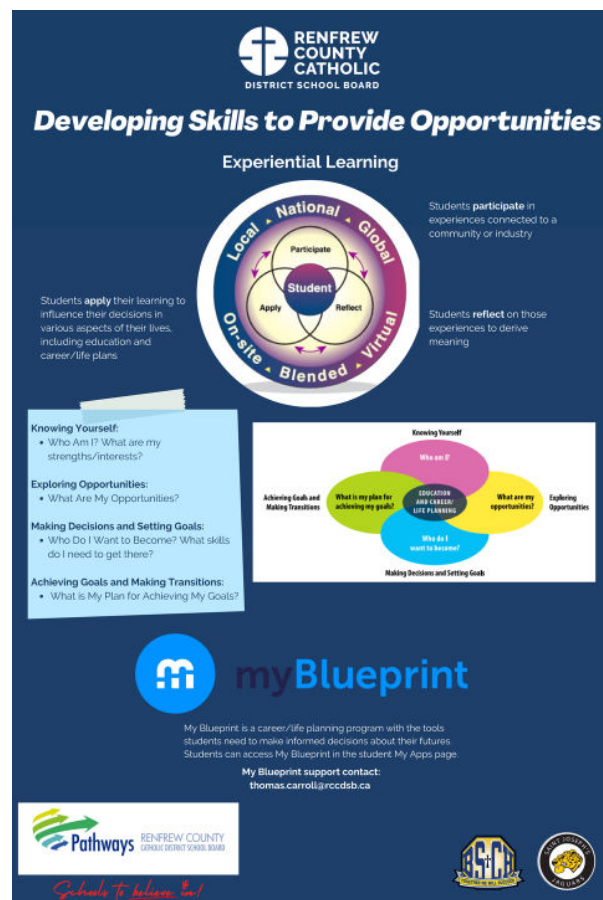
Virtual Career Fair

In April 2023, grade 6, 7 and 8 students had the opportunity to participate in a virtual career fair, with guest speakers from various industries and institutions.

The goal of the career fair is to allow students to get a sense of what they may be interested in when it comes time to choose a post-secondary path. These career fairs focus heavily on the benefits of university, college, and the trades, which provides various potential paths for all students.

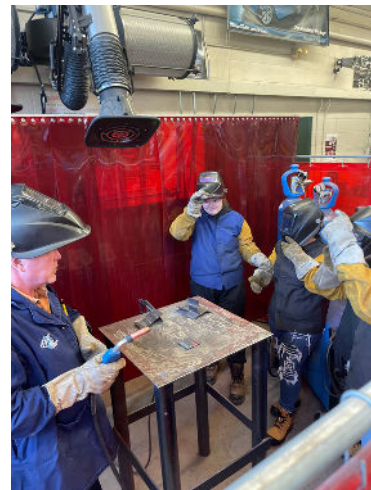


Virtual Career Fair Poster and Booths



Experiential Learning

Experiential learning at RCCDSB provides students with a variety of elective courses they can take to get an idea of their post-secondary options. The team focuses on experiences, participation, reflection and application. They work hard to provide experiences locally and nationally, and participate in experiences connected to the community or industry. After students have these opportunities, they get to reflect on the experience. Finally, students get to apply their learning to influence their decisions in various aspects of their lives, including education and career or life paths.



Experiential Learning Activities

Learning Recovery and Renewal

Tutoring Program

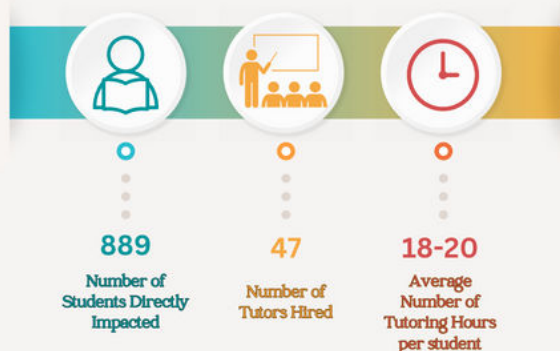
Ministry of Education Direction:

In the 2022-2023 school year, the Ministry provided funding for tutoring support programs that supported learning recovery and renewal in response to the COVID-19 pandemic. The tutoring programs prioritized math, literacy, and other foundational learning skills.

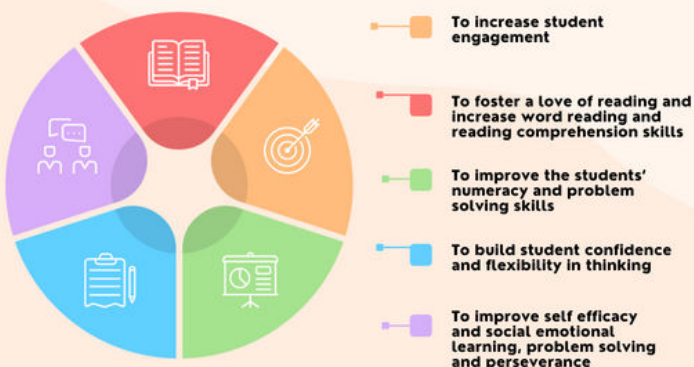
Some of the learning recovery and renewal methods include:

- Small group settings
- before and after school programs
- in class support
- community partnerships

2022-2023 RCCDSB Tutoring Program

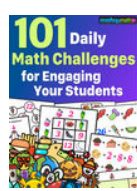
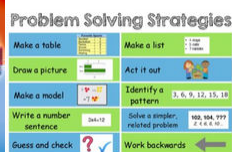
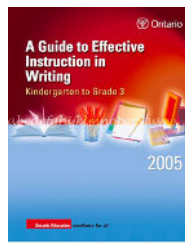


2022-2023 RCCDSB Tutoring Program Goals



English as a Second Language

Given the recent increase in newcomers to Canada, RCCDSB has been focused on engaging with new families of students that will be learning English as their second language. To help with this learning, a tutor would connect regularly with the students and their families, and focus on vocabulary building, grammar, and sentence games.



Literacy

Mentor Texts

Read Aloud
Vocabulary Building

Heggerty

Phonological & Phonemic Awareness

McCracken

Spelling
Phonics

Writing

Hot questions for Mentor Texts
Paragraph Writing

Numeracy

Number Talks

Math fluency
Mental Math Strategies

Problem Solving

Problem Solving Model
Mathematical Understanding

Math Models

Numer Line
Parts Whole

Math Games

Mathematical thinking & skill building

Literacy & Numeracy Tutoring Supports

RCCDSB Tutoring Resources

Summer School

Some summer learning opportunities from 2023 include:

- K-6 Summer School
- Secondary eLearning
- Mental Health Wellness Programs
- Indigenous Studies & GLS credit program
- Secondary Credit Recovery

These programs are beneficial for students who may need more support during the summer months.

The elementary summer learning program aimed to narrow and close learning gaps, create student profiles, provide targeted instruction in the areas of literacy and numeracy, provide mental health and wellness opportunities, and provide fun and engaging programs. At the end of the program, parents received a letter with a summary of their learning, strengths and next steps. These programs are very beneficial for students and their families to stay on track.



Summer School classroom

Human Rights & Equity

Indigenous Summer Learning Program: The Courtyard Project

The Board's Indigenous Summer Learning program continued this summer, as some Grade 8 Indigenous students have been working hard towards achieving a general learning reach-ahead credit focused on project management.

In June, students began a journey to rejuvenate and redesign a courtyard space at Bishop Smith Catholic High School. They learned about the steps of project management and underwent important safety training. Throughout the process, students were able to research designs, consult with a biologist, and learn about budgeting, amongst other things.

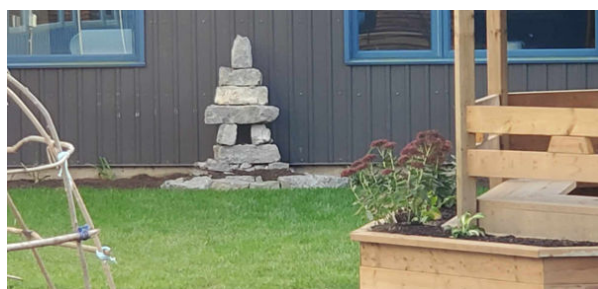
During the week of July 10-14th, students working towards a credit, and those completing community hours in fulfillment of their graduation requirements came to implement the vision. The Board was fortunate to partner with Skills Ontario, who gifted each student with a tool bag and tools for their use with the project. Although the project is ongoing, students have gained valuable experience throughout the process.

Professional Development: Dr. Sean Lessard, Imagine Something Different

On May 4th, 2023, the board's Indigenous Education Coordinator, Kellie Hisko, organized a professional development session for the leadership team that focused on reflecting, learning, and unlearning. The team was thankful to receive a smudge prior to beginning the session.



Bishop Smith Courtyard before starting the project



Courtyard progress photos

This day was powerful for everyone in attendance as each person had the opportunity to speak and share their feelings on how they can do better to recognize and learn more about Indigenous history. The board was excited to welcome Dr. Sean Lessard, who is Woodland Cree and from Montreal Lake Cree Nation in Northern Saskatchewan Treaty 6 territory. He shared his experiences growing up and the work he does now to help children find their path in life. His presentation was very engaging and moving as he has done so much for different communities.

In the afternoon, the team gave thanks to the land and engaged in some land based learning with Willy Dick, Dale Benoit-Zohr, Sherry Dion, and Norma Bailey. Overall, a wonderful day for the leadership team.



Mary-Lise Rowat, Superintendent of Education, welcoming staff to the PD session

Dominican Republic Experience 2023



In February 2023, grade 11 and 12 students travelled to Yamasa, Dominican Republic to visit schools, donate supplies, paint houses and visit the board's sister schools.

During the trip, the team held a Celebration of Life for Roger Perry, a former teacher at Bishop Smith Catholic High School. Roger Perry founded the RCCDSB Dominican Republic Experience in the 1980s, as well as Friends for Life International, a non-profit charity dedicated to improving the lives of residents in Yamasa, Dominican Republic. He joined the DRE team every year that he could, and to honour him and his selfless dedication, Friends for Life International will change its name to Roger Médico.

Overall, the experience was amazing and eye-opening for students, staff, and those in the Dominican Republic community. The DRE team is thankful to the Yamasa community for providing such a warm and welcoming experience.

Special Education


One of the main goals of our Literacy Inclusion Special Assignment Teacher (SPAT), Alicia Nieman, was to help build tiered literacy capacity for early readers at our elementary and two secondary schools.

To support our early readers, many Special Education Resource Teachers (SERTs) received training on an intervention called Corrective Reading (decoding program). This intervention provides intensive and accelerated direct reading instruction for students in Grades 3-12.

Ms. Nieman also works independently to deliver Virtual Tier 3 programming (Empower Reading) to selected students who cannot access the program at their home schools.

Recognizing the advancements to tiered reading interventions, RCCDSB's tiered reading information and resources were updated based on Science of Reading literature.

An Overview of RCCDSB Tiered Reading Instruction

	<div>  </div> Tier 1- Core Support "We now know that classroom teaching itself, when it includes a range of research-based components and practices, can prevent and mitigate reading difficulty" (p. 3, Teaching Reading in Basic Schools, Louisa Moats)	Tier 2- Strategic Support "The biggest difference between Tier 1 and Tier 2 is not the content of instruction, but the intensity" (p. 123, Kilpatrick)	Tier 3- Intensive Support "Tier 3 may not necessarily differ from Tier 2 in content, however Tier 3 students represent the most severe reading difficulties and may involve smaller group size and more instructional hours per week" (p. 123, Kilpatrick)
The Who	<ul style="list-style-type: none"> All students scoring in the low, some and high risk ranges Provided by the classroom teacher (90 minutes/day) Tier 1 instruction will meet the needs of approx 80% of students, providing it is... <ul style="list-style-type: none"> delivered by a teacher that demonstrates knowledge and use of basic literacy, research/science based instruction materials are high quality, research/science based 	<ul style="list-style-type: none"> Some students scoring in the some risk range who are likely to require additional support in order to score within the low risk range Provided by the classroom teacher with possible collaboration with SERTs Approx 10-15% of students Tier 2 instruction includes targeted support that is in addition to Tier 1 	<ul style="list-style-type: none"> Few students scoring in the high risk range who have reached deficiencies or reading disabilities Approx 5% of students Provided by the classroom teacher, SERT, SLP, or reading specialist Tier 3 instruction is intensive support that is in addition to Tier 1 and 2
The What	<ul style="list-style-type: none"> The Language Curriculum and instructional reading program and strategies Taken place in the regular classroom A combination of whole-class and differentiated small group instruction Recommend classroom teachers screen at least two times/ school year to determine if students are meeting reading competency target benchmarks (completed by end of October and February) 	<ul style="list-style-type: none"> Programs, strategies, and procedures designed and used to supplement, enhance, and support Tier 1 1:1 or small group support that can take place in the classroom Extends beyond the time allocated for Tier 1 Increased explicitness of instruction and focus, with additional opportunities to practice/review skills embedded throughout the day 	<ul style="list-style-type: none"> Explicitly designed and customized reading instruction Extends beyond the time allocated for Tier 1 & 2 (in addition to) Increased explicitness of instruction and focus, with additional opportunities to practice/review skills embedded throughout the day
The When and Where	<ul style="list-style-type: none"> Delivered throughout the school day Regular classroom 	<ul style="list-style-type: none"> Delivered throughout the school day in the regular classroom, but may take place in an alternative setting (based on needs of learner) 	<ul style="list-style-type: none"> Delivered throughout the school day May take place in the classroom, but may very likely take place in an alternative setting (based on needs of learner)
Identification, Implementation, and Monitoring	<ul style="list-style-type: none"> Ongoing assessments throughout the school year Monitor student progress as needed 	<ul style="list-style-type: none"> In addition to Tier 1 assessments, progress monitoring occurs at least once every 2-4 weeks Ongoing evaluation of effectiveness of interventions 	<ul style="list-style-type: none"> In addition to Tier 1 and 2 assessments, progress monitoring occurs no less than every two weeks Frequent and ongoing evaluation of effectiveness of interventions

The RCCDSB Special Education Team co-constructed their first-ever multi-year strategic plan, which includes the team's vision and mission statements:

Vision

To support all school communities to access tools and strategies that contribute to the common good.

Mission:

To build capacity for school communities to identify needs, goal-related targets, and appropriate strategies within a thinking framework. We will do this through:

- Continuing to clarify and refine our roles and responsibilities.
- Continue developing a collaborative stance with school communities, system teams, and outside agencies for student success (achievement and well-being).
- Identifying barriers at home, school, system, and outside agencies towards student success, and how we can support them.

FOCUS AREA	ISSUE	OUTCOME	SUCCESS INDICATORS	STRATEGIES TO ACHIEVE OUTCOMES
School and SE Teams' capacity building Criteria to determine support	Streamline and prioritize processes (i.e., Process Flow)	School teams will use the same referral process for accessing SE Teams.	Similar sequence of events (Consent to consult, Request for Data / Evidence, SERT consultation, Informed consent)	Develop SE electronic "Package" that contains required material for each SE Team
Circle of safety for our interdisciplinary Team	Collaboration with other teams.	Provide opportunities to work with other teams to improve overall service.	Increase in the number of full SE Team in-person meetings.	Large Team meetings: June (consolidate the year) September (reaffirm our June plans) November (reassess goals).
School Teams' capacity building Student-focused and tiered model focused	Database to track caseloads	Shared centralized database to track caseload	A central, functional, and user-friendly database to: (a) access relevant student information (b) storage of student documentation (c) production of reports	Regular SE committee meetings with Clevr.
Roles and Responsibilities	Possible areas of confusion around roles and responsibilities within SE teams and from schools	Improve program clarity and efficiency.	Defined mandate for each special education team using school friendly language. What services do we (and don't we) do?	Regular SE committee meetings. Create a slide deck and have a short presentation at staff meetings?
School teams' capacity building Student focused and tiered model focuses	Missing classroom voice Limitations for delivery of programs by school teams.	Representation in the Classroom through collaboration and consultation.	RCCDSB will ensure that classroom educators have a voice when Special Education plans/decisions are made. PID on effective counseling skills SE Team members joining staff meetings for a SE Team Process Flow overview.	Communication with school teams prior to MDT meetings. SE Team understanding around what collaboration and consultation looks like

Integrated Transition Planning:

The Integrated Transition Planning (ITPs) is a joint effort between RCCDSB and Developmental Services of Renfrew County. Working closely with the Secondary Special Education Resource Teachers, the team has developed an information brochure for elementary schools to give to relevant families during the ITP process to help ensure that they plan accordingly.

The Special Education Support Hours (SESH)

The Special Education Support Hours (SESH) model continues to provide virtual professional learning to SERTs across the system. Learning modules that have occurred this year include:

- Happy, Relaxed, and Engaged
- Student Crisis Planning
- How to Make Virtual Sensory Escapes for Students
- An Overview of CHEO's ABA Support Programs
- An Overview of Entry to School Program (ACT Learning Centre)
- Google Read & Write and OrbitNote Training (with TextHelp)
- Thinking and Lagging Skills Overview & De-escalation Strategies for the Classroom
- An Overview of Development Services (Family and Children's Services)
- Trauma and Attachment: Putting the Pieces Together in the Classroom
- An Overview of Phonemic Awareness
- An Overview of Phonics
- An Overview of Multi-Syllabic Words & Morphology

Mental Health, Well-Being & Engagement

Kindness Week

February 13-17

In February, the mental health team launched the Kindness Project across all RCCDSB schools. Each day had a different theme, question, and Kindness Challenge to encourage students to be kind to one another. These initiatives are appreciated by all students and staff!



Monday: What if we serve others? (wear camouflage or superhero cape)

Kindness Challenge: Draw a picture for someone special in your life

Tuesday: What if we practice positivity? (wear pink or purple)

Kindness Challenge: Be Kind to yourself! Say 3 kind things about yourself

Wednesday: What if we don't judge others? (wear funky glasses/clothes)

Kindness Challenge: Give a compliment to 3 classmates

Thursday: What if we stand up for one another? (wear school spirit shirt)

Kindness Challenge: Let someone go ahead of you in line

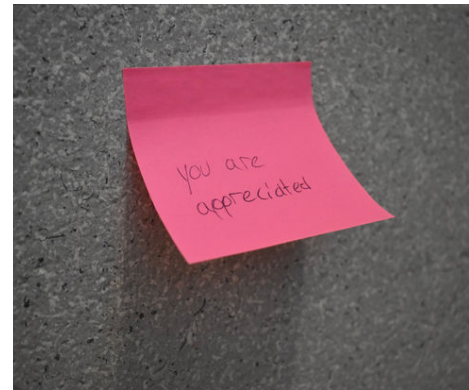
Friday: What if we set ourselves up for success? Be the Hope for the Future! (wear your dream job)

Kindness Challenge: Invite someone to play a game with you at recess

Daily Themes, Questions, and Kindness Challenges

Bullying Awareness and Prevention Week

Bullying Awareness and Prevention week took place from November 20th-26th, 2022, and on one day, the board celebrated PINK Day, and all staff and students were asked to wear pink to raise awareness of bullying and promote kindness.



St. Joseph's High School in Renfrew during Bullying Prevention Week

It Takes a Village

This year, Renfrew County Catholic District School Board's School and Attendance Counsellors (SAC's) set up monthly 'It Takes a Village' parent sessions. In these sessions, parents and counsellors met virtually and connected about important topics concerning parents and how they can enhance student wellbeing. In addition to an open space to talk about any parenting ideas, it allowed parents to support one another and also meet with a team of professionals to wonder about how to best support their children.



It Takes a Village Promotion

Summer Institute

In August, the mental health team offered a session to staff on supporting students through any type of crisis. This was done through understanding the impact of crisis on the brain and ensuring that our classrooms are connected to students and focused on their needs.



Mrs. Stevenson's class at Our Lady of Sorrows Stress-Less Presentation

CHEO Stress - Less Presentation

Students from Mrs. Stevenson's class at Our Lady of Sorrows were one of the many classrooms that participated in the CHEO online Stress- Less Presentation where professionals from CHEO offer a virtual presentation to students about how to calm down their stress response system for optimal learning.

Kids Help Phone Presentation

The Grade 7 and 8 class at St. Mary's enjoyed a Kids Help Phone presentation lead by the school therapist Mr. DeRuiter. This is one of the extra supports highlighted to students during the last weeks of June to make sure everyone can access resources if needed over the summer.



Kids Help Phone Presentation

Kids Have Stress Too! Presentations

School Attendance Counsellor, Ms. Lisa Dellezay brought Kids Have Stress Too! Presentations to classrooms at St. Joseph's in Arnprior. The classes of Ms. Epp, Ms. Lennox and Ms. Gallagher had the chance to learn about stress and how to manage their emotions. This program is from the Psychology Foundation of Canada and is evidence based. It focuses on reducing stress for students no matter what they are experiencing. These presentations were done at all schools around RCCDSB!



Kids Have Stress Too! Presentations

Strong Kids Program - Social Emotional Learning

Several classes throughout the board enjoyed celebrating their completion of the Strong Kids program! This is an evidence based program that helps students with social interactions and focuses on social emotional learning.



Social Emotional Learning (SEL) Program for Kindergarten Students

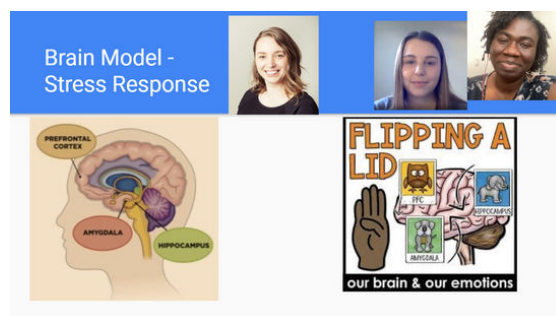
During the 2022-2023 school year, Ms. List's Kindergarten class at Our Lady of Sorrows completed a bi-weekly SEL program put on by the mental health team!



Kindergarten students who completed the Strong Kids program at St. James

Stress Management

The board welcomed CHEO virtually to several grade 8 classrooms across the Board to discuss stress and coping strategies. Additionally, to help secondary students manage stress, information was shared on how to stay calm and focused during exam time, and in any stressful situation.



Ukrainian Student Group



It has been a pleasure to welcome newcomers to Canada and especially to some new Ukrainian students. The group took time to meet together and older students supported younger students from Ukraine in socializing and conversing while learning leaderships skills together.

Capital Projects

St. John XXIII, Arnprior

- Updated phone and PA systems
- Lighting upgrades

St. John Bosco, Barry's Bay

- Window Replacements
- Fencing upgrades

St. Joseph's, Calabogie

- Replaced water fountains with bottle filling stations

St. Anthony's, Chalk River

- Upgraded the building automation system to a new provider and incorporated the make up air system.
- Camera Installation

George Vanier, Combermere

- Landscaping of the front entrance
- Gender Neutral Washroom

St. Mary's OLG, Deep River

- Fencing Upgrades

St. Michael's, Douglas

- Window Replacements

St. Joseph's High School, Renfrew

- Ongoing St. Thomas the Apostle reconstruction and St. Joseph's High School addition
- Ongoing field house construction

Administration Office, Pembroke

- Demolition of 491 Pembroke Street West

St. James, Eganville

- Additional roof camera installation
- Created a fully integrated smudge room, including ventilation

St. Andrew's, Killaloe

- New gym floor
- Full mechanical ventilation with air conditioning and a new building automation system
- New T-bar ceiling and LED lights for the entire school facility

Our Lady of Grace, Westmeath

- Full mechanical ventilation upgrades
- Building automation system installation and commissioning

Bishop Smith Catholic High School, Pembroke

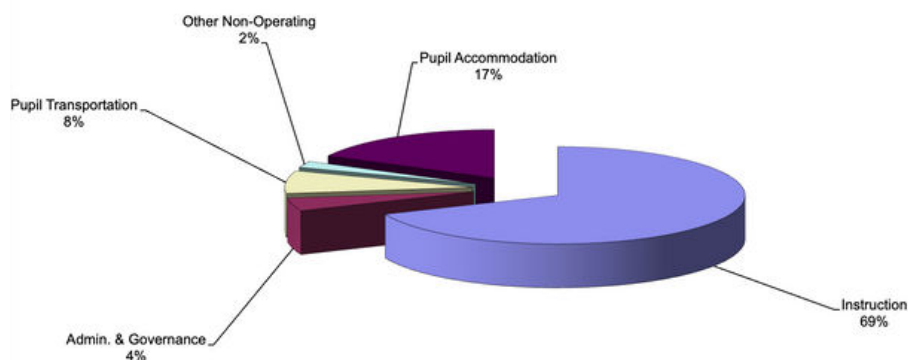
- Large and small gym and cafeteria (Serving and dining) HVAC upgrades design
- Added 3 asphalt paths with ramps for accessibility

Bishop Smith Grade 7 & 8 Wing Upgrades

- Universal washroom added
- Accessible washroom added
- Installed 70 additional lockers
- Cafeteria divider
- Installed grade 7 yard fence and paved basketball court
- Upgraded all school grounds asphalt paths to the foot bridge
- Ventilation for smudging

2023-2024 Budget:

\$84.5 million



Schools to believe in!