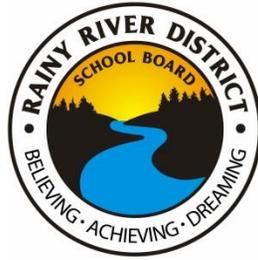




REPORT

Annual Operational Plan

- *2015-2016 Annual Operational Plan*



Director's Annual Operational Plan

2015-2016

June 2016 Update

1. PURPOSEFUL LEARNING

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>The strengths and needs of our earliest learners are identified to ensure the foundation of their success.</p>	<p>Support literacy and numeracy initiatives and assessment practices to ensure Early Years to Grade 12 alignment.</p> <p><i>Al McManaman, Superintendent of Education, Casey Slack, Superintendent of Education, Kelly Forbes, Principal, School Support Services</i></p>	<ul style="list-style-type: none"> - The Board Improvement Plan for Student Achievement focuses on literacy, numeracy, and Community, Culture, and Caring, with goals for improving student achievement and well-being for students in Early Years to Grade 12. Schools, in their improvement efforts, focus and align their strategies under the Board Plan. - Bridging Ahead sessions were offered in January and May in 3 grade level groupings: Early Years/Gr.1, Gr. 2-4, and Gr. 5-6. The teachers attending the Bridging Ahead sessions share their learning with their colleagues at staff meetings and at Professional Learning Communities (PLCs). - Balanced literacy was one of the areas of focus at the January 12, 2016 New Teacher Induction Program training session and new teachers continued to be supported through ongoing mentoring sessions. - Math For Young Children (Math4YC) training is planned for the week of June 13 to 17. - Reading Recovery and Third Wave interventions continued throughout the elementary panel. - A secondary marks program was piloted throughout the school year. - The Assessment, Evaluation, and Reporting Policy was updated in May/June, with the corresponding procedure currently under review.
	<p>Continue to explore the concept of play-based learning from Early Years to Grade 3.</p> <p><i>Al McManaman, Superintendent of Education, Heather Bridgeman, Early Years Primary Coordinator</i></p>	<ul style="list-style-type: none"> - In addition to the opportunities provided through the Bridging Ahead sessions, there has been a focus on co-teaching, co-planning and modeling of effective Early Years strategies throughout the year. - Welcome to Early Years play dates are occurring throughout the system in June for new student registrants. - Math for Young Children is continuing: the first visit took place during the second week of February and professional development activities are scheduled for the week of June 13th, focusing on using math centers, math games and other instructional strategies within Early Years to Grade 3 classrooms.
	<p>Sustain and grow our partnerships with agencies working with children and families across the District to support all children.</p> <p><i>All</i></p>	<p>The RRDSB continues to work with various community partners in support of our students including the following throughout the school year:</p> <ul style="list-style-type: none"> - Best Start Network sessions. - FASD networks, including the Dr. Kitti planning committee. - Interagency meetings. - Continued partnership with Confederation College to provide Dual Credits and School Within A College programming for secondary students. - Continued work with our Mental Health and Well-Being Committee partners. - Continued partnership with KRRCFS for mental health counsellors. - Continued partnership with CCAC for Mental Health and Addictions Nurse. - The work with the Northwestern Health Unit in providing principal professional development, support for the PALS program, assistance in menu development for our Healthy Schools approach, as well as

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
		<p>continued work to identify student well-being needs and next steps in the COMPASS and SHAPES survey data collection.</p> <ul style="list-style-type: none"> - Work on Joint Protocol for Student Achievement, supporting our students who are Crown Wards and those in customary care placements. - Continued partnership with Seven Generations Education Institute for Ojibwe language support, in sharing an Indigenous Education Leader, and other initiatives. - Continued work with our Section 23 providers, Weechi-it-te-win Family Services (Ganawendaasowin Program) and Ge Da Gi Binez Youth Centre. - Work on the Police/School Board Protocol with Treaty Three and the Ontario Provincial Police. - Implementation of the Project Sunset pilot at Crossroads School during the 2015-16 school year. - Continued work within the Best Start Network and support from community partners in Early Years Knowledge Fairs and Play Dates. - Support for Family STEAM Nights from community partners across the District. - Implementation of the Library Cooperative in the fall of 2016, involving all District libraries, Seven Generations Education Institute, and both school boards. - Continued partnership with Dr. Sullivan and Associates for assessments and reports.
<p>The unique historical and cultural story of our Indigenous community is embedded in the curriculum.</p>	<p>Expand the understanding and use of Indigenous curriculum materials and resources in classrooms, across all subject areas, through coaching, co-planning/co-teaching, inquiry learning, and professional learning communities.</p> <p><i>Heather Campbell, Director of Education, Kelly Forbes, Principal of School Support Services, Jason Jones, Ojibwe Language Coordinator</i></p>	<p>Some of the activities within this area of the Strategic Plan include the following:</p> <ul style="list-style-type: none"> - Creation of cultural teaching booklets at Crossroads School; - Oral legends featured into videos that are created by students. - Co-teaching of Indigenous curriculum materials throughout many schools. - Increased senators, knowledge keepers, and elders sharing cultural knowledge in classrooms with elder teachings occurring at many schools across the District. - A focus on sharing lessons created in a variety of Grade 5 classrooms, customizing the lessons to reflect the local knowledge and resources. - The focus of the January Bridging Ahead sessions on teaching math with an Indigenous education perspective. - The focus of the Early Years/Grade 1 Bridging Ahead session on inquiry with an Indigenous lens and teachings. The session was held at the Mine Centre School outdoor classroom/camp. - Residential School Survivor Presentations at staff meetings and to the students at Rainy River High School. - The development of the draft Residential School Grade 8 unit, reviewed by teachers and coordinators at sessions in April and June 2016.

2. CAPACITY BUILDING

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>All staff are supported to meet their development goals.</p>	<p>Provide personalized support for teachers through the School Support Services Department through coaching, co-planning/co-teaching, inquiry learning, and professional learning communities. <i>School Support Services Department</i></p>	<p>The School Support Services was busy in responding to the over 366 teacher referrals made through the online referral system, email, telephone, and in person. All professional development provided is based on system need. Principals approve all referrals prior to PD being offered. Many School Support Services Department members spent dedicated weeks within one school at a time, working with individual staff members. As such, the focus of our professional development this year has been to provide at the elbow support, through a coaching, co-planning/co-teaching, and inquiry model, compared to only 20% of professional development and training occurring centrally.</p>
	<p>Support staff in the promotion and development of 21st Century competencies of communication, collaboration, creativity, problem-solving, critical thinking, and entrepreneurship. <i>Al McManaman, Superintendent of Education, Kelly Forbes, Principal of School Support Services, Jeff Ogden & Brad Gushulak, STEM Coordinators</i></p>	<p>The STEM Coaches have been very busy, providing professional development on 21st Century Learning skills at all elementary and secondary schools. This support is demonstrated through the following examples:</p> <ul style="list-style-type: none"> - Co-teaching lessons integrating technology such as iPads and Chromebooks and demonstrating how these can be used for communication, collaboration, engagement, for creativity, differentiated instruction and critical thinking. - Training for administrators at Board Leadership Team sessions on technology being used by classroom teachers. - Training for Education Support Personnel on all Professional Development days. In addition, technology support and training will be provided for Bridging Ahead sessions as well as Adolescent STEM sessions in the upcoming months. - May Bridging Ahead sessions for Grades 2 to 6 had a focus of math and coding through the Lego robotics kits. <p>The 21st Century Learning project has focused on "Teaching and Learning in a Digital World." The STEM Coordinators have been providing professional development to school staff to expand the ways in which technology can be used to increase communication, collaboration and creativity.</p>

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
	<p>Build capacity in Ojibwe Language Programming by providing teachers with resources and personalized support, through coaching and co-planning/co-teaching, to align Ojibwe language instruction from Grades 4 to 12.</p> <p><i>Heather Campbell, Director of Education, Kelly Forbes, Principal of School Support Services, Jason Jones, Ojibwe Language Coordinator, Angela Mainville, Indigenous Education Leader, Bob Kowal, Indigenous Education Leader</i></p>	<ul style="list-style-type: none"> - Students have been listening to oral legends, documenting them, and then creating videos of the legends. Students use technology to share their learning and create the images for the legend videos. - There is support for school requests through the SSS referrals to meet classroom needs, with the Ojibwe Language Coordinator visiting classrooms throughout the District to provide this at the elbow support. - Supporting students in writing in Ojibwe has been a focus this fall. In addition, Ojibwe language teachers worked together to continue the work on aligning curriculum, during sessions in April and June. - As well, with the continuation of the Math for Young Children initiative, the integration of Ojibwe language within mathematics instruction is continuing.
	<p>Enhance supports for Early Years teams to increase numeracy and literacy programming through Early Years to Grade 3.</p> <p><i>Al McManaman, Superintendent of Education, Heather Bridgeman, Early Years Primary Coordinator, Sharla MacKinnon, Elementary Numeracy Coordinator and the School Support Services Department</i></p>	<p>As mentioned above, Early Years teams, while building capacity at the school level through Professional Learning Communities, are also participating in Bridging Ahead sessions, focused on literacy and numeracy, and the Math for Young Children initiative. In addition, Early Childhood Educators, Early Years teachers, and Primary teachers are supported through individualized co-teaching, co-planning and modeling of best practices.</p>
<p>The Board ensures continuity of strategic roles within the District.</p>	<p>Implement the Board Leadership Professional Development Plan to support growth for current and future</p>	<ul style="list-style-type: none"> - The Board Leadership Development Committee revised the Principal/Vice Principal Pool Process in November 2015 and conducted a pool process this December. Four of the seven successful applicants appointed to the Leadership Pool were placed in administrative roles effective February 2016.

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	instructional and non-instructional leaders. <i>Heather Campbell, Director of Education, Ann Cox, Human Resources Manager, Kerri Tolen, System Principal, Bill Daley System Principal</i>	<ul style="list-style-type: none"> - A management succession plan was finished in September 2015, charting the possible pathways to support leadership development for managers and areas for professional development. - The Mentoring Manual was updated in early January 2016. A session for new and experienced administrators with Bob Keel of Keel Cottrelle LLP occurred in March 2016. - A Principal/Vice Principal monthly checklist was reviewed and updated in the spring of 2016. - Teacher mentoring training occurred in April and May, with approximately 12 mentors being trained each session. This began our in aligning mentoring/coaching practices for associate teachers, new teacher mentors, and P/VP mentors.
Our staff reflects the diversity of our community.	Review and enhance hiring processes for all employee groups. <i>Heather Campbell, Director of Education, Ann Cox, Manager, Human Resources, Peg Keffer, Principal, Fort Frances High School</i>	<ul style="list-style-type: none"> - This fall, a comprehensive Recruitment and Selection Resource Manual for Management Staff was developed and implemented, clearly setting out the steps and responsibilities for all aspects of recruitment and selection for all employee groups. - A competency based selection process for the hiring of teachers to the Long Term Occasional Teacher list and for the hiring of teachers to permanent positions was also developed and implemented. The competencies align with the competencies within the Teacher Performance Appraisal (TPA) regulation and supporting documents. - As well, a two-step, competency based selection process for the hiring of new occasional teachers was developed and implemented. These competencies align with the Teacher Performance Appraisal (TPA) regulation. The process requires candidates to present a lesson plan to the selection committee and also an interview. - A session for secondary occasional teachers is planned for the June PD focusing on the Long Term Occasional Teacher evaluation process, the Standards of Practice and how they are applied in the hiring process, as well as various technology applications.
	Build and sustain staff capacity in the areas of equity and inclusive education. <i>Casey Slack, Superintendent of Education, Bob Kowal, Indigenous Education Leader, Angela Mainville, Indigenous Education Leader</i>	<ul style="list-style-type: none"> - In October, an EGALE community session was held, with approximately 25 attendees. Bus driver and operator sessions were also provided by EGALE in October. - Mental Health First Aid sessions were held in the fall of 2015, to assist staff and community partners in recognizing and understanding how to support those with mental health issues and illnesses. These sessions continued throughout the year. - Education Support Personnel in Rainy River/Atikokan received Indigenous Cultural Competency Training this spring. - Indigenous Cultural Competency Training was held for 40 attendees, consisting of school and system administrators, School Support Services Department members, and community partners; this session was held on April 19, 2016.

3. STUDENT AND STAFF WELL-BEING

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>The emotional well-being of all students is the foundation for their achievement.</p>	<p>Deepen the understanding of mental health supports as outlined in the Mental Health Plan.</p> <p><i>Casey Slack, Superintendent of Education, Kelly Forbes, Principal of School Support Services</i></p>	<ul style="list-style-type: none"> - Mental Health Steering Committee continues to provide input on resources developed and needs across the District. To date, 4 Mental Health Steering Committee meetings have been held. - A tragic events resource has been created and a student self-injury resource was completed. These and other mental health resources continue to be highlighted at Board Leadership Team Meetings. - A Be Well Together flipchart was developed as a quick reference resource for all staff. - ASIST and Mental Health First Aid sessions continued to be offered in the Board. - Five "Mentally Health Schools" newsletters were developed and shared throughout the system. - A Be Well Together family engagement night was held at Robert Moore School on May 18th. - The Day of Pink was recognized across District on April 13th. - The Mind Up curriculum and student yoga have been piloted at elementary schools across the District. - Schools across the system featured activities and events to recognize Child and Youth Mental Health Awareness Week in May.
	<p>Continue the focus on supports for students with special needs, as well as supporting students with emerging needs.</p> <p><i>Kelly Forbes, Principal, SSS & Special Education Administrator</i></p>	<ul style="list-style-type: none"> - Assistive technology training was provided for teachers, Education Support Personnel (ESP), and students working with SEA prescribed devices. As part of this process, the School Support Services Department is continuing to explore new programs and apps that are of benefit for students with special needs. - Professional Development has focused on the following areas: literacy and numeracy, Behavior Management Systems, Applied Behavior Analysis, communication, mental health, technology, mindfulness and yoga, classroom strategies, and Indigenous education.
	<p>Further develop a strengths-based learning approach throughout the District.</p> <p><i>Kerri Tolen, System Principal</i></p>	<ul style="list-style-type: none"> - A strength-based focus has been embedded within professional development throughout the system. - A compendium of read aloud resources was shared with principals in September. - Strength-based training session for Crossroad School Education Support Personnel occurred on the October 30th PD Day. - Crossroads and Sturgeon Creek schools piloted a new strength-base inventory from Gallup called Strength Explorer, specifically for ages 10-14. - School improvement plans include focuses on supporting a strength-based mindset. - A new strength based inventory has been piloted at Crossroads and Sturgeon Creek Schools. - Resources have been share in the Principals’ folder.
	<p>Build on students’ understanding of equity and inclusion.</p> <p><i>Kerri Tolen, System Principal, Casey Slack, Superintendent of Education</i></p>	<ul style="list-style-type: none"> - Bullying Awareness and Prevention Week activities occurred throughout the District in November 2015. - A focus on “bucket filling” can be seen throughout all elementary schools. - Gay Straight Alliance is within all 3 high schools and within 2 elementary schools. - Student Senate and Student Leadership Councils have advocated for and have since seen the designation of gender neutral washrooms in all secondary schools. - A Celebration of Inclusive Schools, a regional conference for GSAs, occurred on June 2, 2016, with approximately 70 students and staff in attendance.

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
	Enhance “Student Voice” throughout the system. <i>School and system leaders</i>	In addition to the focus on student voice within school-based Professional Learning Communities, student voice continued to be enhanced throughout the system as evidenced by the following: <ul style="list-style-type: none"> - In early January, an Early Years registration contest focused on student voice and what Early Years students like about the Early Years program. - Student voice was seen in the student survey to help guide our selection of devices as well as to assist in identifying equipment preferences and needs for the playground revitalization initiative. - The use of technology to further enhance student voice is demonstrated through apps such as Seesaw, Google Classroom, etc. - The Student Senate is in its second year with students examining policies and sharing best practices for school and community initiatives. - FFHS and RRHS secondary students attended We Days event held in Winnipeg this past fall, with Fort Frances High School holding its own Mini We Day on May 10th. - The Board held its annual District Speech Contest on May 11th. - A Student from FFHS has been selected to serve on the Minister of Education Student Advisory Council for 2016-17. - Six secondary school students participated in the Tim Horton's FNMI Learning and Leadership Conference in April. - Approximately 40 staff and students from the Rainy River District School Board attended the We Stand Up Event in April. - The Student Trustee attended the Mental Health Summit as part of the RRDSB team in April.
All staff have the tools and the access to resources to support their well-being as our employees.	Further implement the Accessible and Healthy Workplace Program, with a focus on developing staff wellness.	With focus on negotiations this year, the work on further implementing the Accessible and Healthy Workplace Program has been deferred until the fall of 2016.
	Continue the provision of Behavior Management Systems training and supports for staff. <i>Kelly Forbes, Principal of School Support Services</i>	<ul style="list-style-type: none"> - Behavior Management Systems (BMS) training is being offered on each PD day for Education Support Personnel (ESP). - Behavior Management Systems training is available to any staff member working with a student who is at risk of injuring self or others. - Behavior Management Systems overview was provided to all Principals. - A second Behavioral Therapist was hired in January 2016. - The targeted goal is to have all ESP participate in refresher training in BMS by the end of the school year. - Currently, the Board has 5 BMS trainers across the District. The new Behavioral Therapist received training to become a BMS instructor in April.
	Enhance student and staff safety procedures and protocols to reflect safe,	<ul style="list-style-type: none"> - Digital Citizenship and Common Sense media lessons to promote online safety have been delivered throughout the elementary schools, as supported through STEM Coordinators.

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>Our learning and working environments are safe and inclusive.</p>	<p>respectful, and inclusive practices.</p> <p><i>Ann Cox, Manager, Human Resources, Casey Slack, Superintendent of Education, Travis Enge, Manager, Plant Operations & Maintenance</i></p>	<ul style="list-style-type: none"> - An overarching Information Technology Procedure was drafted in the spring, with full implementation for September 2016, including processes for password protection. - A student health flip chart is currently under development for implementation in September 2016. - New welding booths were installed in the Fort Frances High School manufacturing and transportation shop area in partnership with Seven Generations Education Institute. These 12 new booths are engineered to meet today's standards and are a great improvement to ensure that our students and staff work in a safe environment. - A rough draft of the new Police Protocol has been developed in partnership with the Ontario Provincial Police, Treaty 3 Police, Dryden Police, Nishnawbe-Aski Police, the Kenora Catholic School Board, the Keewatin-Patricia District School Board, the Rainy River District School Board and the Northwest Catholic District School Board. - Atikokan High School had an automatic gas shutoff system installed in the two science labs. This system will automatically shut off the gas if a sensor detects gas or if an occupant hits an emergency stop button. - The Atikokan High School Shop Bridge Crane received an electrical overhaul in order to bring it up to today's electrical code requirements and to ensure continued safe and reliable operation. - All three secondary schools as well as the board administration offices were designated gender neutral washrooms to ensure that all feel safe and welcome in our learning environments. - The Board has continued its delivery of online health and safety modules for all staff. - The Internal Audit Assistant audited school health and safety procedures throughout the school year. - The Board worked to refine workplace incident reporting in order to better inform our preventative practices.
	<p>Support student well-being through the revitalization of our school grounds and play equipment.</p> <p><i>Heather Campbell, Director of Education, Travis Enge, Manager, Plant Operations & Maintenance</i></p>	<ul style="list-style-type: none"> - At Fort Frances High School, new football field bleachers were installed. These new bleachers are engineered to meet all current standards and include an accessible area to ensure that they are inclusive to people with accessibility needs. - Atikokan High School received a new beach volleyball area in the existing tennis court and basketball area. - Rainy River High School conducted repairs and renewal of their running track surface and field area. Portable bleachers are to be purchased this summer to complete the work there. - Mine Centre School playground was finished off with a shade structure and baseball diamond fencing improvements to bring completion to the site plan for the school. - An Advisory Committee, with the support of student surveys, helped to identify best practices and equipment for school playgrounds. Further research was conducted on accessibility requirements. School committees were formed, consisting of students, staff, and school council members to identify needs and to develop a plan. Once plans were completed, the procurement process was initiated to supply and install the equipment to fulfil each schools plan. This process was recently completed with the awarding of the tender to Playgrounds R Us out of Winnipeg. Looking forward, the last step involves

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
		<p>the procurement of the site preparation work needed for the play structures and the installation of other features such as play mounds, fencing, sidewalks, which is due to close at the end of June.</p> <ul style="list-style-type: none"> - To support the move of the Gr. 7 and 8 students from JW Walker to Fort Frances High School a number of site improvements will be made this summer. These include the installation of new sidewalks, sand volleyball area, swings and a sitting area to support the new program. There will also be improvements made to traffic flow as well as cross walks.
	<p>Implement the updated Health and Physical Education curriculum.</p> <p><i>Kerri Tolen, System Principal</i></p>	<ul style="list-style-type: none"> - An overview of the updates to the curriculum was presented to all principals and vice principals in August 2015. Principals, in turn, shared this presentation with staff across the system. - The RRDSB website was updated in September with information about the revised Health and Physical Education curriculum, with the procedure for accommodating a student also shared with schools. - OPHEA updates were shared with principals throughout the year with regards to how teachers can access OPHEA resources and the safety guidelines. - National Archery in Schools Program training occurred in February with 30 staff across the District being trained to deliver this program. Training has also been completed with Crossroads, Donald Young, Sturgeon Creek, Robert Moore, Riverview and North Star Schools. The schools have been provided with equipment, with Riverview and JW Walker sharing equipment with the adjoining high schools.

4. ENGAGEMENT OF STUDENTS AND PARENTS

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>Purposeful, responsible and innovative use of technology as a communication and learning tool supports the achievement of all students.</p>	<p>Implement best practices with students that utilize technology in the classroom as a tool to facilitate peer-to-peer learning and to foster collaborative thinking skills.</p> <p><i>Al McManaman, Superintendent of Education, Stephen Danielson, Manager, Information Technology Services, Kelly Forbes, Principal of School Support Services, Jeff Ogden & Brad Gushulak, STEM Coordinators</i></p>	<ul style="list-style-type: none"> - Throughout the year, Google Apps for Education, Seesaw and Chromebooks are used to facilitate peer collaboration and immediate feedback from teachers. - Through the 21st Century Learning initiative, student engagement was enhanced, and student achievement was increased, particularly in reading, writing, and media literacy as evidenced in the intermediate classrooms that participated. A total of 1,201 students, from Early Years to Grade 3 and Grades 7 and 8, and a total of 81 educators (teachers and administrators) participated in this research initiative that focused on technology to support home/school communication, applications that foster deeper thinking (Pic Collage, Draw and Tell), assistive technologies such as speech-to-text and text-to-speech (Siri, Read/Write), assessment tools such as Flubaroo and GoFormative, and student collaboration and peer to peer learning (Google Apps). - Mine Centre School Grade 6/7/8 students began participating in Cisco's Connected North program in late December. The first session featured a virtual tour of a marine rescue aquarium in Florida. The official launch occurred in early May 2016, with the students virtually touring the Alaska Sea Life Center and working on a shared project with West Vancouver Grey Academy. - The recent Curriculum Success presentation at the January Board meeting featured the various ways that students are using technology as a tool for learning and for collaborating with their peers. - Through a partnership with Seven Generations Education Institute and Rainy River First Nations, the Board hosted TREC Indigenous Careers in Renewable Energy sessions with Grade 5 students making wind turbines.
	<p>Support student learning by providing innovative technology, whether one-to-one, many-to-one, and/or Bring Your Own Device initiatives within classrooms.</p> <p><i>Al McManaman, Superintendent of Education, Stephen Danielson, Manager, Information Technology Services, Kelly Forbes, Principal of School Support Services, Jeff Ogden & Brad Gushulak, STEM Coordinators</i></p>	<ul style="list-style-type: none"> - All Grades 7 to 8 classrooms have received training on the 1:1 Chromebook devices. - Training has been provided for many to one devices. - 180 new iPads were deployed and 320 redeployed at the elementary primary levels. - 400 plus Chromebooks were deployed for 1:1 use for all Grades 7 to 8 classes, and Grades 4 and upwards at Mine Centre Public School, Sturgeon Creek Alternative Program, Nestor Falls School and McCrosson-Tovell School. - 6 additional webprint portal servers were deployed to support wireless printing in classrooms. - Preparation for further implementation of 1:1 devices for 21st Century Learning will continue starting now at the grade 6 level in elementary and moving in to grade 9 at the secondary level. This will constitute an additional 390 Chromebooks added to our system. - 30 additional webprint portal servers will be deployed to support wireless printing in classrooms this summer.

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
<p>Positive outreach to parents as essential partners in their children's education enhances the success of students.</p>	<p>Support the engagement of parents in their child's learning at the school level through the Parent Involvement Committee's activities and the development of supports for school councils.</p> <p><i>Heather Campbell, Director of Education</i></p>	<ul style="list-style-type: none"> - A school council training session was held the first week in January with 15 attendees. The session featured recently created videos on the purpose of school councils and effective school council meetings, as well as an overview of the facility information sessions held in November 2015. Further school council training videos are currently being created. - The Parent Involvement Committee was successful in their application for a Parents' Reaching Out (PRO) Grant with Family STEAM (Science, Technology, Engineering, Arts, and Math) Nights occurring for all elementary schools across the District during May and June. - The PIC developed two newsletters for parents/guardians, distributed in the fall and the spring. - A consultation schedule has been drafted to support school councils in the scheduling of their meetings throughout the school year. - A PIC sub-committee drafted and submitted a PRO application for Family Math/Mental Health Nights for the 2016-17 school year.
	<p>Support communication with parents through the Board and school websites and other media.</p> <p><i>Stephen Danielson, Manager, Information Technology Services</i> <i>Darlene Madill, Communications Officer/Outreach Coordinator</i></p>	<ul style="list-style-type: none"> - Seesaw is being used as a communication tool in many classrooms across the District. - Access and training for our Synrevoice system was provided to our Communication Officer for the ability of making Board wide announcements to parents via phone. - The parent resource section of the Board's webpage was redesigned and reorganized to help parents find information more efficiently. - The Board's Facebook Page continues to highlight events and upcoming weekly school activities, showing continued growth from 218 friends in January 2015 to 350 friends as of January 2016 with as many as 4,219 people reached on a single status update this school year. Each week, a summary of school activities and events is also promoted on the Board's website and broadcasted on the local radio station. In addition, updates highlighting items of parent and student interest are being added to enhance Facebook page visits. - The Board launched a Twitter account, publicly sharing over 70 tweets and having 50 followers as of January 2016. - The First Nation, Métis, and Inuit Education Advisory Committee approved the content and design of a fall 2015 newsletter, distributed to all students to share with parents, and directly distributed to community members, while the Parent Involvement Committee sent out its newsletter to parents also in the fall of 2015. - A labor relations webpage was created and a link placed on the homepage. Parents and public have one-click access to any labor updates.
	<p>Continue with implementation of the Modernize, Expand, Revitalize and Localize (MERL) project to engage and support both students and parents in Ojibwa language learning.</p>	<ul style="list-style-type: none"> - Over the summer, videos featuring First Nation communities from the District were created in support of the secondary Ojibwe classes. These videos have students introduce their community, both in Ojibwe and English, and feature a teaching by an elder from the community. - The MERL Project work was based out of communities this past school year. For example, filming has occurred in Big Grassy First Nation to video regalia making, drum making, and drumming.

Strategic Goal	Direction/Responsibility	Evidence/Progress to Date
	<p><i>Heather Campbell, Director of Education, Jason Jones, Ojibwa Language Coordinator, Bob Kowal, Indigenous Education Leader, Angela Mainville, Indigenous Education Leader</i></p> <p>Work with community partners to enhance instructional and safe school initiatives, with an emphasis on supports for vulnerable students.</p> <p><i>Heather Campbell, Director of Education, Casey Slack, Superintendent of Education Kelly Forbes, Principal of School Support Services</i></p>	<ul style="list-style-type: none"> - The Microsoft Translator tool work was approved by the Rainy River First Nations Community Trust. This pilot will train the software how to form sentences in Ojibwe as well as to create new words. As well, during the fall, two more books were created and seven more are underway. - School Support Services Counselling is continuing to be offered throughout the Board. There are currently 50 students receiving brief counselling services, which constitutes a full case load. - Project Sunset was launched at Crossroads School in January 2016. 12 community partners, led by the Ontario Provincial Police and supported by the National Crime Prevention Council, support this youth engagement project, designed to build youth resiliency and to proactively address root causes of youth crime, social disorder and crisis. To date, there have been 60 hours of connection for the approximately 35 Grade 5 to 8 youth at Crossroads School participating in the in-school and after-school sessions. - The draft police protocol by the Ontario Provincial Police, Treaty 3 Police, the Northwest Catholic District School Board, and the Rainy River District School Board is currently being reviewed. A rough draft of the new Police Protocol has been developed in partnership with the Ontario Provincial Police, Treaty 3 Police, Dryden Police, Nishnawbe-Aski Police, the Kenora Catholic School Board, Keewatin-Patricia District School Board, Rainy River District School Board and the Northwest Catholic District School Board. - A new joint protocol for children and youth in care has been developed in partnership with Weechi-it-te-win Family Services, Kenora Rainy River Children and Family Services, Anishinaabe Abinoojii Family Services, Tikinagan Child and Family Services, and the four school boards in this area of the region. - The Rainy River District School Board continues as a member of the District Celebrating Diversity Committee. - The protocol with the Shelter of Hope was renewed in early 2016. - The United Native Friendship Centre Alternative Secondary School Program will graduate approximately 20 students in June 2016.
<p>Parents of our earliest learners are engaged in the learning of their children.</p>	<p>Provide outreach to parents, with a focus on Indigenous parents, to ensure successful transitions of all students.</p> <p><i>Al McManaman & Casey Slack, Superintendents of Education, Kelly Forbes, Principal of School Support Services, Heather Campbell, Director of</i></p>	<ul style="list-style-type: none"> - Collaboration continued with First Nations counsellors, with meetings held monthly. - In addition to the Naicatchewenin First Nation and Crossroads School parent information session, monthly meetings with Couchiching Child Care Centre with support provided on Ojibwe language, science and math ideas for preschool teachers. And, throughout January, the Indigenous Early Years Liaison worked with First Nation communities to promote Early Years registration. - First Nation tuition agreements have been signed with four First Nation communities. The meetings with the communities have also involved discussions on the various services and supports for students with special needs, Ojibwe language programming, and student success programming (e.g., credit rescue/credit recovery, Specialist High Skills Major, etc.). - Ojibwe language brochure created and distributed to parents/guardians in schools that offer Ojibwe.

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	<p><i>Education, Bob Kowal, Indigenous Education Leader, Angela Mainville, Indigenous Education Leader</i></p>	<ul style="list-style-type: none"> - The Indigenous Education Leaders visited all schools and all First Nation communities in the spring of 2016.
	<p>Create opportunities for parents to gain an increased understanding of the Board's educational programs and the supports available to enhance student learning and well-being.</p> <p><i>Heather Campbell, Director of Education, Kelly Forbes, Principal of School Support Services, Darlene Madill, Communications Officer/Outreach Coordinator</i></p>	<ul style="list-style-type: none"> - A Knowledge fair occurred during Early Years registration at J.W. Walker School and Robert Moore School this year, with community partners providing booths with information for parents/guardians on various community programs and resources. - Welcome to Early Years Play Dates are being held across the District the end of May and beginning of June. - The Board is working with Naicatchewenin First Nation regarding First Nation, Métis, and Inuit education project as well as Project Sunset. The community launch for Project Sunset was held on January 12, 2016, with a community supper, presentation, and activities. - The Be Well Together family engagement night was held at Robert Moore School on April 13th. Over 200 participants attended the event. - The Parent Involvement Committee developed fall and spring newsletters and the Board's newsletter highlighting events and initiatives within the First Nation, Métis, Inuit Education portfolio was distributed in the Fall of 2015, with an increased distribution. - Apps such as SeeSaw have increased the connection between school and home, allowing parents to see what their children learned during the day and provide comments and questions. - The Parents' Section on the Board website was redone in October 2015 to assist parents in locating information on programming, supports for students, and other important information. - The Board increased its Facebook page following this year and introduced a Twitter feed and a Board YouTube channel, highlighting the programs and events ongoing across the system. This in addition to the B93 School Days highlights and the update to the Parents' section of the Board webpage.