



C.J. Schurter School

**Annual Education Results Report
2021-22**



About Us

C.J. Schurter Elementary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River, on Treaty 8 territory. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach in instruction. Staff members focus on enhancing literacy and math instructional practice to address the literacy and numeracy goals of the school.

We believe that "Kindness Counts" and are very proud that our programming centers around supporting the development of behaviours and mindsets which have positive effects on self-confidence, problem-solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

Principal's Message

Although COVID-19 continued to impact our school in 2021-22, I am very proud of the education our young students received. There were many gaps in learning due to interruptions in 2020-2021, but our staff, students and families dedicated themselves to addressing these gaps in literacy and numeracy. Our values of joy, kindness, courage and relationships helped our students to improve social skills, practice gratitude, take risks and improve problem-solving skills. I am so proud of our students and staff!

This report was written in collaboration with our staff and areas that experienced significant decline were discussed in November 2022 at School Council. School Council will work with me to improve our Parent Survey in spring of 2023 and to encourage more parents to complete it as less than 100 completed it in 2022.

Marlee Adams, Principal, C. J. Schurter School

Staff List

Administration:

Marlee Adams (Principal), Jodi McMahon (Vice-Principal)

Kindergarten Teachers:

Denise Deputat, Kelly Donald, Serena Dudley, Sherri Fisk, Paulette Pierce

Grade 1 Teachers:

Blake Brisebois, Vicki LaFrance, Karen LaMarche, Alyssa Loroff, Tara-Lee Turcotte

Grade 2 Teachers:

Kimberly Bailey, Cara Haubrich, Nicole Samuelson, Courtney Young, Courtenay Pederson/Danielle Barr, Pam Wahlstrom

Grade 3 Teachers:

Karen Dana, Bonnie Oar, Teresa Trueman, Pam Wahlstrom, Erin Mitchell, Kennedy Lukan

Physical Education Teacher:

Victor Fines

Learning Support Teachers:

Keira St. Louis, Dawn Lawrence

Educational Assistants:

Jena Baalbaki, Sonya Barthel, Melissa Baxter, Jennifer Brown, Karlene Ching, Shawna Currie, Kristie deChamplain, Nona Destajo, Krista Dickson, Brenda Forest-Chorney, Dafnah Guendelman, Laura Skahl, Karissa Skrynyk, Pamela Whittle, Amanda Vajna, Joumana Jarrah, Brittany Knudsen, Debbie Turner, Nawras Khlaif, Marlie Zachary, Shannon Johns

Speech and Language Services:

Veena Seshadri Ramkumar (SLP), Brenda Forest-Chorney (SLP-EA), Shelly Gladue (SLP-EA)

Office Administrators:

Robin Lukan, Syreena Skahl, Wendy Price

Library Technicians:

Shawna Currie, Angie Iverson

Wellness Coach:

Cassidy Wood

Indigenous Education Coach:

Connie Sabo

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	C J Schurter Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	100.0	98.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	96.8	98.4	99.3	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.3	95.3	99.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.3	98.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.0	92.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.8	96.0	97.5	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	100.0	29	99.3	27	99.3	25	98.4	25	96.8	Very High	Maintained	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	29	100.0	29	99.3	27	99.3	25	98.4	25	96.8	Very High	Maintained	Excellent	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied that their child is encouraged at school to be involved in activities that help the community	97% (134)	95.9% (147)	88% (125)	92.7% (123)	80% (92)

Comments on Results

COVID-19 continued to have an impact on our ability to involve our students in community events, or welcome community members into our school. We believe the decline in our satisfaction rate is due to these COVID restrictions.

We involved our students in activities to support the community by:

- Partnering with the Rotary Club to provide artwork to seniors for holidays
- Participating in Orange Shirt Day and Indigenous Peoples' Day
- Collecting food for the local Food Bank
- Raising money for the MAT program through our Gift Giving Extravaganza
- Sharing Christmas Joy with our community via our website
- Participating in Clean-up Week for Earth Day
- Terry Fox Run

Citizenship at School:

- After restrictions eased up in April 2022, we were able to offer our grade 3 students a variety of school leadership jobs.
- At our assemblies, we recognized students who consistently showed our values of joy, kindness, courage and relationships.
- In June, we invited all families of students who won virtual awards to celebrate them at an in-person assembly.
- We read shout-outs during our morning announcements for students who show acts of joy, kindness, courage and relationships.
- School Council organized a Family Wellness Fair to promote wellness and community, and all teachers attended this event.



Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	25	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	25	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied that their child finds school work interesting.	Not measured	Not measured	88.8% (125)	95.3% (127)	89% (93)
Percentage of parents who are satisfied that their child finds school work challenging.	Not measured	Not measured	81.1% (127)	76.7% (120)	Not measured
Percentage of parents who are satisfied that their child is encouraged at school to try their best.	94% (133)	95.5% (147)	97.6% (125)	97.7% (130)	94% (92)

Comments on Results

Students learn best when they are actively engaged in their lessons and find their work meaningful and connected to their interests and the real world. COVID restrictions impacted the opportunities for collaboration and increased the amount of individual work for students. 83 parents felt that their child found schoolwork was interesting, with 10 parents disagreeing, and every teacher felt that their students were engaged in learning. The addition of masking improved education as it allowed classroom teachers to plan cooperative activities, which had been restricted the previous year.

*We removed the question about finding schoolwork challenging from the parent survey, as a result of conversations about its ambiguity with School Council in November 2021.



Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	97.4	29	93.8	27	95.8	25	96.3	25	91.8	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	29	97.4	29	93.8	27	95.8	25	96.3	25	91.8	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

School-based Parent Survey (number in brackets indicates the number of responses) Agreement/Satisfaction percentage based on number of strongly agree and agree responses	2018	2019	2020	2021	2022
Percentage of parents who are satisfied that the literacy skills their child is learning at school are useful.	Not measured	Not measured	Not measured	99.2% (129)	92% (93)
Percentage of parents who are satisfied that the numeracy skills their child is learning at school are useful.	Not measured	Not measured	Not measured	99.2% (128)	96% (90)
Percentage of parents who are satisfied with the opportunities their child has to learn about music at school.	87.2% (133)	81.5% (146)	59% (127)	74.7% (87)	56% (89)
Percentage of parents who are satisfied with the opportunities their child has to learn about drama at school.			55.9% (127)	76.1% (67)	50% (86)
Percentage of parents who are satisfied with the opportunities their child has to learn about art at school.			88.8% (125)	94.3% (106)	88% (87)
Percentage of parents who are satisfied with the opportunities their child has to learn about technology at school.	91.7%(133)	93% (145)	88.9% (126)	94.4% (108)	85% (87)
Percentage of parents who are satisfied with the opportunities their child has to learn about health at school.	Not measured	Not measured	80.9% (126)	90.4% (105)	76% (86)
Percentage of parents who are satisfied with the opportunities their child has to participate in physical education at school.	91% (133)	89% (146)	97.6% (125)	92% (113)	93% (88)
Percentage of parents who are satisfied with the opportunities their child has to participate in land based learning at school.					64% (88)

Comments on Results

Music: Since COVID-19 restrictions on singing were lifted for this school year, our music programming was able to resume. However, our music room continued to be off limits which had an impact to our music instruction. In years prior to COVID-19, parents were able to come into the school and watch assemblies and Christmas concerts, so we feel like their inability to view our music programming attributed to this decline. We have been welcoming families in to assemblies since April 2022. A suggestion from School Council was to include music and drama programming in teachers' monthly newsletters, so we will make that change.

Drama: Similar to music, drama was impacted by social distancing and mandatory masks in 2021-22.

Land-based Learning: We are excited to begin offering more land-based learning opportunities and fund-raised in the spring of 2022 for materials to support land-based learning. We work closely with our Indigenous Education Coach, Connie Sabo, to support land-based learning at C. J. Schurter School.

Health: As our survey currently has no option for explanations, we are unsure as to why our parent satisfaction in the area of Health has declined. In spring of 2022, we put a plan in place which provides 30 minutes of Wellness instruction every fourth day for the entire school. We believe the decline is a result of parent concern for their children's mental health, due to the pandemic.

Literacy and Numeracy: These two areas are the main focus areas for our school as our young students are learning to becoming readers, writers and mathematicians. Both areas continue to be scored extremely high by parents.



Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	100.0	29	98.6	27	100.0	25	98.4	25	97.6	Very High	Maintained	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	29	100.0	29	98.6	27	100.0	25	98.4	25	97.6	Very High	Maintained	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied that their child is safe at school.	95.5% (134)	94.6% (147)	96.8% (125)	97.7% (126)	96% (93)
Percentage of parents who are satisfied that their child is safe on the way to and from school.	Not measured	Not measured	92.8% (125)	100% (126)	98% (91)
Percentage of parents who are satisfied that their child is treated fairly by adults.	94.8% (134)	96.6% (146)	95.2% (124)	98.4% (126)	91% (91)
Percentage of parents who are satisfied that students treat each other well.	74.6% (134)	76.9% (147)	82.4% (125)	95% (119)	81% (91)

Comments on Results

At C. J. Schurter, we pride ourselves in our caring, welcoming atmosphere. Students and staff learn and work best when they feel safe, supported and cared for, and this is our goal. COVID-19's social distancing restrictions impacted our students' development of social skills, as their opportunities for collaboration were greatly reduced. We continue to notice the impact of these past two years on our young students. To address this, we are focusing on school-wide initiatives such as WITS, Superflex and Mindfulness to support mental health and problem-solving. Being able to return to collaborative activities and flexible/group seating is also improving our students' social skills.

Mission Statement:

Our mission is to create a safe, welcoming environment where everyone is inspired and nurtured to develop skills to become confident, independent life-long learners who are respectful and kind.

Vision Statements:

C.J. Schurter School will:

- Be a learning environment where students want to learn, staff love to work and parents want to send their children.
- Honour and nurture students' individual strengths and passions, and support all students to develop their understanding of themselves and the world.
- Embrace inclusion and celebrate diversity so everyone feels comfortable, safe and valued in our caring environment.
- Have recognizable foundational goals that encourage community support and a staff that are adaptable and open to change.

C.J. Schurter School Values:

At C.J. Schurter WE VALUE: Joy, kindness, building positive relationships and being courageous.



School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	96.6	29	82.8	27	85.2	25	80.0	25	80.0	High	Maintained	Good	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	29	96.6	29	82.8	27	85.2	25	80.0	25	80.0	High	Maintained	Good	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

This was not a question on our parent survey in 2022. 80% of our teachers indicated that they felt our school(s) have improved or maintained in the past three years, but we all agree that COVID-19 had an impact on the quality of education we were able to offer. Physical distancing, masks, and student and staff absenteeism all had significant impacts on our ability to provide the same level of education that we could prior to the pandemic.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	96.6	29	89.7	27	88.9	24	100.0	25	96.0	Very High	Maintained	Excellent	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	29	96.6	29	89.7	27	88.9	24	100.0	25	96.0	Very High	Maintained	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied that their child is being taught attitudes and behaviours to be successful at work when he or she leaves school.	Not measured	Not measured	76.4% (123)	97.3% (113)*	82% (88)

*In 2021, this survey question was re-worded to include the phrase "At the primary level".

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	94.8	29	87.5	27	96.3	25	97.8	25	93.9	Very High	Maintained	Excellent	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	29	94.8	29	87.5	27	96.3	25	97.8	25	93.9	Very High	Maintained	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

School-based Parent Survey (number in brackets indicates the number of responses) Agreement/Satisfaction percentage based on number of strongly agree and agree responses	2018	2019	2020	2021	2022
Percentage of parents who are satisfied that their child is being taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.	Not measured	Not measured	81.5% (124)	97.3 (113)*	87% (89)

*In 2021, this survey question was re-worded to include the phrase "At the primary level".

Comments on Results

There is some discrepancy between parent results and teacher results in these areas. Even though the questions were re-worded to include "at the primary level", we need to better inform parents about the lifelong skills and attitudes we are instilling in their children. At C. J. Schurter, we teach collaboration, perseverance, listening, problem-solving, risk-taking and to be good communicators and critical thinkers. These skills and attitudes will serve our children well once they reach adulthood.



Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22							
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
RTR	Grade 1	None-Minimal Development	ND	ND	ND	ND	104	6.9	2.0	11.8	9.0	101	11.8	9	ND	ND	117	13.6	15	18.8	16	
		Developing Skills						55.2	16.0	57.9	44.0		57.9	44	ND	ND		35.5	39	68.2	58	
		Developing Well-Mastered						37.9	11.0	30.3	23.0		30.3	23	ND	ND		50.9	56	12.9	11	
F&P LeNS/CC3	Grade 2	Not Yet Meeting Grade Expectations	115	40.5	34	47.1	41	121	26.3	25	100.0	2	86	50.0	3	47.8	11	115	15.5	17	13.6	15
		Approaching Expectations		11.9	10	24.1	21		17.9	17	0.0	0		0.0	0	17.4	4		29.1	32	25.5	28
		Meeting Expectations		47.6	40	28.7	25		55.8	53	0.0	0		50.0	3	34.8	8		55.5	61	60.9	67
	Grade 3	Not Yet Meeting Grade Expectations	112	39.5	32	61.2	52	113	31.2	29	66.7	2	99	ND	ND	ND	ND	101	12.6	12	26.5	26
		Approaching Expectations		21.0	17	11.8	10		8.6	8	33.3	1		ND	ND	ND	ND		20.0	19	18.4	18
		Meeting Expectations		39.5	32	27.1	23		60.2	56	0.0	0		ND	ND	ND	ND		67.4	64	55.1	54
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																			

Comments on Results

COVID had an impact not only on literacy achievement, but on student absenteeism which affected our participation rates in literacy assessments. As not all students were able to be assessed in both the spring and the fall, and different literacy assessments were used in the spring and the fall and year to year, it is challenging to compare the data.

In grade 1, over 80% of our students developed skills necessary to become readers and writers. In grade 2, pre-COVID, 28% of our students were meeting expectations and in spring 2022, 60.9% were meeting expectations. Similarly in grade 3, prior to COVID, 27% of students were meeting expectations, and in spring of 2022, 55% were meeting.

Literacy gains are attributed to the work of our teachers and support staff. Our two intervention support staff and our half-time intervention teacher focused on phonics skills with our grade 2 and 3 students who scored in the yellow and red categories in the fall assessment, and with students identified throughout the year by their classroom teachers. Grade 1 students were supported by one full time and one half time support staff who focused on phonics, phonemic awareness and sight words.



Numeracy Data			2018-19			2019-20			2020-21			2021-22				
			Fall			Fall			Fall			Fall				Spring
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#
Nelson Pre- Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	117	10.4	11	0.0	0
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		24.5	26	13.2	1
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		65.1	69	86.8	9
MIPI	Grade 2	Requires Attention	115	9.4	8	121	1.0	1	86	8.3	7	115	5.2	5	ND	N
		May Require Attention		41.2	35		27.1	26		42.9	36		36.5	35	ND	N
		Does Not Require Attention		49.4	42		71.9	69		48.8	41		58.3	56	ND	N
	Grade 3	Requires Attention	112	34.7	26	113	21.3	20	99	16.0	15	101	17.0	15	ND	N
		May Require Attention		32.0	24		35.1	33		36.2	34		34.1	30	ND	N
		Does Not Require Attention		33.3	25		43.6	41		47.9	45		48.9	43	ND	N
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																

Comments on Results

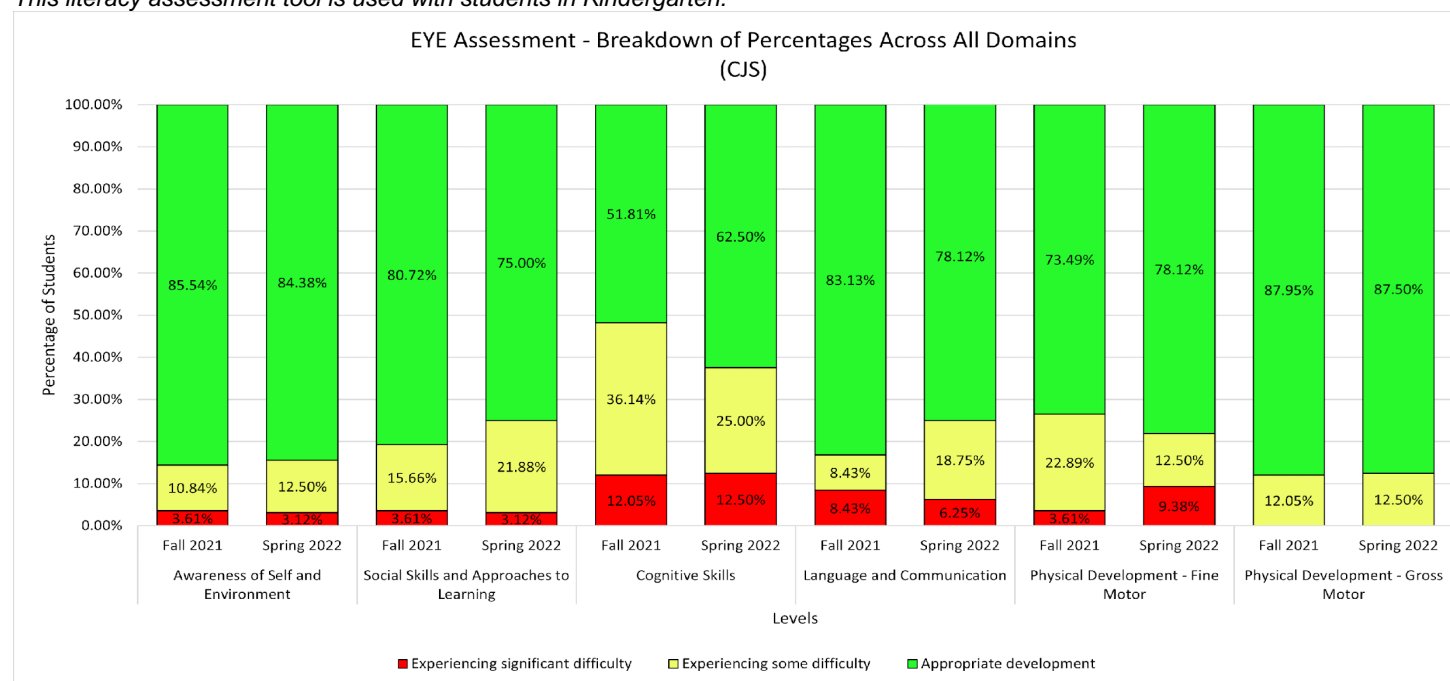
As with literacy data, some of our students were unable to be assessed due to absenteeism.

Our grade one students participated in numeracy assessment for the first time and showed excellent growth from the fall to the spring in their numeracy skills. The 11 children who required attention all improved and were not listed as requiring attention at the end of their grade one year. Both grade 2 and 3 groups showed improvement from the year before. We attribute the improvement to increased in-school opportunities, the ability to provide students with more hands-on and collaborative opportunities, numeracy intervention in term 3, and to our in-house Math Coach who modeled best practices in classrooms throughout the school year.



Early Years Evaluation – Teacher Assessment (EYE-TA)

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

Cognitive skills showed an improvement from fall to spring last year. When we compare individual student data, 95% of our students showed improvements in these six areas. The decreases indicated in the chart are attributed to inconsistent assessment, as the same students were not assessed in the fall and the spring, due to absences, new registrations and students who moved throughout the year.



DOMAIN 2: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	100.0	29	100.0	27	99.4	25	95.3	25	97.3	Very High	Maintained	Excellent	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	29	100.0	29	100.0	27	99.4	25	95.3	25	97.3	High	Maintained	Good	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied with the quality of education their child is receiving at school.	95.5% (134)	93.2% (147)	98.4% (127)	96.9% (128)	93% (92)
Percentage of parents who are satisfied with the quality of teaching at their child's school.	95.5% (134)	93.9% (147)	98.4% (126)	96.8% (124)	Not measured
Percentage of parents who are satisfied that their child is learning what they need to know.	Not measured	Not measured	95.3% (127)	94.4% (126)	94% (91)

Comments on Results

The results indicate overall satisfaction with the quality of education offered at our school. The decision was made to not include the second question in the survey, as for the past four years, the satisfaction rate has been the same for the first and second questions.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	93.1	29	79.3	27	85.2	25	86.5	25	89.3	High	Maintained	Good	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	29	93.1	29	79.3	27	85.2	25	86.5	25	89.3	High	Maintained	Good	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

We take professional development very seriously at C.J. Schurter School. Our Leadership Team contributed to the Professional Development Plan and our plan centered around our Education Plan and the Teaching Quality Standard. Some of our Professional Development time was dedicated to planning for online learning due to the pandemic. In 2021-22, regular Professional Learning Community meetings were difficult due to physical distancing protocols and staff absenteeism. Our Indigenous Education Coaches provided one hour of coach-led professional development each month to increase our ability with TQS #5. In the spring when restrictions eased up, our staff participated in peer observations and sharing opportunities.



DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	98.9	25	98.3	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1				
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9				
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7				
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	98.9	25	98.3	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6				

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied that their child's school is a welcoming place to be.	Not measured	Not measured	Not measured	96.8% (125)	95% (93)
Percentage of parents who are satisfied that teachers care about their child.	97% (134)	95.9% (147)	96.8% (124)	99.2% (128)	96% (94)

Comments on Results

This is an area of strength for our school, as safety, caring and welcoming are very important to us. Our Character Education Program, which the addition of our four values, provides our school community with tools and common language.



First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

- The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.
- This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.
- This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2021-22 school year included:

- Orange Shirt Day, Talking Sticks, Dream Catchers, Storytelling, Grandfather Teachings, Syllabics, Dancing, Bannock making, Fish scale art, Metis Week activities, Inuit Culture presentations

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Oneida Elder Ray John visited all Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Knowledge Keeper Ramzy visited all classes to
- Indigenous Education Coach Jamie Chalifoux presented in Grade 3 Science classes about Hearing and Sound.
- Our classes visited the Friendship Centre and participated in Indigenous' People's Day ceremony at Schurter Park

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	97.7	29	93.0	27	95.1	25	97.3	25	96.0	Very High	Maintained	Excellent	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	29	97.7	29	93.0	27	95.1	25	97.3	25	96.0	Intermediate	Maintained	Acceptable	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	92.8	25	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	92.8	25	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3
School-based Parent Survey (number in brackets indicates the number of responses) Agreement/Satisfaction percentage based on number of strongly agree and agree responses												2018			2019					2020					2021					2022			
Percentage of parents who are satisfied that their child can easily access programs and services at school to get help with school work.												Not measured			Not measured					89.5% (124)					92.2% (116)*					76% (worded differently) (94)			
Percentage of parents who are satisfied that their child can get help at school with problems not related to school work.												Not measured			Not measured					75.6% (123)					96.2% (104)					70% (94)			
Percentage of parents who are satisfied with the opportunities their child has to access wellness supports																														77% (89)			
Percentage of parents satisfied that the specialized supports their child is receiving enables them to be a successful learner. *Answered only if they indicated their child received specialized supports																									97.8%					87% (38)			

Comments on Results

In discussion with parents, many feel that we do not have adequate support for Speech and Language and Wellness for our school. In 2021-22, we had one speech assistant providing service for our school, and one wellness coach. Restrictions on cohorting reduced our opportunities for grouping students with similar needs from multiple classrooms for intervention.

With government funding, we were able to hire three educational assistants to provide literacy intervention for our grade 1-3 students, and many students benefitted from this additional support.

Our school is supported by 1.5 Learning Support Teachers, a Wellness Coach, a Speech Language Pathologist, a Divisional Psychologist, an Occupational Therapist, an Indigenous Education Coach and a nutrition program. We need to ensure we are highlighting these supports in our communication with parents.

We began implementing the Collaborative Response Model in the 2021-22 school year, which is a model to support at-risk children by increasing collaboration and collective efficacy. Professional Development for administrators and Learning Support Teachers is the key focus for our divisional Professional Development in 2022-23.

Our school also has a Program Unit Funded class, called Busy Bees for children ages 2.8 - 4.5. This program provides children with early intervention to support cognitive, speech, social and physical development.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSPD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.



DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	99.3	29	97.9	27	97.0	25	96.0	25	96.8	Very High	Maintained	Excellent	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	113	91	144	88.2	121	81.3	116	94	89	83	n/a	n/a	n/a	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	29	99.3	29	97.9	27	97.0	25	96.0	25	96.8	Very High	Maintained	Excellent	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

School-based Parent Survey (number in brackets indicates the number of responses)	2018	2019	2020	2021	2022
Agreement/Satisfaction percentage based on number of strongly agree and agree responses					
Percentage of parents who are satisfied with their opportunity to be involved in decisions about their child's education.	91% (133)	88.2% (144)	81.3% (121)	94% (116)	83% (89)
Percentage of parents who are satisfied with their opportunity to be involved in decisions about their child's school.	Not measured	Not measured	Not measured	Not measured	81% (89)

Comments on Results

C. J. Schurter's School Council had a very successful year, with greater attendance than in previous years. Chair Kathryn Adams encouraged sharing of ideas and provided parents with many informative presentations by ASCA, community members and school staff. Plans to improve in this area were discussed at School Council and include monthly surveys, hybrid meetings and class representatives for each class who will gather and share feedback. Although our School Council made many strides in their efforts to include more parent voice, we feel online meetings and the inability for parents to visit the school contributed to the lower parent satisfaction rate.



Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	93.6	29	89.5	27	95.7	25	86.4	25	88.1	Very High	Maintained	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	29	93.6	29	89.5	27	95.7	25	86.4	25	88.1	High	Maintained	Good	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

This question was not included in our 2021-22 parent survey.

When COVID restrictions eased up, we were able to resume field trips and re-establish connections with our partners, such as the Boreal Centre for Bird Conservation, Lesser Slave Forest Education Society, Northern Lights Aquatic Centre, Slave Lake Native Friendship Centre, Kinosayo Museum.

Our Wellness Coach assists families with connecting with services that would support them.

