

ANNUAL REPORT

2018-2019



District School Board
Ontario North East

MESSAGE FROM THE BOARD CHAIR

It is an honour to represent the Board of Trustees as Chair.

This year, we experienced a Municipal Election, which resulted in the election of five new Trustees to our Board. We were pleased to welcome Val Fuller (Temiskaming Shores, Temagami and Elk Lake), Steve Meunier (Timmins, Foleyet and Gogama), Brian Peever (Iroquois Falls, Black River-Matheson), Cindy Pye-Reasbeck (Hearst and Kapuskasing), and Ken Steinbrunner (Timmins, Foleyet and Gogama). They bring valuable skills and a passion for public education.

I would like to take this opportunity to thank the five individuals who served on our Board for many years. Heather Bozzer (Timmins, Foleyet and Gogama), Bruce Cutten (Temiskaming Shores, Temagami and Elk Lake), Bruce Hayter (Hearst and Kapuskasing), Peter Osterberg (Timmins, Foleyet and Gogama) and Saunders Porter (Iroquois Falls, Black River and Matheson). We thank each of them for their dedication to public education and to the success and well-being of our students.

I would also like to thank our three outgoing Student Trustees for their service to the Board: Danielle Beaudoin (Kirkland Lake District Composite School), Chloey Frank (Indigenous Student Trustee) and Noble Stow-Gore (Timiskaming District Secondary School). We wish you well in your future endeavours.

2018-2019 marked the first year of implementation of our new Strategic Plan. The work that was done throughout the year has built a solid foundation from which to begin the second year of implementation.

The Board of Trustees is pleased to have passed a balanced budget for 2019-2020. This year, the Board approached the budgeting process differently than in previous years. The budget was



aligned directly with our three strategic priorities of equity, culture and innovation. Each member of Administrative Council presented portions of the budget as it aligned to programs within their portfolios.

We are fortunate to remain in a strong financial position. The Board approved the use of a portion of our accumulated surplus to support student achievement. We are proud of the project submissions that came from our schools and look forward to their completion in the coming school year.

DSB1 underwent an Efficacy Assessment, conducted by consultant Victoria Hemming. The Trustees participated in a focus group and in individual interviews as part of the data collection. We received Consultant Hemming's report and are eager to see the impact of her recommendations on our efficacy and student achievement.

On behalf of the Board of Trustees, I would like to thank Director Dye and her Administrative Council for their strong and decisive leadership. Together, we inspire innovation and a passion for learning. We empower all learners to achieve personal excellence.

BOB BRUSH

Board Chair

MESSAGE FROM THE DIRECTOR OF EDUCATION

I am so proud to bring to you District School Board Ontario North East's (DSB1) 2018-2019 Annual Report. The stories featured in this report are evidence of DSB1's commitment to supporting a positive future story for all students through innovation, culture and equity.

In 2018-2019, DSB1 saw the creation of its first Student Senate. We are proud to offer this meaningful engagement opportunity for our students. I would like to thank our three Student Trustees for their leadership with the Senate. The professional learning that they offered the Senators will have a lasting impact on their pathways and on our Board.

I am pleased of the work that all DSB1 staff has done on the first year of implementation of our Strategic Plan. The Strategic Plan Staff Committee's work on the monthly vignettes helped us share the amazing things happening across our Board with our students, staff, families and communities. Administrative Council created an Action Plan for our three 2018-2019 focus commitments. The 15 actions in the plan guided our work and allowed us to show the impact of the Strategic Plan to our Board of Trustees and to our entire system.

Wellness continues to be a focus in DSB1. We welcomed Dr. Greg Wells, physiologist, author, CEO and keynote speaker. Dr. Wells is passionate about optimizing human performance and health. He shared the powerful sleep, eat, move, think pathway to health, from his best-selling book *The Ripple Effect*. Dr. Wells inspired many of us to take a closer look at our daily habits and make changes to increase our well-being and performance.

I am also very pleased that DSB1 and Northeastern Catholic District School Board (NCDSB) entered into their first partnership this year. Together, we offered two summer learning programs. By collab-



orating on the Summer Math Camp and Summer Oral Language Program, we were able to offer important learning opportunities to students in our shared communities in a fiscally responsible manner.

The Efficacy Assessment conducted by Victoria Hemming will be a valuable tool to ensure that the measures we are putting in place are having a positive impact on student well-being and success. Administrative Council is committed to the implementation of seven recommendations from the Efficacy Assessment as part of the 2019-2020 Action Plan. This work will further support each of us in empowering all learners to achieve personal excellence.

LESLEIGH DYE

Director of Education

TRUSTEES AND ADMINISTRATION COUNCIL

TRUSTEES

Bob Brush, Chair – Timmins, Foleyet and Gogama

Dennis Draves, Vice-Chair – Cochrane and Smooth Rock
Falls

Howard Archibald – Indigenous Trustee

Val Fuller – Temiskaming Shores, Temagami and Elk Lake

Tom Henderson – Englehart

Steve Meunier – Timmins, Foleyet and Gogama

Brian Peever – Iroquois Falls, Black River and Matheson

Rosemary Pochopsky – Kirkland Lake

Cindy Pye – Reasbeck, Hearst and Kapuskasing

Doug Shearer – Temiskaming Shores, Temagami
and Elk Lake

Ken Steinbrunner – Timmins, Foleyet and Gogama



STUDENT TRUSTEES

Danielle Beaudoin – Kirkland Lake District

Composite School

Chloey Frank – Indigenous Student Trustee

Noble Stow-Gore – Timiskaming District Secondary School

ADMINISTRATIVE COUNCIL

Lesleigh Dye – Director of Education

Pearl Fong-West – Superintendent of Business & Finance and Treasurer of the Board

Kristen Niemi – Superintendent of Education

Steve Pladzyk – Superintendent of Education

Jo-Anne Plaunt – Superintendent of Education

James Rowe – Superintendent of Human Resources

MISSION

Together, we inspire innovation and a passion for learning.

VISION

Empowering all learners to achieve personal excellence.



INNOVATION: THINGS THAT ARE NEW AND DIFFERENT

BRINGING OUR STRATEGIC PLAN TO LIFE

During the 2018-2019 school year, the Strategic Plan Staff Committee was formed to support the implementation of the Board's Strategic Plan, 2018-2021. The purpose of the committee is to share how we are bringing our Strategic Plan to life with our students, staff, families and communities.

The Strategic Plan Staff Committee launched the first monthly vignette in January 2019. Each vignette is a short video compilation of activities happening in our schools and worksites based on a monthly theme established by the committee. The themes are based on our priorities, commitments and actions.

The vignettes are shared on the Board's YouTube Channel, Facebook Page, Twitter and Instagram accounts. They are also featured at board, staff and school council meetings. The vignettes were viewed 1,960 times on our YouTube Channel from January to June 2019. The committee has received positive feedback from students, staff and our communities. We heard from educators and school councils that the videos inspire them to try new activities and initiatives that are working in other schools.

The Strategic Plan Staff Committee continues to work diligently to ensure we are sharing the amazing things happening in our schools. The vignettes will continue to be released each month for the duration of our Strategic Plan.



JANUARY
Culture of Caring



FEBRUARY
Mental Health &
Well-Being Initiatives



MARCH
Innovation Supported
by Technology



APRIL
Culture of Learning



MAY
Equitable Practices



JUNE
Culture of Innovation



NEWS ARTICLE: School board brings its
strategic plans to life with vignettes



STRONG PARTNERSHIPS FOR STRONG COMMUNITIES

District School Board Ontario North East (DSB1) is proud to work collaboratively with key partners to enhance the learning experience of our students and the overall well-being of our communities. An integral partnership for us is with Northern College. We share a similar geography and the objective of supporting healthy and vibrant communities.

This partnership has been key to offering meaningful and authentic learning opportunities to our students. Northern College is a gracious host for many student activities like Skills Competitions, career fairs and more recently, our Indigenous Culture Camp. Their state-of-the-arts facilities provide access to experiential learning opportunities in our communities.

Northern College also hosted a DSB1 Leadership Meeting in April 2019. They offered a tour of their facilities and shared more information on their innovative programs. The college also plans to host a similar tour for all guidance councillors across our board in 2019-2020. Through this type of collaboration, we hope to further support our students and families in understanding the full depth of pathways available through Northern College.

The leadership teams at Northern College and DSB1 continue to work collaboratively to ensure a positive future story for all students and the vitality of our communities.



NORTHERN COLLEGE TOUR
@DSBOnNorthEast

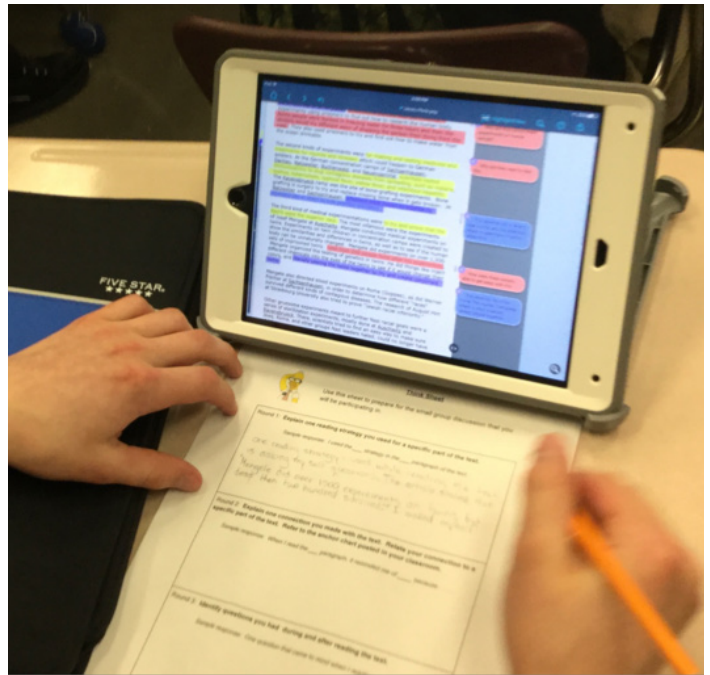
EMPOWERING STUDENT VOICE THROUGH CREATIVITY AND DIGITAL STORYTELLING

Learners can show what they know in many creative ways. Technology provides students with powerful new tools for creating multimedia content. Communicating and creating with multi-media challenges students to be more than consumers of media to being creators of media. Communicating with these 21st century tools will be a vital skill for students as they transition to the work force and/or post-secondary learning. As part of our innovation in learning work, students were exposed to creative mediums like drawing, photography, video and music to amplify their voice and demonstrate their understanding of classroom content.

Students in secondary English classes used iPads to draw and sketch their understanding of characters from literary works. They combined these sketches with video to explain how the drawings and symbols connected to the characters and plots in the literature they read. One class collaboratively created a complete visual representation of every act and scene of Shakespeare's Macbeth as a study guide for the play.

Another class created miniature documentaries and rants about issues important to them, while another class, studying George Orwell's novel 1984, created mini propaganda films to show how media can manipulate society. Some students wrote original poetry which they then paired with an original photo and an original musical score. Other students became journalists that took pictures of school events and wrote newspaper articles that were shared in the community.

Through all of these projects, students wrote original content, and had the additional challenge of presenting that content through drawing, music, photography and video. These projects provided opportunities to develop important 21st Century Skills like creativity, critical thinking, collaboration and communication.



I love that we don't just have to just do questions from a book. We get to pick how we want to do our work and we all get marked on the same thing. Not just on our writing but on what we actually know.

— Grade 10 Student



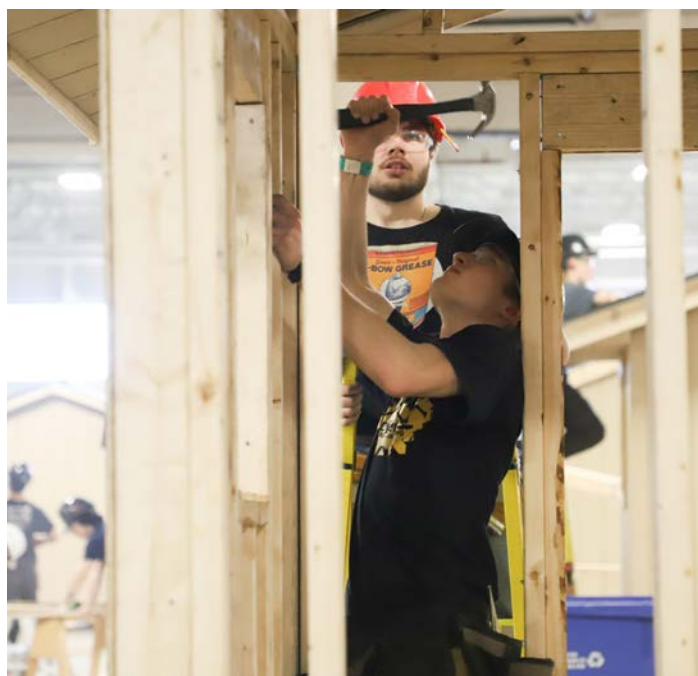
ENHANCING PATHWAYS TO SUPPORT STUDENT SUCCESS

District School Board Ontario North East (DSB1) is committed to enhancing pathways to support student choice and success. We offer innovative programs for students including Cooperative Education, Ontario Youth Apprenticeship Program (OYAP) and Specialist High Skills Major (SHSM). These programs support student success and vibrant northern communities by supporting the development of skilled trades in the North.

OYAP is an educational pathway that combines on-the-job training, work experience and technical training that leads to certification in specific trades. We saw an increased interest in this program from both students and employers. In 2018-2019, we saw a rise from 10 to 27 OYAP registrants from the previous year. Students were registered in 23 different trades, many of which are prominent in our communities.

Students enrolled in a SHSM have the opportunity to focus on a career path that matches their interests and skills, while meeting the requirements of the OSSD. 231 students were registered in a SHSM in 2018-2019. Students have the opportunity to graduate with a red seal, a meaningful achievement that supports many students in postsecondary and in the workforce.

The following promotional video for OYAP highlights the impact of this type of program on our students and our communities.



ONTARIO YOUTH
Apprenticeship Program



NEWS ARTICLE: Enrolment on the rise
in apprenticeship, experiential learning.



SCHOOL CONDITION IMPROVEMENTS

The Building Services Department has had another exciting year. The projects featured in this report support student achievement by providing safe and modern learning environments. They highlight the Board's commitment to culture, innovation and excellence.

Exhaust fans were installed at all secondary schools and R. Ross Beattie Senior Public School for smudging ceremonies in our schools. These ceremonies provide both a learning and healing opportunity for all students and staff in the spirit of reconciliation.

Additional water bottle filling stations were installed in schools throughout the Board. This initiative supports the elimination of single-use plastic bottles in our schools.

LED lighting retrofits were completed at Schumacher Public School, Ross Beattie Senior Public School and Temiskaming District Secondary School. Incentives for these projects were received through the Save On Energy program.

Mechanical upgrades to improve ventilation and humidification were completed at W.E. Miller Public School, Englehart Public School and Englehart High School, Clayton Brown Public School and Kapuskasing Education Center.

Several more interior and exterior projects were completed in schools across our board. These include roofing, exterior land improvements, door and window replacements as well as interior upgrades.

We are proud to welcome our new community partners with the completion of a childcare center at Schumacher Public School and two Early ON centers, one at Smooth Rock Falls Public School and the second at Joseph H. Kennedy Public School.



CULTURE: OF LEARNING AND WELLNESS

FRENCH FOR THE FUTURE

The focus in both Core French and French Immersion programs, is to offer students the opportunity to learn the language through authentic communication tasks, with an emphasis on oral interaction skills. Learning opportunities put students in the position of “social agent”, engaging in tasks which require interaction based on listening, reading and writing. Our students continue to benefit from engaging in genuine language learning opportunities. From French dining experiences, cultural excursions, and collaborative learning opportunities, our classrooms are alive and buzzing.

For many of our students, the culmination of their French studies is the opportunity to challenge the Diplôme d'études en langue française (DELF). This globally recognized diploma is issued by the French Ministry for National Education and measures competencies in reading, writing, speaking and listening. This opportunity is beneficial for students in post-secondary studies as well as for employment purposes. With this certificate in hand, some students have received bursaries and course exemptions, as well as opportunities for employment requiring bilingualism. This year, 37 students who challenged the DELF in May were successful in obtaining their B1 or B2 certification.

We continue to see growth in the number of students who are interested in this very valuable diploma. To this end, we continue to build capacity among our educators by providing the DELF Correcteur training. This year, we hosted a training session for 18 educators from across Northeastern Ontario. We are proud of the transformations occurring in our French as Second Language classrooms and of the success our students are achieving.



DELF CORRECTEUR TRAINING
@damemitchel

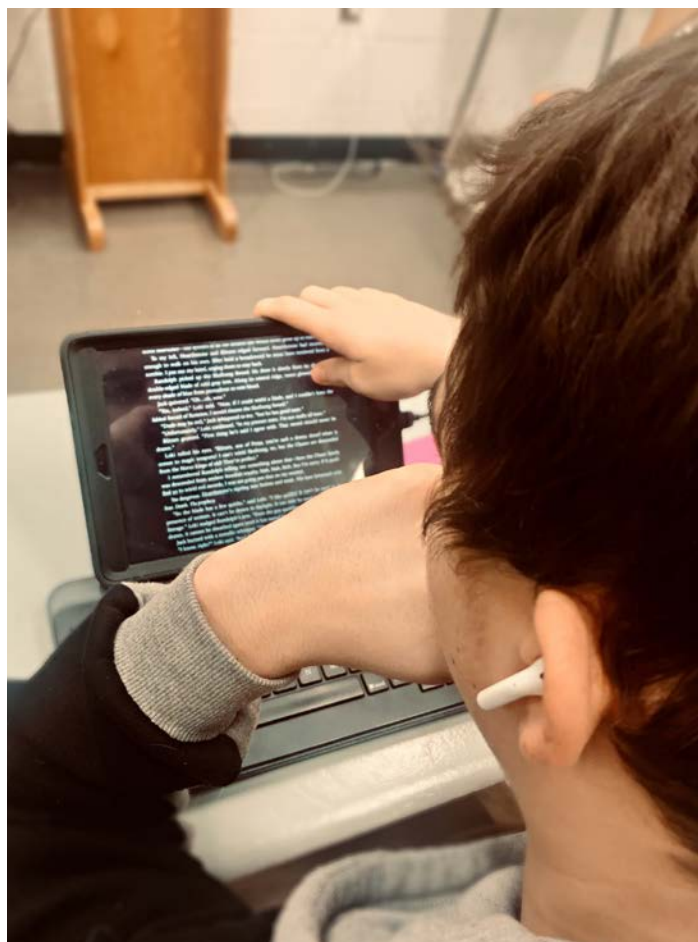
SELF-REGULATION COLLABORATIVE INQUIRY

Our Kindergarten classrooms are where our youngest learners begin their exciting educational journey. These classrooms offer caring and engaging learning environments that allow students to observe, investigate and question through guided exploration and play. This year, Kindergarten educators engaged in professional learning that focused on how to improve students' self-regulation skills. This initiative was offered in collaboration with DSB1's learning and teaching, mental health and well-being and special education teams. Educators were supported with the implementation of self-regulation strategies in their classrooms, which enabled students to identify their emotions and apply calming strategies independently when faced with challenging situations.

The self-regulation collaborative inquiry focused on using outdoor learning to improve students' self-regulation skills. Educators planned and implemented outdoor learning activities and monitored the impact on students' self-regulation skills. Educators focused on oral language development to enhance students' communication skills in order to improve the articulation of their feelings and their problem-solving skills. Teachers monitored the student progress throughout the year, noting an improvement in students' ability to self-regulate, resulting in happy, healthy students who are ready to learn.

READINESS SKILLS

A pre and post survey demonstrated that classroom behaviour and emotional school readiness skills as rated by the educators went up from 46% to 74%.



SUPPORTING STUDENT ACHIEVEMENT IN LITERACY

Improving literacy achievement for students in Grade 10 is a goal identified in the Board's Improvement Plan for Student Achievement and Well-Being (BIPSAW). Through the work of teachers, principals and learning coaches, more students were successful on the Ontario Secondary School Literacy Test (OSSLT) in 2018-2019. This year, 12% more of the students studying in the applied pathway were successful on the OSSLT and 7% more of the students with special education needs were successful on the OSSLT.

Every secondary school in the Board administered a practice OSSLT in 2018-2019. Students who completed these practice tests received feedback and strategies to support the development of their skills and their comfort with the assessment tool. Schools used these results to determine which students might require additional supports in order to be successful on the OSSLT and enhance their literacy skills.

One school identified that students had difficulty organizing their writing and providing supporting details. The teachers focused on using pre-writing and writing strategies using the R.A.C.E. strategy. Upon completion of the process, 53% of fully participating students moved up a level of achievement, and 67% of students were successful on the OSSLT.

We supported the development of literacy skills for our students with special education needs through the use of the accessibility features like speech-to-text and text-to-speech on the iPad.

Assistive technology empowers students to access their abilities and show what they know. Students were supported throughout the year in using speech-to-text to support their writing and text-to-speech to support their reading. These additional supports helped students become more comfortable using these tools on a regular basis.

I use assistive technology for all of my assignments now. I am finally the same as everyone else because we all have to use our iPads. I don't stand out.

— Grade 10 Student



Our learning coaches worked with classroom teachers to ensure that accommodations for students with special education needs were being implemented effectively, using accessibility features of the iPads. By using the speech-to-text feature, text-to-speech feature, and other tools, students showed improvement in their reading and writing engagement levels and achievement.

In one school, our coaches assisted the Student Success teachers during OSSLT preparation sessions by working with students with special needs to practice using the same technology that they would use on the OSSLT. There was an increased number of students who utilized their accommodations on the OSSLT, due to the increased confidence in their knowledge of how to use them effectively based on practice sessions. Overall, 76% of students at that school were successful on the OSSLT, an increase of 11% from the previous year.

R.A.C.E. STRATEGY

Upon completion of the process, 53% of fully participating students moved up a level of achievement, and 67% of students were successful on the OSSLT.

R.A.C.E.

R - Restate the question

A - Answer the question

C - Cite text evidence

E - Explain what it means

SUPPORTING PROFESSIONAL LEARNING IN MATH

District School Board Ontario North East (DSB1) is committed to ensuring respectful learning and working environments by promoting a culture of learning. During the spring of 2019, DSB1 proudly hosted the Mathematics, Primary and Junior, Part One Additional Qualifications (AQ) course in partnership with Laurentian University. Most of the cost of the course was supported by the Fundamentals of Math funding and this provided equitable access for educators. The Math AQ course was successfully completed by 22 DSB1 educators. The program was provided in a blended learning format using a combination of four in-person sessions and online learning.

DSB1 was thrilled to have Sheridawn Maloney as the instructor for this course who has extensive math expertise. Participants appreciated her enthusiasm for math learning and teaching and her facilitation skills.

There were many key learnings throughout the course. Some of them included:

- Noticing, naming and nudging student learning of key Number Sense concepts
- Utilizing strategies such as Number Talks to develop students' flexible computation skills
- Learning and teaching math through processes such as problem solving and communication
- Connecting various representations of a math concept, with an emphasis on the importance of visual representations/models

The in-person learning sessions were hands-on and interactive. A key component of the course involved planning and teaching five math lessons that incorporated visual representations.

The feedback from participants was very positive. DSB1 plans to continue offering Math Part One in this format. Providing these types of professional learning opportunities for staff demonstrates DSB1's commitment to excellence.



Just because some students “see” the math one way doesn’t mean that all students will see it the same way and we need to anticipate multiple ways they might see the math.

Visual mathematics is universal in design- accessible and useful for ALL.

I am more confident in what and how to teach math, but I find I also have more wonderings.

— Participant Testimonials



LEARNING ABOUT STRATEGIES

@kristenNiemi

THE JOURNEY TOWARDS GREATER EFFICACY

Efficacy is the belief that we have the skills to achieve a goal and that we can become advocates for our own needs as necessary. Collective Teacher Efficacy is linked to higher rates of success and achievement in students. It is a measurable impact on learners’ lives.

In our efforts to improving how we support all learners, DSB1 embarked on a journey towards greater efficacy by hiring consultant Victoria Hemming to conduct an efficacy assessment for our organization.

Consultant Hemming used the Pearson Efficacy Framework to conduct her assessment. This framework is designed to explore what efficacy means to respondents and identify barriers to delivering desired outcomes. The framework has four dimensions: Outcomes, Evidence, Planning & Implementation and Capacity to Deliver. Each dimension is assigned a rating: Green (4), Amber Green (3), Amber Red (2) and Red (1).

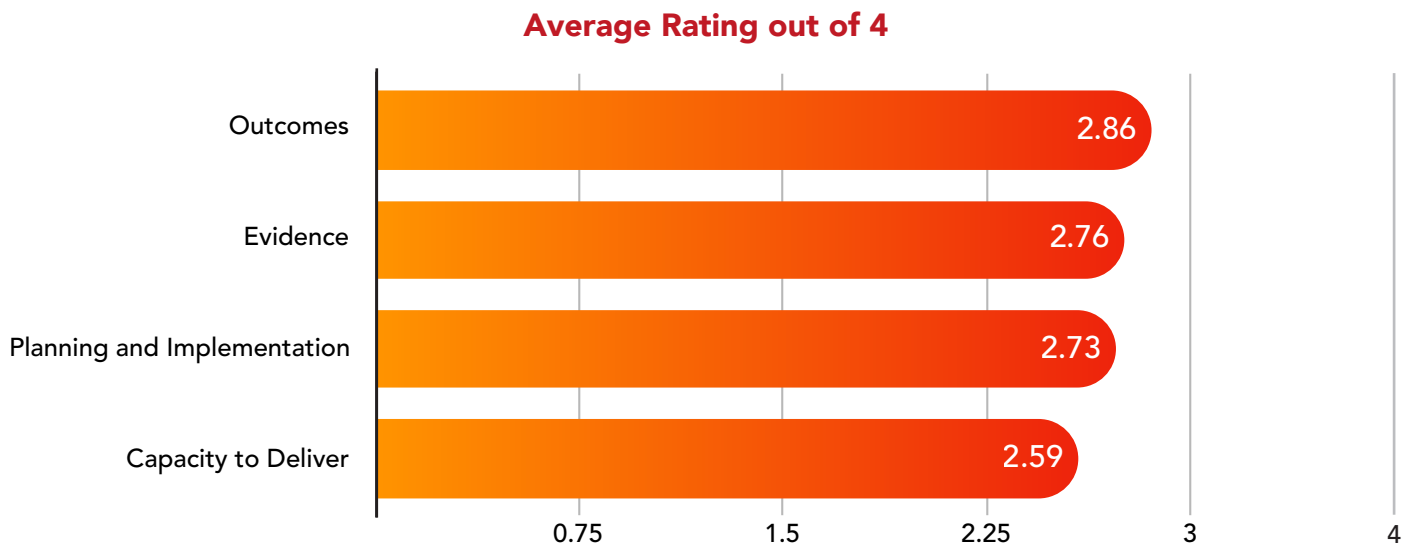
She conducted her assessment through one-on-one interviews, focus groups and by gathering data from focus groups conducted by Principals and Managers. She conducted 37 one-on-one interviews and analyzed 743 participant forms for common themes. Participants included trustees, staff, students and union presidents.

PEARSON EFFICACY FRAMEWORK

The framework has four dimensions: Outcome, Evidence, Planning & Implementation and Capacity to Deliver.

Overall, the Board received a rating of Amber Red. The report includes five recommendations for each of the four dimensions. These recommendations came from respondents.

In 2019-2020, DSB1 has included 7 of the 20 recommendations as actions in the Strategic Plan Action Plan. The Board is also creating an Efficacy Work Group, that will include one representative from each school and office. The group will meet on a monthly basis to support the implementation of the recommendations.



STAFF WELLNESS INITIATIVES

Staff wellness is a key to efficacy and ensuring that we have the capacity to achieve what we set out to do. During the 2018-2019 academic year, the Board supported several initiatives to encourage employee wellness.

We welcomed Dr. Greg Wells on November 4th, 2018. Dr. Wells’ presentation was focused on the sleep, eat, move and think pathways to health. We heard from our students, staff and communities that his powerful message was the catalyst to changing some of their daily habits.

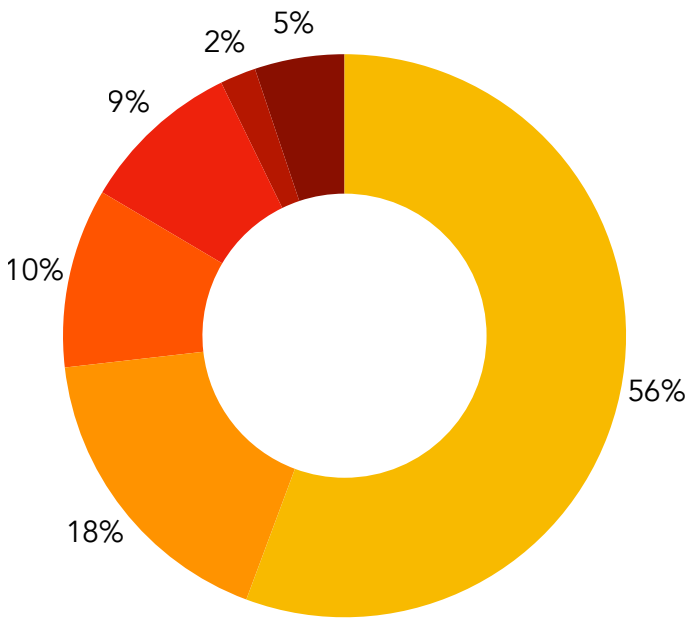
A Staff Wellness Committee was formed to explore ways that we could support employees in their wellness journey. The Committee is comprised of a Superintendent of Education and three Principals. The Porcupine Health Unit supported the committee in creating a wellness survey for all DSB1 staff to learn more about how to support, maintain and help our employees feel better and stay healthy. 451 employees responded to the survey administered in June 2019.

Overall, employees are interested in learning more about and participating in the following:

- Healthier cooking for busy lifestyles
- Healthy snack options
- Stress management
- Balancing work, family and personal life
- Onsite exercise classes

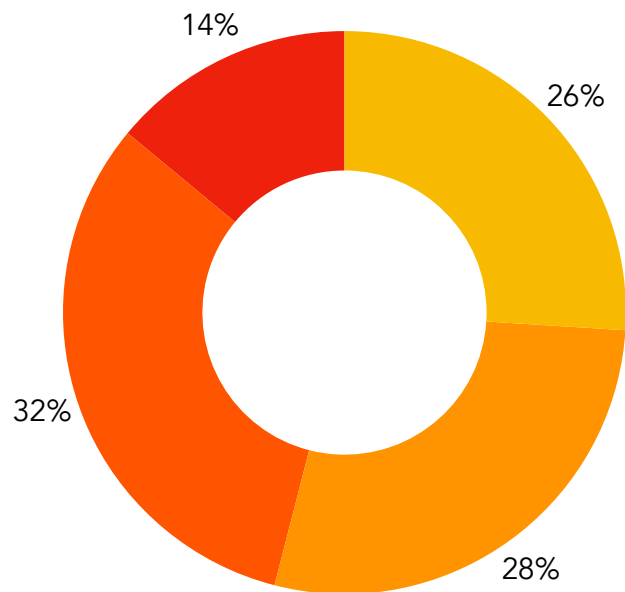
The work of the committee will continue in 2019-2020. The group will be moving forward on action items identified through the survey.

Participants



- Teacher
- Educational Assistant / Child and Youth Worker
- Custodial / Maintenance
- Secretarial / Administration
- Southern Board Office
- Schumacher Board Office

How often do you engage in an activity that gives you a sense of wellness?



- Daily
- 1 - 2 times / week
- 3 - 5 times / week
- Weekends only

EQUITY: IDENTIFYING AND REMOVING BARRIERS

TAKING ACTION TOWARDS RECONCILIATION

District School Board Ontario North East (DSB1) is committed to taking action towards reconciliation. The board is actively engaged in meaningful partnerships with local Indigenous communities, Elders and knowledge keepers to offer innovative programs and activities for students to deepen their understanding of Canada's shared history.

DSB1 is proud to offer co-curricular learning opportunities for all students. In June 2019, we organized the first Indigenous Culture Camp for interested secondary students.

The camp was hosted by Northern College Porcupine Campus over two days. 80 students had the chance to participate in workshops on traditional food preparation, grandfather drumming, goose hunt and harvest, beading, pow wow ceremonies, tamarack goose making and Cree language workshop. These workshops offered authentic learning opportunities and were facilitated by local elders and knowledge keepers.

The students also had the chance to hear from Cody Mackenzie, of Timiskaming First Nation. Mr. Mackenzie shared his powerful story of hope and healing through the culture. His message resonated profoundly with students.

All participants were welcomed by the local cinema for a screening of the critically acclaimed movie *The Grizzlies*, followed by a sharing circle to ensure safety of all participants.

Students shared ideas for additional workshops to be offered in the future, including drum making and the use of natural medicines. DSB1 looks forward to continuing to offer innovative and meaningful learning opportunities for all students in a spirit of reconciliation.



INDIGENOUS
Culture Camp 2019

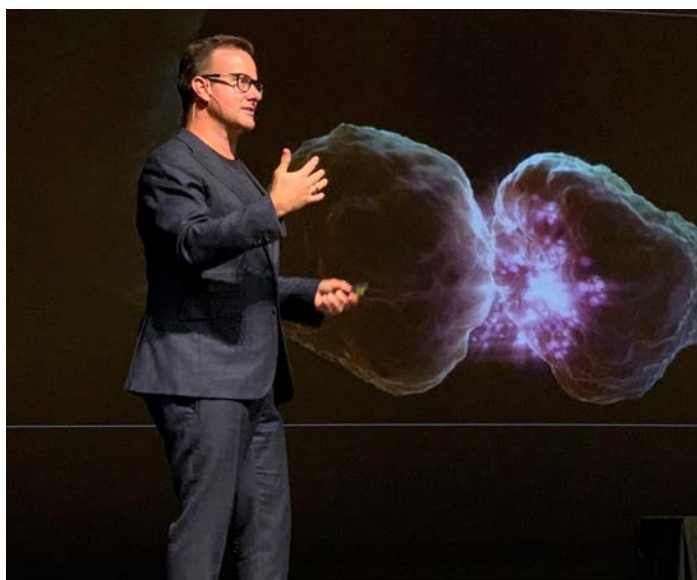
EQUITABLE ACCESS TO HIGH QUALITY LEARNING OPPORTUNITIES

District School Board Ontario North East (DSB1) is committed to predicting, identifying and removing barriers for all learners. One barrier to creating a culture of learning is the geography of our board and the distance to urban centers, where there are more professional learning opportunities. DSB1 proudly hosted three guest speakers during the 2018-2019 academic year. We utilized technology to broadcast the presentations across the communities we serve.

On November 13, 2018, Dr. Greg Wells presented to Grade 7-12 students, staff, families and community partners. The focus of his presentation was the contents of his first book, *The Ripple Effect: Sleep Better, Eat Better, Move Better, Think Better*. Dr. Wells' presentation provided students, staff, families and community partners with the scientific reasons behind many wellness strategies, such as importance of eliminating the use of technology one hour before bedtime. The feedback from audience members was very positive. Dr. Wells presented the key points from his second book, *The Focus Effect*, to school administrators at the August 2019 Leadership Conference.



THANK YOU DR. GREG WELLS
@DSBOnNorthEast



During the 2018-2019 school year, the April 8th Professional Activity Day was devoted to professional learning related to equity. On this day, Kevin Lamoureux presented to all school staff. This was a follow-up to his presentation the previous year. The focus of his second presentation was on how we can support reconciliation actions through our schools. During his presentation, Mr. Lamoureux introduced the Circle of Courage, which is a youth development model that highlights four universal needs of all children: belonging, mastery, independence and generosity.

Kevin Lamoureux was the Education Lead for the National Centre for Truth and Reconciliation while on leave from the position of Associate Vice-President, Indigenous Affairs at the University of Winnipeg. Mr. Lamoureux co-authored the book, *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being and Reconciliation* which was used for a school principal/vice-principal book study during the 2018-2019 school year. DSB1 looks forward to continuing to learn with Kevin Lamoureux.



THANK YOU KEVIN LAMOUREUX
@DSBOnNorthEast

To honour Pride Month, board office staff, secondary teachers, school administrators and many support staff from both panels received a presentation from Vincent Bolt, of TG InnerSelves on June 10, 2019. Mr. Bolt shared his experiences as a transgender student and strategies that staff can use to be allies to students who identify as transgender. Mr. Bolt stressed the importance of creating a sense of belonging for all students in our schools. This is supported by DSB1's Strategic Plan commitment of ensuring respectful learning and working environments. We look forward to continuing to learn with Mr. Bolt as he will be returning to work with individual schools in the fall of 2019.



THANK YOU VINCENT BOLT
@DSBOnNorthEast

MENTAL HEALTH AND WELL-BEING FOR ALL STUDENTS

We know that a mental health and well-being is a key to our students' path to achieving personal excellence. This involves encouraging our youth to speak up, reach out, and ask for help when they are struggling. It is important to know how to best support our students when they reach out for help. DSB1 continues to work diligently to reduce barriers for equitable access to supports for all students. Several important projects and initiatives supported this in 2018-2019.

DSB1 hosted its first Jack Summit for students. 35 students involved in Jack Chapters at their respective schools came together for a day filled with learning focused on helping them strengthen their leadership and advocacy skills. The students participated in various sessions facilitated by partners including Youth.Speak, Jack.org, Timiskaming Health Unit, and our own Child and Youth Workers.

From May 6th to 12th we joined efforts with our co-terminus boards and community partners to celebrate Children's Mental Health Week. Together we shared information on how the Five Ways to Well-Being can improve well-being in everyday life. Our students explain the Five Ways best in this video:



FIVE WAYS TO WELL-BEING

Mental Health Week 2019



NEWS ARTICLE: DSB One Hosts
Know More Tour



We worked collaboratively with the Porcupine and Timiskaming Health Units to introduce an Overdose Prevention and Education Campaign. All secondary schools were equipped with life-saving tools for people at risk of experiencing or witnessing an overdose. Messaging of pathways to improved health and safety was shared throughout the year with students, families and staff.

The Board also built more capacity within the Mental Health Team by hiring two new regional Social Workers. Training has been a priority to ensure our students have a sense of hope, purpose, meaning and belonging. With this strong team and promotion activities, we are well-positioned to support our students to achieve mental health and a sense of well-being.



LIFE SAVING TIPS

@DSBOnNorthEast

INNOVATIVE HIGH-SUPPORTS PROGRAMS

District School Board Ontario North East (DSB1) is committed to providing optimal learning environments for all students. During the 2018-19 school year additional High Support Programs were established at two of our schools. These programs are designed to offer innovative and effective supports for students.

The objective of these programs is to offer access to individualized, intensive supports in an alternate setting. Students transition to the High Support Program for a portion of the day, to receive individualized instruction, which may consist of alternative programming like social/emotional support, assistance with self-regulation and life skills instruction, as well as academic support including mathematics and language interventions.

Given the fluid nature of the program, DSB1 was able to support several, often diverse groups of students each school day. The High Support Program addresses the needs of the whole child, by providing support in a variety of domains. This significantly increases student success and overall well-being.



HIGH SUPPORT PROGRAMS
Designed to offer innovative and effective support for students.



INNOVATIVE TECHNOLOGIES

Information Services (IS) is dedicated to providing students and staff at District School Board Ontario North East (DSB1) with new and innovative technologies that support learning and our work.

In 2018-2019 external LED signs were installed at each school. These signs are controlled by a dedicated computer and can be accessed remotely by the school and the board office. These devices support school and board communications by sharing announcements with families and our communities. The content on the signs is refreshed on a monthly basis to ensure maximum impact.

IS also rolled out a new public address (PA) system in all schools. This new system features enhanced sound quality and features. The system is flexible, easy to maintain and user-friendly. Training to all schools on the new system will be offered throughout the fall of 2019.

In looking for ways to remove barriers and ensure fiscal responsibility, IS used YouTube Live Broadcasts for several board-wide sessions in the 2018-2019 academic year. This system allows us to connect all schools for Professional Activity Days and keynote addresses. Broadcasting these activities is economical for the Board, while providing all staff and communities with high-quality learning opportunities.

EVENING OF APPLAUSE

District School Board Ontario North East (DSB1) was pleased to host for the 2019 Evening of Applause at Timmins High & Vocational School on March 25th, 2019.

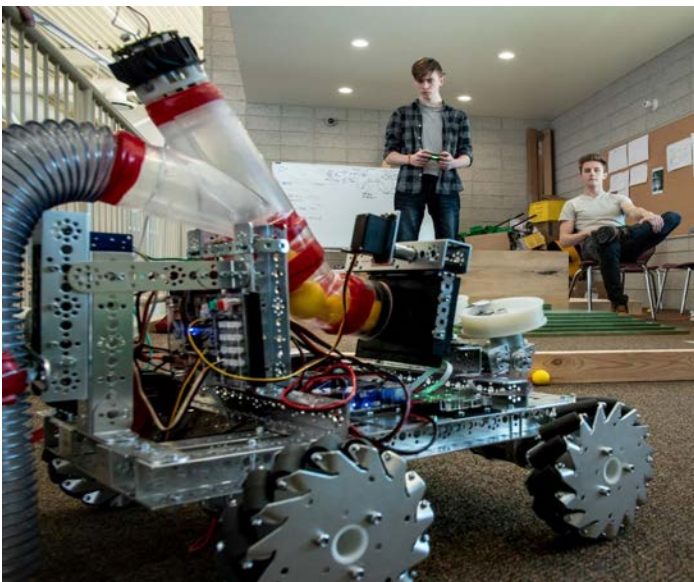
The event is held annually, in conjunction with the International Day of the Elimination of Racial Discrimination. The Evening of Applause is a celebration of the human rights and diversity leaders in Timmins who have demonstrated leadership in human rights or anti-discrimination activities. DSB1 is proud to have nominated five students who make a difference in our schools and communities. Congratulations to Erica Carriere, Baydon Crawford, Rohan Dumas, Anderson Katapayut and Lilia Millions for receiving this award.

The Evening of Applause is organized by the Timmins Together Committee, which is comprised of Algoma University, the Cochrane District Social Planning Council, City of Timmins, Collège Boréal, Conseil scolaire catholique de District des Grandes-Rivières, Conseil scolaire public du Nord Est, District School Board Ontario North East, Northeastern Catholic District School Board, Northern College, Timmins & District Multicultural Centre and the Timmins Local Immigration Partnership.



NEWS ARTICLE: Evening of Applause in Timmins





EQAO RESULTS

PRIMARY

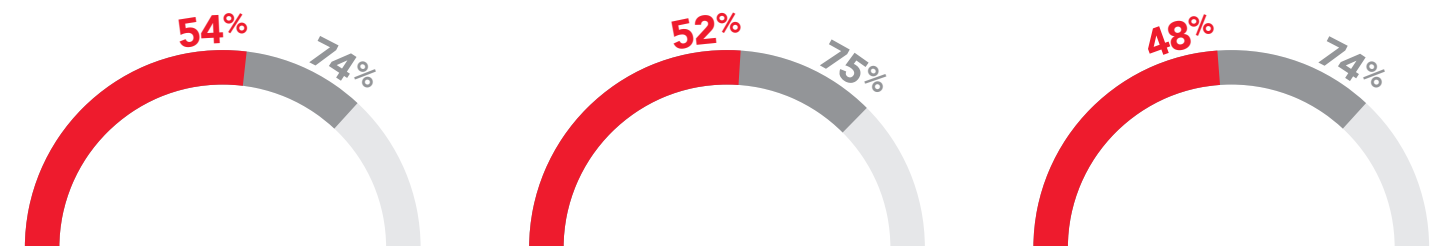
The results below represent the students who have reached the provincial standard grade of 70% or more on the Education Quality and Accountability Office (EQAO) standardized tests. DSB1's results are compared to the students across the province who have reached the same standard.

■ DSB1 ■ All of Ontario

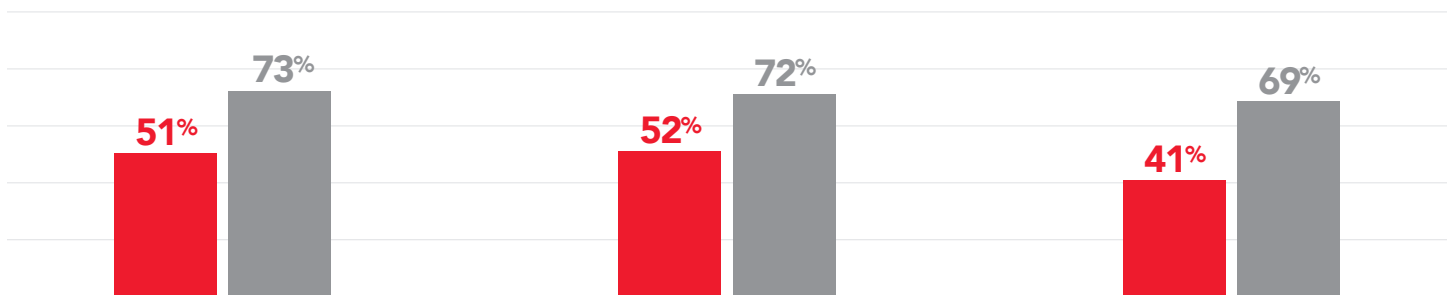
ACADEMIC YEAR
2016-2017

ACADEMIC YEAR
2017-2018

ACADEMIC YEAR
2018-2019



READING



WRITING



MATHEMATICS

EQAO RESULTS

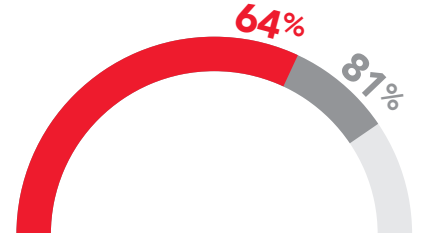
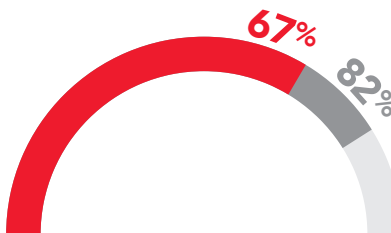
JUNIOR

■ DSB1 ■ All of Ontario

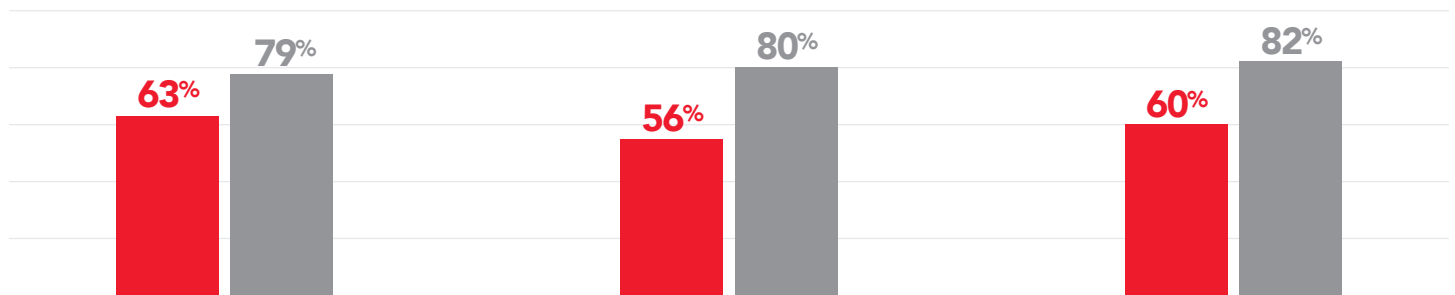
ACADEMIC YEAR
2016-2017

ACADEMIC YEAR
2017-2018

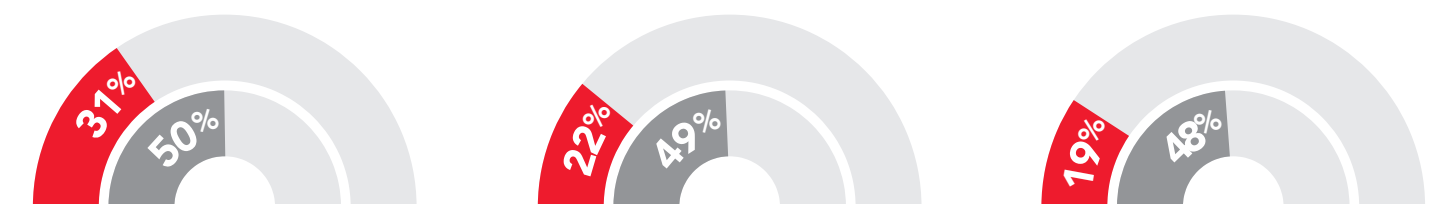
ACADEMIC YEAR
2018-2019



READING



WRITING



MATHEMATICS

EQAO RESULTS

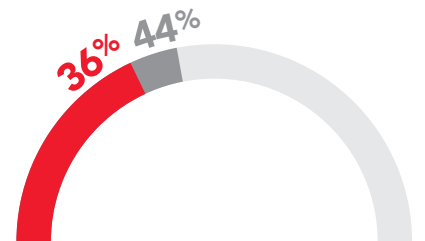
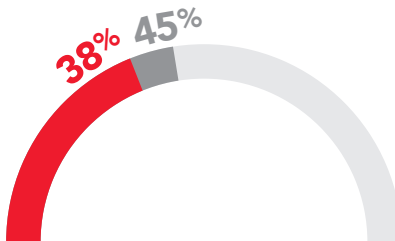
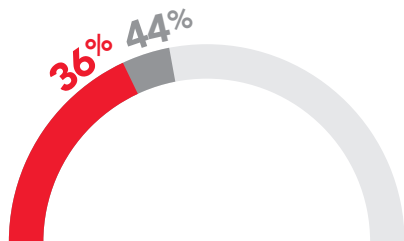
INTERMEDIATE

■ DSB1 ■ All of Ontario

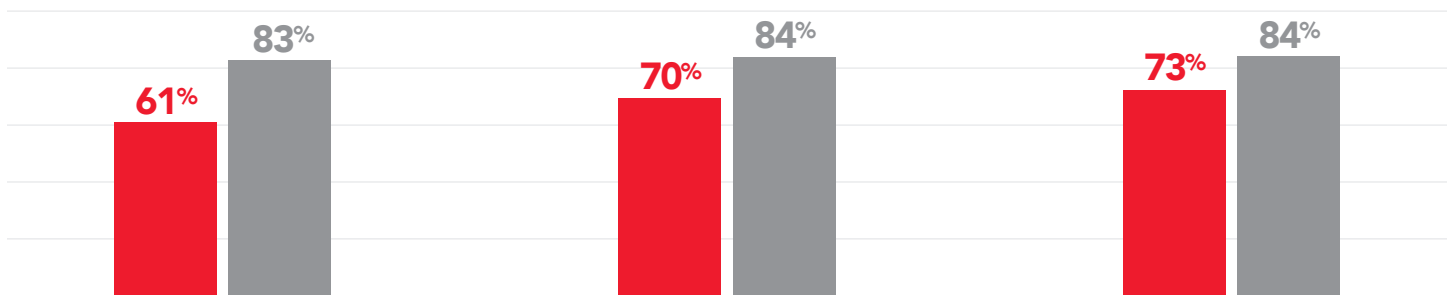
ACADEMIC YEAR
2016-2017

ACADEMIC YEAR
2017-2018

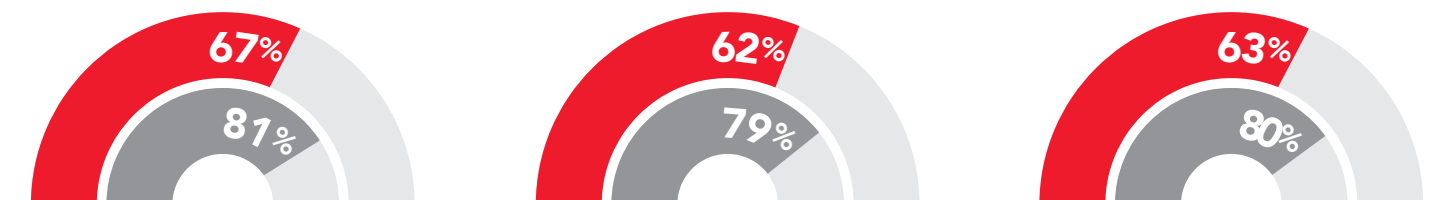
ACADEMIC YEAR
2018-2019



APPLIED MATHEMATICS



ACADEMIC MATHEMATICS



ONTARIO SECONDARY SCHOOL LITERACY TEST: SUCCESSFUL

2019-2020

REVENUE & EXPENSES

In June 2019 the Board adopted its operating and capital budgets for the 2019 - 2020 school year in the amounts of \$126,234,175 and \$18,121,317 respectively. The total operating revenue available to the Board is estimated at \$126,618,634 resulting in an operating surplus of \$384,459. The source of these funds and detailed operating budgets are as follows:

REVENUE

Government of Ontario	\$99,800,883
Local Taxation	\$16,637,672
Federal Grants and Fees	\$1,585,573
Other Revenues - School Boards	\$4,983,549
Other Fees and Revenues	\$1,487,452
School Generated Funds	\$2,123,505
TOTAL	\$126,618,634

EXPENDITURE

Operating Expenditures	\$123,139,794
Other	\$700,718
Capital Loan Repayment	\$290,720
School Generated Funds	\$2,102,943
TOTAL	\$126,234,175

OPERATING EXPENDITURE BY MAJOR FUNCTION

Instruction	\$81,676,819
Administration	\$4,824,776
Transportation	\$13,181,379
School Operations and Maintenance	\$21,540,493
Pupil Accomodation	\$1,916,327
Other	\$3,094,381
TOTAL	\$126,234,175

OPERATING EXPENDITURE BY MAJOR OBJECT

Salaries and Wages	\$74,960,655
Employee Benefits	\$12,210,992
Staff Development	\$538,797
Supplies and Services	\$11,460,194
Interest on Long Term Debt	\$1,916,327
Rentals	\$160,700
Fees and Contractual Services	\$15,637,571
Other	\$442,753
Amortization	\$8,906,186
TOTAL	\$126,234,175



District School Board
Ontario North East



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