

DIRECTOR'S ANNUAL REPORT



2020- 2021

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District School Board
Ontario North East

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VISION: Empowering all learners to achieve personal excellence.

MISSION: Together, we inspire innovation and a passion for learning.

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree and Algonquin Peoples. We commit to actions to better serve students, families and communities who identify as First Nation, Métis and Inuit.

MESSAGE FROM THE CHAIR OF THE BOARD

The 2020-2021 year was an exciting one for our board. As a Board of Trustees, we approved a new Strategic Plan to guide our collective work from 2021 to 2025. On behalf of the Board of Trustees for District School Board Ontario North East (DSB1), I would like to thank the 6,387 voices who informed our plan by completing surveys or participating in engagement sessions.

The Strategic Plan for 2021-2025 will further our work on the priorities of Innovation, Equity, and Culture. It will provide specific actions that DSB1 will take to empower all learners to achieve personal excellence.

The COVID-19 pandemic has continued to provide opportunities for us to collaborate and innovate. As the Chair of the Board for DSB1, I am incredibly proud of the work of our staff and am excited to share the positive stories found in this report with you.

A handwritten signature in black ink, reading "Robert Bruch". The signature is written in a cursive, flowing style.

MESSAGE FROM THE DIRECTOR OF EDUCATION

The stories in this report are evidence of the tremendous resilience, collaboration, and innovation that staff, students, and families demonstrated throughout the 2020-2021 school year.

As the Director of Education for DSB1, I am extremely proud of the learning that continued to happen in and outside of the classroom throughout the year. I am also proud of how DSB1 allocated resources to support students and families through challenging transitions.

DSB1 completed the last year of implementation for our 2018-2020 Strategic Plan. I am delighted with the progress that we have been able to achieve by implementing the eight commitments from that plan. I look forward to working with the Board of Trustees and all DSB1 staff to begin the implementation of our 2021-2025 Strategic Plan.

As you read through the stories in this report, I am certain that you will see how DSB1 brings the priorities of Culture, Equity, and Innovation to life, each and every day.

A handwritten signature in black ink, reading "Leanne M. Dye". The signature is written in a cursive, flowing style.

CULTURE

IMPLEMENTATION OF GRADE 1 TO 8 MATH

The 2020-2021 school year was unique for mathematics learning and teaching in DSB1. There was an urgent need to incorporate virtual learning opportunities for students and educators and implement the 2020 Grade 1 to 8 Math Curriculum. In response, the Learning and Teaching Team provided a wide range of mathematics resources, training, and professional development for educators in Grades 1 to 8.

Learning Coaches hosted a series of webinars to review the key changes and new expectations. Coding, Algebra, Mathematical Modelling, and Financial Literacy were at the forefront of these learning opportunities since they were prominent additions to the curriculum.

The team created a math resource website with unit plans that follow the Ministry of Education's long-range plans. Lessons include research-based learning and teaching strategies, hands-on learning, a wide range of assessment strategies, and virtual learning platforms.

To facilitate the need to teach and learn virtually, DSB1 purchased learning programs including Dreambox, Mathology, and Knowledgehook.



CULTURALLY RESPONSIVE MATH FOR π DAY!

Explore the relationship between circumference and diameter with a Desmos lesson that explores the value of π using Indigenous Ways of Knowing.

This lesson was created by Dr. Lisa Lemley Borden and addresses these Grade 7 expectations:

- use the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference and to solve related problems
- construct circles when given the radius, diameter, or circumference

Watch this video showcasing the lesson by Erin Buchanan (Indigenous Coach) and Dana McBride (Gr 7-12 Math Learning Coach). You'll learn about sharing Indigenous Ways of Knowing math and hear several excellent ideas for making connections beyond the math classroom.

[CLICK TO ACCESS OUR MATH DESMOS ACTIVITY](#)

[CLICK HERE FOR THE SKILL BASED PRESENTATION](#)

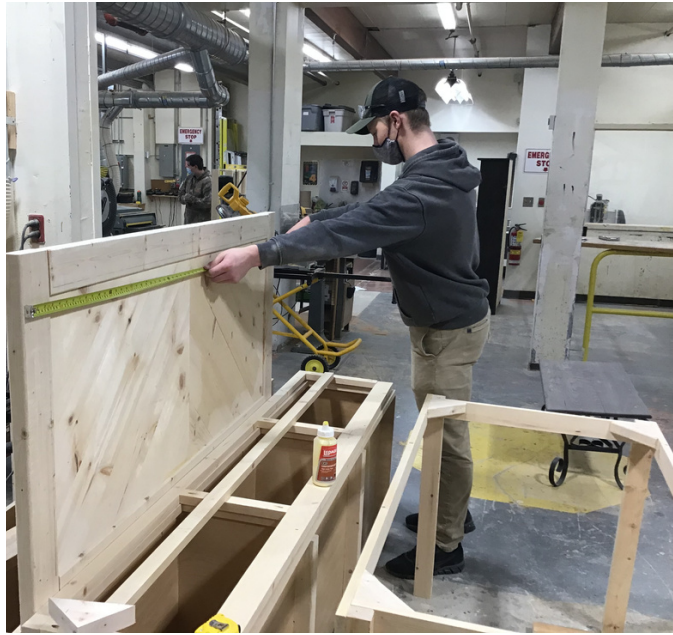
[LINK TO DR. LISA LEMLEY BORDEN'S WEBSITE](#)

[LEARN MORE ABOUT DESMOS](#)

TRADES UP!

Trades Up! Competitions were held in various secondary classrooms across the district. Competitions were designed to promote and celebrate Skilled Trades and Technologies while supporting pathways.

Students participated together as a class in the skilled trades and technologies competitions. Teachers used the Skills Ontario scopes or designed their own competitions for their classes.



Trades Up! events also helped support local communities. At Englehart High School (EHS), the construction class participated in Trades Up! Helping Communities Grow where students engaged several community partners to build planter boxes to serve a local need. Students were excited to participate in these rewarding learning experiences.



This event allowed students to use tools and building methods that would be more common in the workplace as well as having time management- a vital component. The Trades Up! event was a fun, challenging, and rewarding experience that I hope will continue for future students.

-Travis Cudney, Grade 12 Student

The Grade 10 Hospitality and Tourism class at EHS also participated in a Trades Up! event in March 2021. Students were able to showcase their culinary skills by baking and decorating a cake. As part of the competition, students had to research cake recipes and draw a scaled version of their cake.

**VIEW THE TRADES UP!
CONSTRUCTION VIDEO**



COLLABORATION FOR SUCCESS

The 2020-2021 school year created an opportunity to further develop a culture of learning and collaboration within DSB1.

Classroom staff, support staff, administrative teams, and school communities were challenged to innovate like never before. Teams came together with innovative solutions and new ways of meeting the needs of students and families.

Information Services, Learning and Teaching, Special Education, and Mental Health and Well-Being, collaborated to support students participating in distance learning.

Early in the school year, the Board identified that many families did not have reliable internet access at home. Schools and departments worked together to collect the necessary information to provide families with turbo hubs.

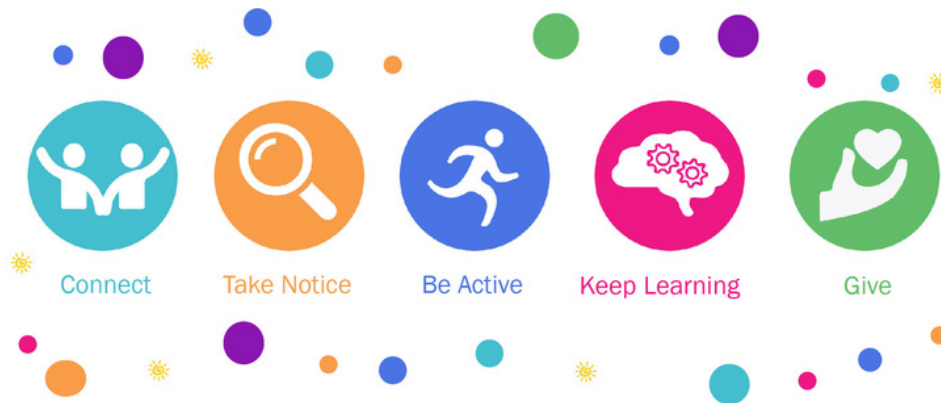
Professional learning on the use of technology for the context of distance learning was put in place for Mental Health Workers, Teachers, and Educational Assistants. This initiative was led by the Learning and Teaching staff and supported by Information Services.



MENTAL HEALTH SYMPOSIUM

The 2020-2021 Student Senate worked diligently on their mission to improve Mental Health in their school for students and staff. The group organized a Mental Health Symposium, the culminating event for the year!

The Symposium included five sessions, each anchored in the Five Ways to Well-Being campaign.



DSB1 Educator Jill Plaunt headed the Get Active session, where she explained the benefits of yoga and led a yoga workshop for all participants.

The Connect session brought presenters from Jack.org to discuss the importance of reaching out, being there for one another, and having a sustainable support system.

Kelly Pierce from Silver Birch Counselling led the Keep Learning session, where she discussed the neurobiology of anxiety.

Lianne Paille and Kelly Howard from Zack's Crib shared their mission of creating a Safe Bed Facility in the Temiskaming Area in the Give Session.

The Symposium concluded with the Take Notice session where CMHA's Krista Green explained the need to “#GetReal with what you feel”. Krista was joined by Timmins Rock Captain, Derek Seguin, who shared his journey with mental health.

The student-led Symposium was a great success, thanks to all the people who helped make this experience possible. Each session was filled with Students, Teachers, and Staff from across the Board coming together to learn.



[VIEW THE RECORDED SYMPOSIUM SESSIONS](#)



INNOVATION

THE EDUCATORS' PLAYGROUND: SUPPORTING LEARNING AND TEACHING

The Learning and Teaching Team created a website called "The Educators' Playground" to celebrate and share the great things students and teachers are doing in the classroom. The landing page is a blog-style page for sharing key resources and stories from classrooms across the district. The secondary purpose of the site is to share resources created by the Learning and Teaching Team to support educators in the classroom. The site has become home to the hundreds of resources created by the team.

Browsing the site, educators can find stories demonstrating the diversity of the Board and approaches to learning and teaching in the classroom. For example, there is a story about a Grade 4 class creating podcasts on topics ranging from mental health to space exploration. A story about culturally responsive mathematics explores the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference and solving related problems using quill boxes and Indigenous Ways of Knowing.

Educators can find over one hundred sample math lesson plans to support the implementation of the new elementary mathematics curriculum. There are interactive lessons for supporting Education Quality and Accountability Office (EQAO) literacy tasks and ideas for inquiry-based learning in the early years. Teachers can also find Indigenous learning resources to support culturally responsive pedagogy. Finally, educators can find tips for teaching with technology, including video tutorials on accessibility features and troubleshooting.

Educators from across the district are regularly visiting the site and often email positive feedback and notes of thanks for the resources. The team will continue to share stories from the classroom and add more resources in the coming years as The Educators' Playground has become a valuable communication tool for supporting learning and teaching in DSB1.

RESOURCES FUNDED BY JORDAN'S PRINCIPLE

DSB1 is proud to engage in meaningful community partnerships with local Nations and Indigenous organizations to support students who identify as Indigenous.

Jordan's Principle is a child-first principle to ensure all First Nations children living in Canada can access the products, services, and supports they need. These can include laptops, iPads, other e-learning tools, and funding for assessments or Educational Assistants.

During the 2020-2021 school year, DSB1 secured significant funding for resources from Jordan's Principle Foundation. Schools partnered with families and Kunuwanimano Child and Family Services to submit requests to access services and supports for students who identify as Indigenous.



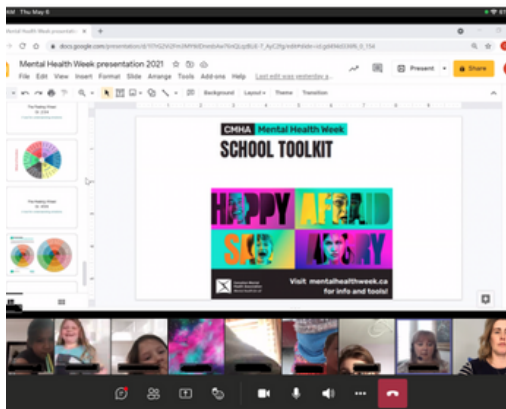
"These funds have been critical in ensuring timely supports at an early age and have resulted in gains in the classroom. Further, it has strengthened a collaborative approach in working with our community partners. The goal is always to work with the student towards independence and success, and this team approach is proving effective."

- Teacher, Pinecrest Public School

MENTAL HEALTH AND WELL-BEING

During the 2020-2021 school year, the Mental Health Team was faced with the challenge of providing equitable access to services for all students, regardless of their mode of learning. The team expanded support services traditionally offered in school to virtual platforms that safeguarded student safety, confidentiality, and privacy.

After much research and innovation, the Information Services (IS) department configured Microsoft Teams to comply with the Personal Health Information Protection Act (PHIPA). This platform allowed all members of the Mental Health Team to offer virtual support services to students.



The live transcription feature has been helpful with accessibility and/or ambient noise situations. The translator is ideal for working with students and families whose first language is not English.

DSB1 is confident that efforts to create mentally healthy schools will help all students learn at an optimal level every day.

DISTANCE LEARNING SCHOOLS

Distance Learning Public School (DLPS)

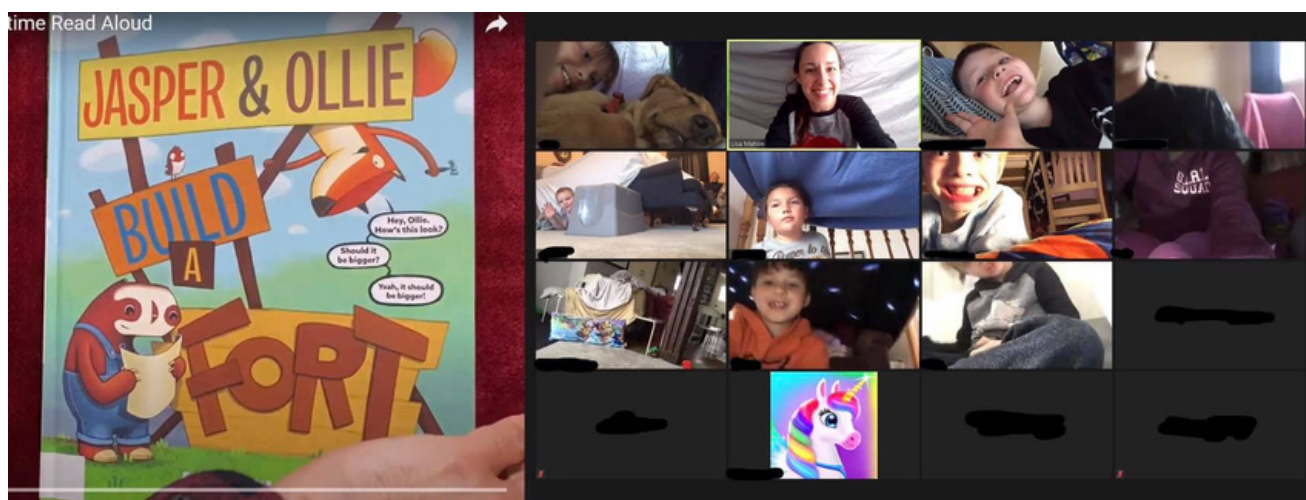
A variety of supports were implemented to assist families and students with distance learning. In the fall, families were invited to attend a weekly evening webinar about items specific to distance learning. These sessions were recorded and shared with families. The school's social media platforms provided a space to share and celebrate student learning throughout the school year.

Orientation sessions were offered regularly. Interested families learned more about how the program was structured, received assistance with setting up technology, and tutorials on how to navigate the asynchronous platforms.

Students received learning kits to help create an equitable learning environment. The learning kits were differentiated by division and included a variety of school supplies.



Two additional Designated Early Childhood Educators and two Educational Assistants were hired. These positions complemented the wrap-around supports provided by students' home schools. Special Education Resource Teachers, Indigenous Student Advisors, Child and Youth Workers, and Attendance Counsellors supported DLPS students throughout the school year.



Distance Learning Secondary School (DLSS)

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“I am so happy my son is taking this math course in distance learning. I am so impressed with the math teacher and online learning.”

- Parent of a Grade 10 student

During the 2020-2021 school year, the Distance Learning Secondary School (DLSS) offered virtual courses to 757 students with an average of 350 students each rotation. Courses were selected based on students' graduation requirements, interests, and individual pathways.

The DLSS continued to build in support for secondary students. For example, virtual labs in science classes were offered where students could watch and participate in making outcome predictions. Distance learners were provided with wrap-around support, including Guidance Counsellors, Indigenous Student Advisors, Educational Assistants, Special Education Resource Teachers, Student Success Teachers, Technology Enabled Learning Teacher, Child and Youth Workers, Attendance Counsellors, and school administrators.

DISTANCE LEARNING BY THE NUMBERS

DLPS

920

Students enrolled in September

526

Students enrolled in June

392

Students enrolled for the entire year

DLSS

757

Students took a DLSS course

124

Courses offered

98

Sections offered

EQUITY

SUPPORTS FROM EDUCATIONAL ASSISTANTS AND CHILD AND YOUTH WORKERS

The 2020-2021 school year created disruptions in routines for students due to transitions between modes of learning. Educational Assistants (EAs) and Child and Youth Workers (CYWs) played an integral role in supporting students' growth.

EAs worked diligently to support a seamless transition to distance learning for students with special education needs. Through additional funding, DSB1 hired four additional EAs, two to support Kindergarten to Grade 8 and two to support Grades 9 to 12.

In addition, the home school Special Education Resource Teachers (SERTs) and EAs continued to support students who were learning virtually through check-ins, interventions, academic support, and lesson reviews.

CYW and Social Workers joined Teachers on virtual platforms to offer class-wide social and emotional learning. Breakout rooms were used for smaller cohorts to meet and practice self-regulation strategies and skills.

A parent shared that she observed her son using his accommodations while learning from home. She watched him walk around the kitchen while dictating into his device to complete assigned tasks. In a regular classroom setting, the student would not have been comfortable taking the movement breaks or using dictation in front of his peers.



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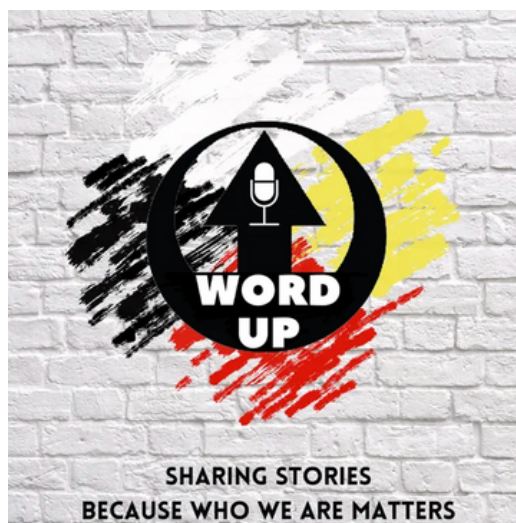
“We need to become more aware of stories that aren’t our own. The more we listen to each other, the more we learn.”

– Erin Buchmann, Indigenous Instructional Coach

WORD UP PODCAST

The 2020-2021 school year was the first year that *English: Understanding Contemporary First Nations, Métis and Inuit Voices* (NBE 3C/E/U) became a mandatory requirement for graduation. In DSB1, NBE 3C/E/U replaces the traditional Grade 11 English course (ENG 3C/E/U).

Instructional Coach, Erin Buchmann, led the production of a podcast called Word Up to support learning about Indigenous literature and culture. This podcast is an excellent way for educators across DSB1 to collaborate and engage in professional learning. The podcast shows our commitment to reconciliation through education.



LISTEN TO
THE
PODCAST



This format not only provides a space to learn from award-winning authors, artists, and leaders who identify as Indigenous, it also exposes students to a wide variety of communication, including narration, casual dialogue, and interviews.

Each episode of Word Up was co-hosted by Coach Buchmann, a student, and teacher from one of DSB1’s NBE classes. Together, they prepared questions for each guest. Timmins High and Vocational School’s (THVS) Grade 11 student, Abbygail Anderson, explained that the podcast allowed her to open up more in class. “It’s OK to express yourself in different ways. Many kids are struggling with opening up to people, but this gives kids the chance to express themselves in different ways.”

Guests included Waubgeshig Rice, Jesse Thistle, Brandon Nolan, and Yolanda Bonnell. The diverse subject matter offers listeners different perspectives on storytelling while sharing knowledge, inspiration, and personal experience.

IN-PERSON LEARNING FOR STUDENTS IN HIGH-SUPPORT PROGRAMS

DSB1 continued to support in-person learning for students in High-Support programs who could not be accommodated through virtual or remote learning.

Students' individual learning programs often involve alternative programming, including speech and language therapy, occupational therapy, physiotherapy, orientation/mobility training, social-emotional programming, and personal care programs. Delivery of these programs in a classroom is vital for students in High Support Programs to ensure continuous progression towards goals.

Schools that were open to students followed strict health and safety measures in line with the Infection Prevention and Control (IPAC) measures for schools.



TECHNOLOGY DEPLOYMENT FOR DISTANCE LEARNING

Information Services (IS) deployed iPads to every student from Kindergarten to Grade 4 to meet distance learning requirements. Staff prepared 2,200 iPads between January and March 2021. Devices were redeployed as needed and 400 new iPads were purchased to complete the project.

Turbo hubs were provided to every secondary school to support students with poor or no internet access if they were directed to self-isolate by the local health unit. This allowed students to learn from home until they could return to the classroom.

When the transition to distance learning took place on April 6, 2021, IS began distributing turbo hubs to families identified as either having no internet, poor internet with multiple children, or poor internet in that priority sequence. In total, 300 turbo hubs were available to support distance learning.

2020-2021 Revenue & Expenses

Revenue

Government of Ontario	\$106,829,944
Local Taxation	\$16,462,164
Federal Grants and Fees	\$1,597,215
Other Revenues - School Boards	\$4,865,306
Other Fees and Revenues	\$1,377,369
School Generated Funds	\$1,852,782

TOTAL	\$132,984,780
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Expenditure

Operating Expenditures	\$129,401,420
Other	\$1,328,068
Capital Loan Repayment	\$290,720
School Generated Funds	\$1,809,888

TOTAL	\$132,830,096
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Operating Expenditures by Major Function

Instruction	\$86,700,857
Administration	\$4,478,038
Transportation	\$13,387,391
School Operations and Maintenance	\$23,066,398
Pupil Accommodation	\$1,768,736
Other	\$3,428,676
TOTAL	\$132,830,096

Operating Expenditures by Major Object

Salaries and Wages	\$75,873,663
Employee Benefits	\$12,227,625
Staff Development	\$728,265
Supplies and Services	\$12,893,368
Interest on Long-Term Debt	\$1,768,736
Rentals	\$197,200
Fees and Contractual Services	\$18,852,569
Other	\$459,170
Amortization	\$9,829,500
TOTAL	\$132,830,096



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