

DIRECTOR'S ANNUAL REPORT 2021-2022



District School Board
Ontario North East



MESSAGE FROM THE CHAIR OF THE BOARD



On behalf of the Board of Trustees, I share pride in supporting student excellence this year across all District School Board Ontario North East (DSB1) schools. During the 2021-2022 school year, the Board supported several initiatives which led to continued success and improvements for staff, students, and families.

We are particularly impressed by the focus on student learning and are committed to providing all students with resources that enhance their learning. This school year welcomed increased staffing, including Educational Assistants, Mental Health Supports, and Indigenous Student Advisors. Additionally, DSB1 provided upgraded accessibility to technology through an iPad initiative and significant improvements to facilities including Track and Field Complex upgrades at École Secondaire Cochrane High School and Englehart High School.

It is fantastic to see each student bring personal excellence to school. Graduation rates continue to increase across the Board. This year, 81 students graduated from the PACE program; an increase from 20 graduates five years ago. Student Voice brings an impactful contribution to the boardroom by our three appointed Student Trustees.

Thank you to our staff for their leadership, Trustees for their commitment, and all our students for their passion for learning.

BOB BRUSH
Chair of the Board

MESSAGE FROM THE DIRECTOR OF EDUCATION



Welcome to the 2021-2022 Director's Annual Report.

I am beyond proud to have witnessed the kindness, resiliency and perseverance demonstrated by all learners throughout District School Board Ontario North East (DSB1).

This year, DSB1 implemented our first year of the 2021-2025 Strategic Plan. This report highlights the brilliant success stories guided by our three strategic priorities and nine strategic actions. The progress made throughout the year led us to exceed 2 of 3 strategic goals for the year. We continue collaborating with partnerships to enhance student learning offering swimming programs, field trips, guest speakers in the classroom and learning opportunities in the summer.

We exceeded our goal of increasing student participation in Identification, Placement and Review Committees and increasing participation from families. Additionally, we are pleased to build our pathways and partnership program offering more opportunities for students to gain paid work experience. By promoting a culture of caring and wellness, we set to achieve a goal that 80% of students felt welcome after returning to school. The results of the school climate survey, demonstrated near success with 68% of Grades 4-6 and 77% of students in Grades 7-12 felt welcomed upon returning to the classroom.

An enormous thank you to all our communities, families, staff, and students for continuing to support education. Together, we inspire innovation and a passion for learning.

LESLEIGH DYE
Director of Education

BOARD OF TRUSTEES



Bob Brush
Chair of the Board



Brian Peever
Trustee



Cindy Pye-Reasbeck
Trustee



Dennis Draves
Vice-Chair of the Board



Erica Logan
Trustee



Howard Archibald
Indigenous Trustee



Ken Steinbrunner
Trustee



Larry Wiwchar
Trustee



Rosemary Pochopsky
Trustee



Steve Meunier
Trustee



Tom Henderson
Trustee

STUDENT TRUSTEES



Josie Michaud
Student Trustee



Lily Graydon
Student Trustee



MacKenzie Innes
Indigenous Student Trustee

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

VISION

We empower all learners to achieve personal excellence.

MISSION

Together, we inspire innovation and a passion for learning.

ADMINISTRATIVE COUNCIL



Lesleigh Dye
Director of Education



Lisa Edwards
Superintendent of Business



Kristen Niemi
Superintendent of Education



Steve Pladzyk
Superintendent of Education



Jim Rowe
Superintendent of Education

INTRODUCTION TO STRATEGIC PRIORITIES

At DSB1, every action and decision is rooted in and guided by the Strategic Plan Priorities and Actions. Throughout this report, each story directly connects to one or multiple priorities of Equity, Innovation and Culture.

2021-2025 STRATEGIC PLAN



CULTURE

Communication
Relationships
Resiliency



INNOVATION

Pathways and Partnerships
Trust
Growth Mindset



EQUITY

Understanding our needs
Courage
Student Voice

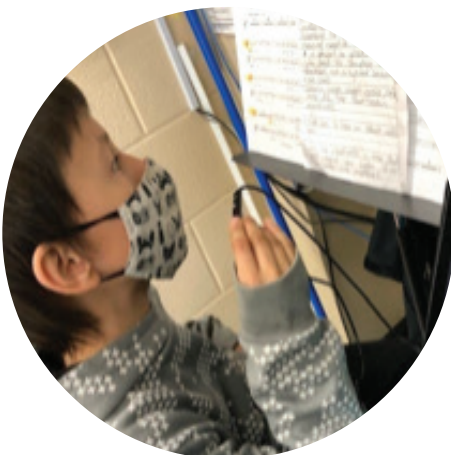
CULTURE

UNIVERSAL DESIGN FOR LEARNING

To support all learners in achieving personal excellence, educators are implementing Universal Design for Learning (UDL). Students get excited about learning when educators provide choices in what they learn. Students choose topics, create their own questions, and engage in authentic learning.

Educators creatively help learners access new content. Students learn about new ideas using text, video, audio, and hands-on experiences. In science, students learn about invasive species using a textbook, accessing a podcast, or watching a video. Students learn about who they are as learners to leverage their strengths when learning new content. Educators create assignments that empower students to show what they know in vast ways. When learning about history, students choose to write a report, create a video, or record a podcast.

Sheri Gingo, a science teacher from Timmins High and Vocational School, had this to say about creating and using UDL resources: “One of the best things was how independent students could be. Overall, most students were more engaged with the options they had and the freedom to work collaboratively in any order they chose.” By leveraging UDL, educators help more students access their abilities and communicate their learning.



CULTURE

WELLNESS IN OUR SCHOOLS

Continuous support in schools for wellness initiatives are available to all staff. Throughout the 2021-2022 school year, DSB1 promoted Attendance and Disability support programs with the intended purpose to create a safe, supportive, and healthy environment that assists staff with maintaining regular attendance at work. Forty-one staff members participated in the Attendance support program with meetings being held through Microsoft Teams, phone calls, and email. During these sessions, staff had the opportunity to not only share their questions and concerns but to explore options as they relate to the various types of leaves available. The end goal in these sessions was to work together to overcome any potential barriers.



Inkblot

For staff who may have been dealing with personal difficulties, a need was recognized to provide an Employee and Family Assistance Program (EFAP). It is of utmost importance to have ongoing support to build and sustain personal resiliency. By delivering this program online through Inkblot, staff can log online and be matched with a short list of counsellors based on their unique needs and preferences anonymously.

The strength of culture in DSB1 schools will continue to grow as we foster caring, wellness and model high expectations for all staff and students.

“

I have been using Inkblot and found a therapist that I really love. I'm coming up on my last free session and just want to know how we continue. I want to sincerely thank you for providing this service as it has been a great experience.

”

– Staff feedback from Inkblot

CULTURE

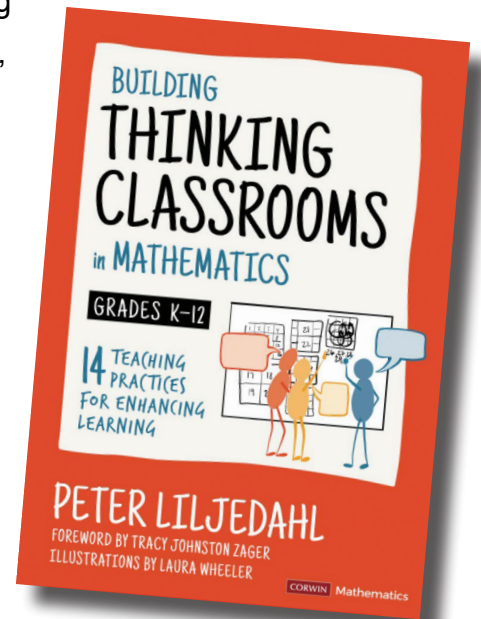
SUMMER SYMPOSIUM

DSB1 is committed to supporting all educators' professional learning goals. The Summer Symposium was hosted on August 25, 2022, and provided a variety of engaging and motivating learning sessions for staff. Sessions included respected professionals, organizations, and educators representing a variety of topics that supported our ongoing work and learning. Dr. Peter Liljedahl delved further into the 14 instructional practices in his book, *Building Thinking Classrooms*. Dr. Diane Kashin facilitated learning around creating provocations for students and observing, documenting, and interpreting their learning. Stan Wesley discussed the importance of belonging and how everyone can support students who identify as Indigenous in



HEATHER J. MACDONALD

pursuing their dreams. Heather J. MacDonald discussed ways that educators can be culturally and socially responsive to the unique mental health and well-being of each student and family. The DSB1 Special Education team offered a training workshop to support educators with Individual Educational Plans. These presenters, along with many more, inspired our educators at the beginning of a new school year.



“

Meegwetch Stan! I will put more effort into language and connection this year. Thank you for your stories and teachings.

”

– *Staff feedback*

INNOVATION

DECE PROGRAM - partnership with Northern College and DSSABs (Cochrane and Timiskaming)



Student Success/Pathways partnered with DSB1's Early Years portfolio and offered a new Learning Outside the School Day program for students in Grades 11 and 12 interested in pursuing a career as a Designated Early Childhood Educator (DECE).

Students enrolled in a dual credit Creative Teaching Strategies and/or Cooperative Education. All students in Early Childhood Educator Cooperative Education were in paid placements. They were also able to earn several industry-recognized certifications.



This new program had ten students in the dual credit and nine students who also participated in the cooperative placement. As a result of this program, three students applied to the Early Childhood Educator program at college, and some secured paid summer employment.

The program was offered in partnership with the Cochrane District Social Services Administration Board (CDSSAB), Timiskaming District Social Services Administration Board (TDSSAB), School-College-Work Initiative (SCWI), Northern College of Applied Arts and Technology and local Early Years centers.

“It's a partnership that's been awesome! Especially with [the student] taking initiative and knowing her role beforehand, it's helped a lot.”

– Julie Cooper (YMCA)



INNOVATION

STUDENT PARTICIPATION IN IPRCs

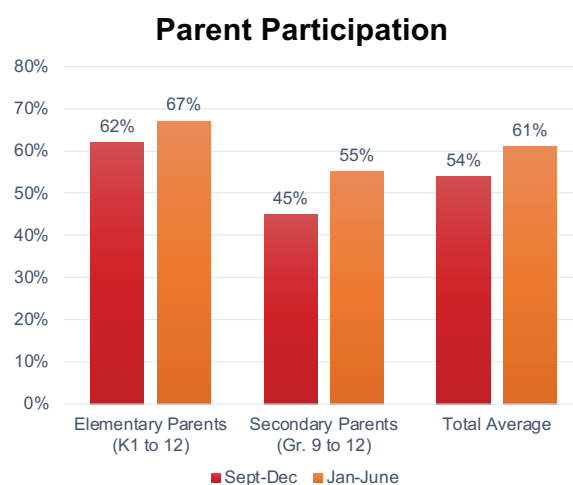
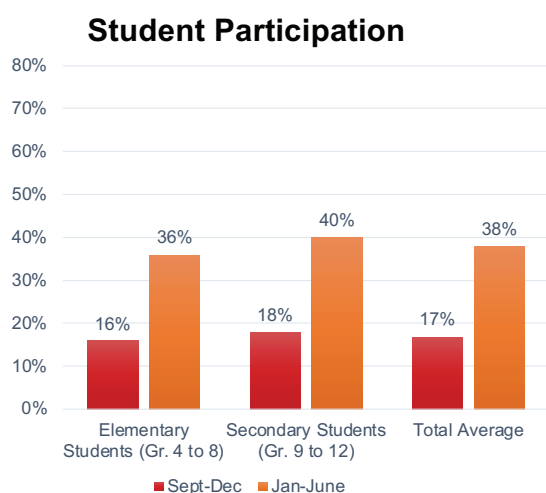
District School Board Ontario North East anticipates, identifies, and works to remove barriers for each learner. Throughout the 2021-2022 school year, the target goal was to increase student participation in Identification, Placement and Review Committee (IPRC) meetings. Baseline data collected from the past two years indicated that more intentional planning was needed to improve student participation in discussions about their learning.

When appropriate, schools involved families in conversations around student participation (Grades 4 and up) before the IPRC meeting.

Additionally, to better support communication, participation, and understanding, the Special Education Team developed a resource for students and their families to help prepare in advance of the meeting. This resource provided simplicity in the language used to explain what a learning disability is, what a cognitive profile is, and the impact of cognitive domain on how their child learns.

Evidence collected to date reflects an average increase of 31% in student participation from the 2019-2020 school year to the present. Further, data indicates an increase of 34% and 18%, respectively, in elementary and secondary student participation.

A testament to this success happened during an IPRC meeting when a student was asked, “Why do you think you are doing better in math class?” The student timidly looked at her teacher and responded with the teacher’s name. In this case, the educator was a retired teacher who returned to work for the year to ensure students had consistency in their classroom.



INNOVATION

BUILDING IMPROVEMENTS

This year, our Building Services department focused on projects in all schools that enhanced the student learning environment. Challenges were and continue to be present, with material price increases, supply chain delays, and contractor shortages. Although, the department overcame these challenges to complete over one hundred projects in DSB1 schools ranging from ventilation and washroom upgrades to locker replacements and Track and Field Complex upgrades.



Englehart Secondary School received a new rubberized Track, upgraded from a previously gravel surface.

At four schools, including Kapuskasing District Secondary School, the gym floors were upgraded and beautifully refinished.



New lockers were added at Golden Avenue Public School, to provide more secure space for student belongings.

These recently completed projects are only a portion of the continued upgrades that DSB1 is committed to making within our schools. This upcoming year, we are looking forward to many other projects including new building automation systems, electrical upgrades, accessible washrooms, paving of walkways and many others.

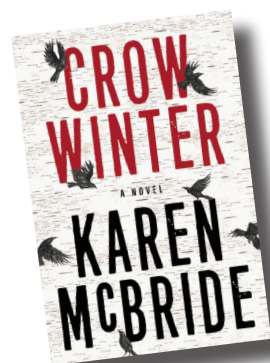
INDIGENOUS SPEAKER SERIES AND NOVEL STUDIES

Lifelong teachings were brought to District School Board Ontario North East when hosting the first ever Indigenous Speaker Series. In addition to DSB1's novel studies, this three-part Indigenous Speaker Series was another opportunity for DSB1 staff to learn from individuals who identify as First Nation and Métis. The speakers and staff synergistically shared their hopes and dreams for DSB1 students who self-identify as Indigenous.



Trustee Howard Archibald, a member of Taykwa Tagamou Nation spoke about reconciliation and how we can commit to the 94 Calls to Action in our schools.

Karen McBride is a member of Timiskaming First Nation and a DSB1 graduate. Karen, who was a part of our DSB1 novel study, spoke about storytelling and the importance of stories in education.



George Couchie is a member of Nipissing First Nation. George encouraged all staff to look for ways to support students who self-identify as Indigenous and the importance for students to have opportunities to connect and share their culture.

Michelle Good is a member of Red Pheasant Cree Nation and author of the award-winning novel Five Little Indians. Her interactive session shared the truth behind her fictional book. As a part of our DSB1 novel study, Michelle left staff truly inspired and eager to work toward reconciliation.



DSB1 staff are committed to reconciliation through our intentional actions. There will be an all-new 2022-2023 Indigenous Speaker Series and DSB1 novel study and we look forward to more great learning opportunities.

MATH DE-STREAMING



During the 2021-2022 school year, Grade 9 Math teachers implemented the new Grade 9 De-streamed Math course (MTH 1W). New aspects of this curriculum include social and emotional learning, coding, financial literacy, and mathematical modelling. Teachers were provided with opportunities for professional learning throughout the school year, including after-school sessions related to mathematical modelling, coding, Building Thinking Classroom practices, and Culturally Relevant and Responsive Pedagogy (CRRP). Principals and Vice-Principals participated in a school leaders' network where they collaborated on strategies to support the implementation of the new curriculum. The Board Improvement Plan for Student Achievement and Well-being goal was to achieve an overall pass rate of 85% across all sections of MTH 1W during the 2021-2022 school year and the result was an overall pass rate of 84%.

DSB1 Math classes are becoming more innovative and collaborative spaces. View the video about this transformation.



EQUITY

EQUITY COMMITTEE

This year, the DSB1 Equity Committee (comprised of staff members from all staff groups) engaged in many activities that assisted in the promotion of equity-related learning for all staff. One of the activities the committee is most proud of is the development and publishing of the first DSB1 Equity Action Plan.

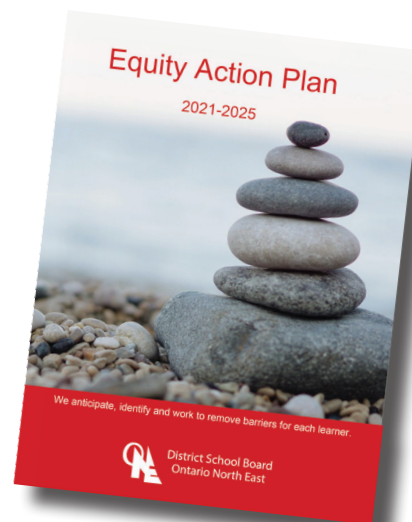
The Equity Action Plan is aligned with the provincial action plan in four key areas of Equity promotion.

Additionally, the Equity Action Plan is aligned with the DSB1 Strategic Plan.



The committee also developed a three-year implementation guide aimed at providing schools and departments with guidance on how they can engage in and implement equity-focused initiatives using the Equity Action Plan, over a three-year period, without feeling overwhelmed.

With these two documents in place, DSB1 is lighting the path to increased Equity across the Board for staff, students, families, and communities.



SOCIAL MEDIA ANALYTICS

September 1, 2021 to August 31, 2022

FACEBOOK

Posts



280
posts

Likes



4K
fans

Engagement



9.6K
engagements

Traffic



2.2K
clicks

Engagement by type



5.8K
reactions

2.4K
shares

1.4K
comments

Page engagement rate



4.12%
engagement rate

INSTAGRAM

Posts



249
posts

Post likes



1.5K
likes

Post engagement



1.6K
engagements

Post video views



1.8K
views

Post impressions



45K
impressions

Website clicks



193
website taps

Post engagement rate



3.65%
engagement rate

Followers



961
followers

CONNECT WITH DSB1



District School Board Ontario North East



@DSBOnNorthEast



@dsbontarionortheast



District School Board Ontario North East

TWITTER

Tweets



282
tweets

Followers



760
followers

Mentions



179
mentions

Post key interactions



1K
engagements

Post key interactions > type



652
likes

247
retweets

85
quote tweets

30
replies

YOUTUBE

Views



7194
views

Watch time



715.5
hours

Average view duration



5:58

Impressions



79,303
impressions

Views by content type



4839
videos

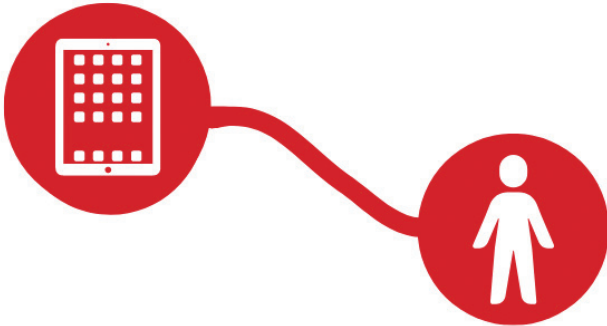
2266
live stream

50
unspecified content type

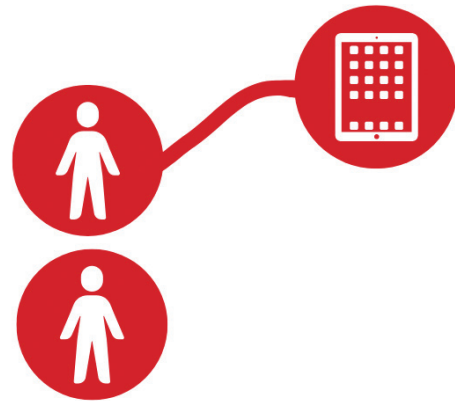
39
shorts

INFORMATION SERVICES

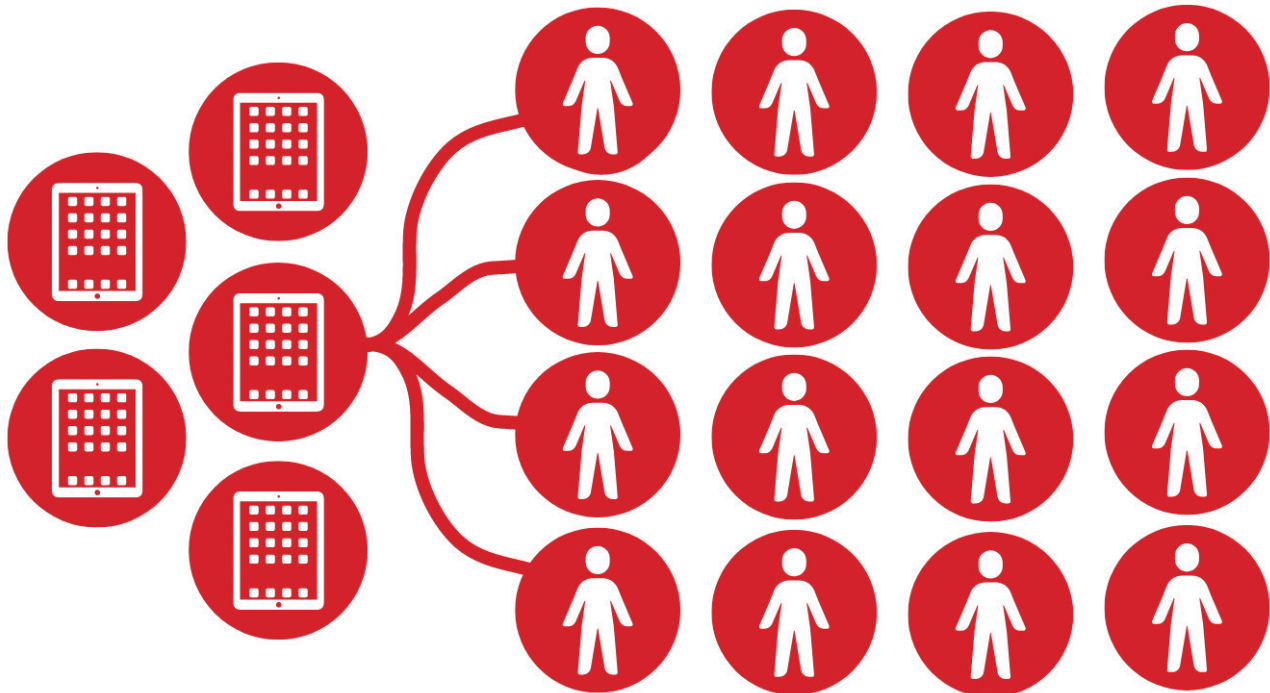
**1-1 iPad ratio for students
in Grades 4 to 12**



**2-1 iPad ratio for students
in Grades 1 to 3**



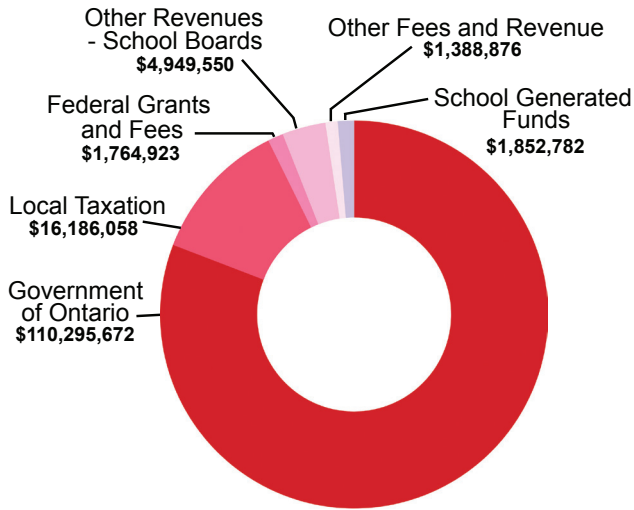
5 iPads per Junior Kindergarten and Senior Kindergarten classes



DSB1 supported approximately 250 students with virtual learning last year by providing Turbo Hubs. A Turbo Hub is a portable device that provides high-speed Internet access to students for completing schoolwork during DSB1's distance learning program.

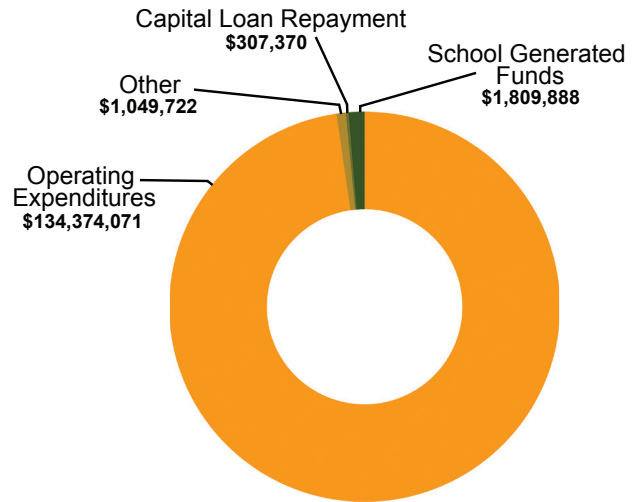
BUDGET

Revenue



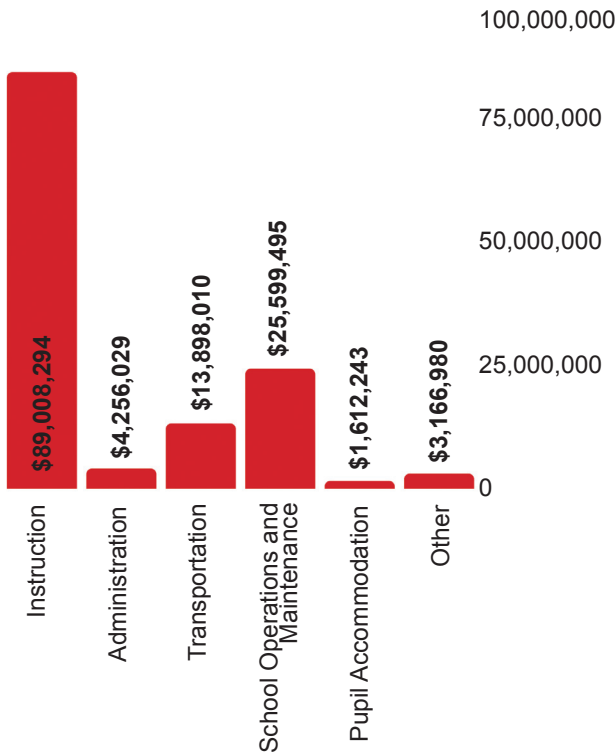
TOTAL REVENUE
\$136,437,861

Expenditure



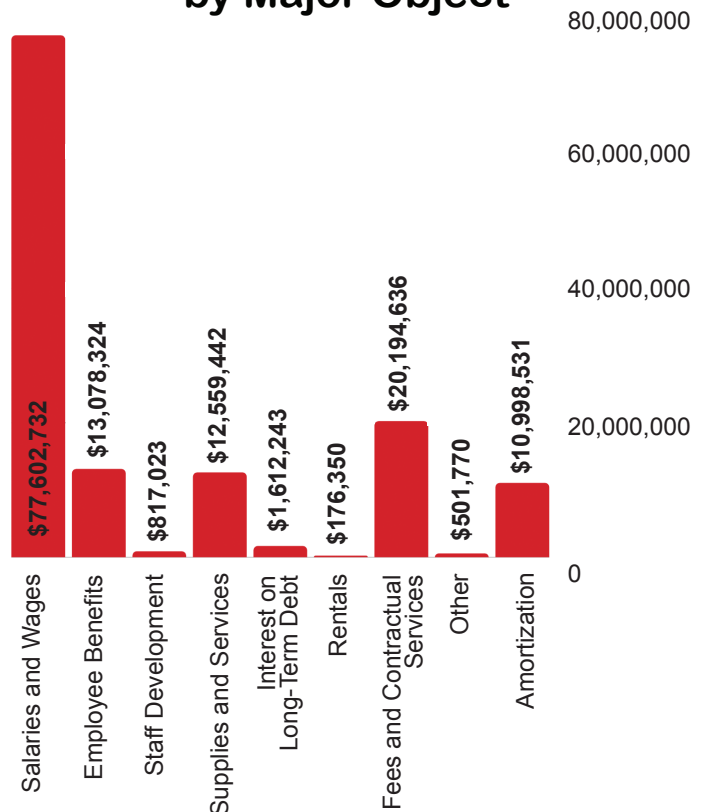
TOTAL EXPENDITURE
\$137,541,051

Operating Expenditures by Major Function



TOTAL
\$137,541,051

Operating Expenditures by Major Object



TOTAL
\$137,541,051

