



District School Board
Ontario North East



Director's Annual Report

2022 - 2023

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Land Acknowledgement

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree, Algonquin peoples and the Métis who have chosen to settle in this area.



Message from the Board Chair

The District School Board Ontario North East (DSB1) Board of Trustees is proud of the progress made during the 2022-2023 school year. Our students, staff, and community continued to come together, demonstrating how we empower all learners to achieve personal excellence.

On behalf of the Board of Trustees, I would like to take this opportunity to thank three outgoing Trustees who served on the Board until November 2022. Tom Henderson represented the community of Englehart at the Board table starting in 2004. Ken Steinbrenner represented Timmins and area during the 2018-2022 term. Erika Logan served as Trustee from 2020 to 2022, representing Temiskaming Shores, Temagami, Elk Lake and area. We appreciate the valuable contributions that Mr. Henderson, Mr. Steinbrenner and Mrs. Logan brought to the Board table in support of all DSB1 learners.

We are thankful for the work of the three Student Trustees who served on the Board in 2022-2023. Hayden Bedard, Hannah Carello and Josie Michaud each demonstrated a passion for amplifying student voice across our district. You will read about one example of their work later in this report.

We look forward to welcoming Hayden Bedard for a second year at the table, joined by Avery Beerman and Alex Gauthier.

The Board of Trustees is pleased to have approved a balanced budget that supports a projected growth in number of students across DSB1 schools for the 2023-2024 school year. We appreciate Administrative Council's hard work throughout this budgeting exercise. The budget will continue supporting student achievement and advancing our 2021-2025 Strategic Plan.

As you read through the stories in this report, I am confident that you will see the pride in which DSB1 staff serve students and families from Temagami to Hearst and everywhere in between.

Bob Brush



Message from the Director of Education

As the proud Director for District School Board Ontario North East (DSB1), I am pleased to share the 2022-2023 Director's Annual Report with you. The stories and data featured in the report showcase the incredible work of our staff over the past year.

Our three Strategic Priorities of Innovation, Equity and Culture continue to guide our work and frame the stories in this report. During the 2022-2023 school year, we achieved two of the three goals set related to our 2021-2025 Strategic Plan.

We achieved positive progression across all dimensions of the Efficacy Assessment. I am grateful to the 969 staff who participated in this second Efficacy Assessment, either through focus groups or by completing a survey. We are proud to feature key actions that have been informed by the Efficacy Assessment throughout this report.

We also exceeded our goal of 85% English credit accumulation of the de-streamed Grade 9 English. I'm proud of the work our students and educators who have made this possible with the support of our Learning and Teaching Team and our DSB1 families.

Although we did not achieve the goal set, we did see a positive shift in student attendance during the 2022-2023 school year. We are proud to highlight actions related to this focus in this report and look forward to furthering this work into 2023-2024.

In DSB1, we encourage student voice in various ways. A beautiful example of this was our very first Pride T-Shirt Contest, where we asked students to design the DSB1 Pride T-Shirt and share with us what their design means to them. We were thrilled to see our students' incredible designs and learn more about their thoughts on the Pride movement. I want to thank each student who shared their beautiful work with us.

I would like to thank you, our DSB1 staff, our students and our families for continuing to make DSB1 a great place to learn and grow. Together, we inspire innovation and a passion for learning.

Lesleigh Dye



Board of Trustees

2018-2022 Board of Trustees (served until November 2022)



Bob Brush,
Chair
of the Board



Dennis Draves,
Vice Chair
of the Board



Howard Archibald,
Indigenous
Trustee



Tom Henderson,
Trustee



Erica Logan,
Trustee



Steve Meunier,
Trustee



Brian Peever,
Trustee



Rosemary Pochopsky,
Trustee



**Cindy
Pye-Reasbeck,**
Trustee



**Ken
Steinbrunner,**
Trustee



**Larry
Wiwchar,**
Trustee



2022-2026 Board of Trustees (served from November 2022 onwards)



Bob Brush,
Chair
of the Board



Dennis Draves,
Vice Chair
of the Board



Howard Archibald,
Indigenous
Trustee



Jonathan Byer,
Trustee



Crystal Hewey,
Trustee



Steve Meunier,
Trustee



Brian Peever,
Trustee



Rosemary Pochopsky,
Trustee



**Cindy
Pye-Reasbeck,**
Trustee



Douglas Walsh,
Trustee



Larry Wiwchar,
Trustee

Student Trustees



Hayden Bedard,
Timmins High & Vocational School



Hannah Carello,
Indigenous Student Trustee



Josie Michaud,
Iroquois Falls Secondary School

Vision and Mission

We empower all learners to achieve personal excellence.

Together, we inspire innovation and a passion for learning.

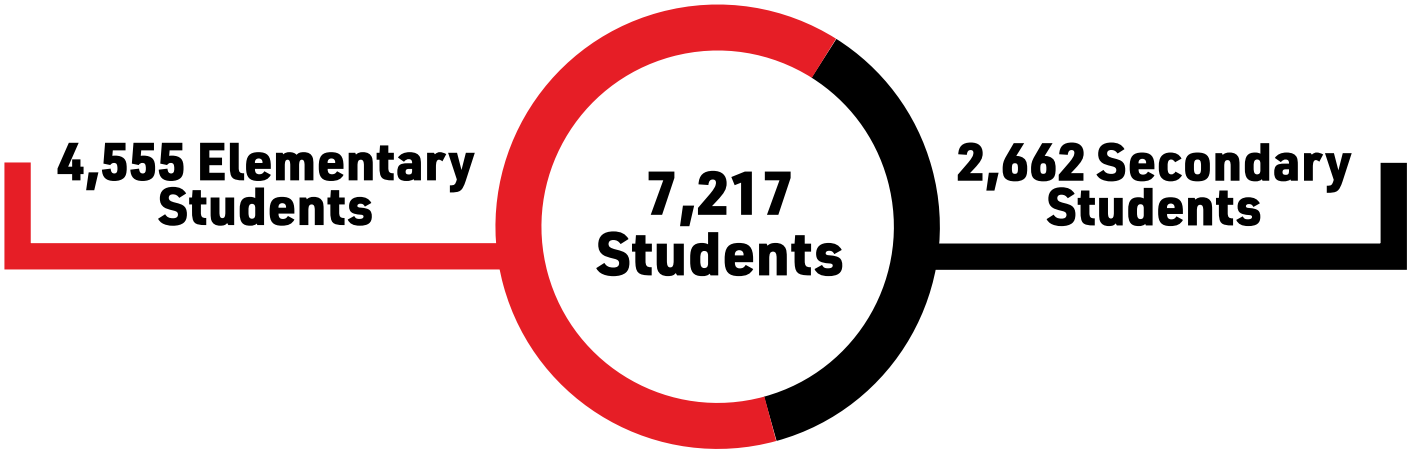


Who We Are

We are proud to serve students from Temagami to Hearst.



Who We Are



Our Staff - 1,011



Schools - 29



Elementary Schools - 20



Secondary Schools - 9

Innovation

We cultivate thinking and specific actions to improve.

Student Senate Working Groups

The Student Trustees initiated three working groups within the Student Senate this year. The working groups provided an opportunity to implement ideas from student suggestions across our district.

The Equity and Inclusivity working group created surveys, social media posts, and videos focusing on identifying equity and inclusivity barriers in secondary schools. The content produced by the working group also showed students how they can increase equity in their school community.

Unfortunately, engagement issues within both the French Relations Working Group and the Indigenous Relations Working Group impacted the number of actions the groups could bring forward.

Of the Senators attending the French Relations Working Group, in-depth and rich conversations brought forward the challenges faced by French as a Second Language students in their schools.

The Indigenous Relations Working Group had the opportunity to discuss barriers that students who identify as Indigenous face within their schools. They were interested in raising awareness of the challenges that Indigenous communities face in Canada. Based on these conversations, the working group created poignant displays in their schools to illuminate these challenges and the resilience of Indigenous Peoples across our country.



Outdoor Learning and Risky Play

Students in Year 1 and Year 2 Kindergarten engage in daily outdoor learning. Our youngest learners engage in heavy work opportunities, collaboration, problem-solving challenges and risky play while outdoors.

“Risky play” refers to unstructured play that provides children with much-needed opportunities to physically, emotionally, and mentally challenge themselves. Students develop various skills through this specific type of play, including collaboration, language, creativity and problem-solving. It is a very engaging type of play that is exciting for children.

Educator teams incorporate loose parts, such as planks and milk crates, into their play. During risky play, children test the limits of their abilities and develop an awareness of risk while feeling in control of their actions. Risky play allows children to experience safe risks in a controlled environment. It is relative to a child’s age, size, motor skills, and comfort level and is essential to a child’s development.

Good things happen when children are encouraged and supported in risky play. Driven by curiosity, they naturally want to explore and be adventurous. When children are curious, they explore, ask questions, and make discoveries. In doing so, they learn and grow in all areas of health, development, and well-being.

“Students use old pieces of shiplap, tires, heavy pails. As they move outside, we’ve really been noticing that they are developing their vestibular senses by swinging on ratchet straps, jumping off tires, and travelling along the path, learning to use balance. They are also having to use cooperation, sharing and taking turns as we play outside in our outdoor learning area”.

- **Kara Mowbray**, Kindergarten Teacher at Englehart Public School



New DSB1 Website Launch

DSB1 is proud to have launched a redesigned website platform that is modern and user-friendly across all devices. The website is now responsive on mobile devices and offers smooth user navigation, improved customization of homepage features and a uniform look. This project also included a refresh of all twenty-nine school sites.

The creation of the new design was informed by feedback from a group of users within our district. The new platform launched on August 5, 2022, where the risk for impact to users was lower than during the school year.

The Communications team provided training to staff during the August 2022 Professional Activity Day. The Communications team continues to support schools and departments to ensure that all websites are up-to-date and include relevant information for our students, families, and communities.

Visit us at www.dsb1.ca for information on all DSB1 schools, student registration, career opportunities, programs and services and so much more!



Equity

We anticipate, identify and work to remove barriers for each learner.

Staff Support Initiatives

DSB1 is committed to ensuring that all employees have equitable procedures to evaluate job performance.

In 2022-2023, DSB1 developed new performance appraisal procedures for two employee groups: the Canadian Union of Public Employees (CUPE), which represents custodial and maintenance staff, and the Canadian Office & Professional Employees (COPE), which represents secretarial staff.

The performance appraisal process is vital for assessing performance and skill levels, monitoring on-the-job progress, and promoting task completion in a safe manner. The process is also designed to improve communication between supervisors and employees, establish an accountability model, and help employees better understand organizational goals, objectives and strategies.

Throughout the process, one-third of all employees in both CUPE and COPE were formally appraised in 2022-2023. Ensuring all employee groups have a performance appraisal process will ensure we continue challenging the status quo by engaging in impactful conversations.

“This was the first appraisal I have done since I started with DSB1. The process has helped me understand the importance of my role and how to perform all tasks in a safe manner.”

– DSB1 Staff



Discriminatory and Harmful Language Protocol

The use of discriminatory and harmful language is increasing across DSB1 schools and communities. As a public education organization, DSB1 plays an essential role in ensuring students develop critical thinking skills to impact their communities positively. DSB1 also has a responsibility to ensure that every school and working environment is welcoming to students, staff, families, and community partners.

Discriminatory and harmful language can take many forms ranging from slurs or derogatory terms based on a person's race, ethnicity, gender, or sexual orientation to comments that belittle or dismiss someone's experiences or identity.

The protocol was developed to give all staff a five-step process to intervene whenever this language is identified and to promote positive change in DSB1 schools, workplaces, and broader communities. This clear process is meant to provide confidence to staff in addressing a situation where harmful and discriminatory language is used.

The five steps are Stop and Identify, Explain, Support, Report, and Ensure Accountability. The visual included here has been widely circulated across the district during the 2022-2023 school year.

Discriminatory and Harmful Language Protocol

This protocol will be followed by students and staff to promote a school environment free from discriminatory language.

1

Stop & Identify

4

Report

2

Explain

5

Ensure Accountability

3

Support

ONE and Only Me Survey

As part of the Ontario Education Equity Action Plan, DSB1 created the ONE and Only Me Survey and gathered student census data during the 2022-2023 school year.

The purpose of the survey was to better understand student needs across the district. This student census gathered information about languages, Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religious/spiritual affiliation, gender identity, sexual orientation, and (dis)abilities. The survey will support DSB1's work related to identifying and eliminating systemic inequities.

Resources were created to inform staff, families, and students about the survey and its intended purpose. Information was gathered between November 7th to December 2nd, 2022. Students from Kindergarten to Grade 8 completed the confidential survey with a family member, while students in Grades 9 to Grade 12 completed it independently during instructional time.

Key findings from the survey will support DSB1 in identifying specific areas of need and allocating resources to empower all learners to achieve personal excellence.



Culture

We foster caring, wellness and model high expectations.

DSB1 Staff Newsletter:

DSB1 staff participated in a second Efficacy Assessment following a two-year hiatus.

Through a survey, staff had an opportunity to explore what efficacy means, identify any barriers to delivering desired outcomes, and identify ways to improve services (Hemming, Efficacy Assessment, 2022).

The Efficacy Assessment shared valuable feedback on how DSB1 can improve to support all staff. On the four-point rating scale, 52% of the 969 respondents rated DSB1 in the green or amber/green categories.

A key finding from the Efficacy Assessment highlighted that staff feel DSB1 could improve in communicating intended outcomes with the system. In response to this information, a monthly staff newsletter was created and circulated by email.

Each month, the newsletter highlights how staff are working toward our three strategic priorities of Culture, Innovation and Equity. Further, it shares articles of DSB1 in the news from across the district, the presentation brought to the Board of Trustees, and upcoming events.

Also stemming from the newsletter was the ONE Joyful Voice campaign. Through this campaign, staff from all positions shared what brings them joy in their work.



Attendance Matters

DSB1 is proud to have launched the Attendance Matters initiative during the 2022-2023 school year. Coming to school daily is a goal for every DSB1 student, from Kindergarten to Grade 12.

The Attendance Matters Group was created to support this initiative. The group comprised the Mental Health and Indigenous teams, system leads and senior team. The group came together for in-depth learning to better understand impactful research strategies that increase student attendance.

One of the strategies used in DSB1 was sending personalized postcards home to students. The postcards let students know that someone at the school missed them, was thinking about them and was excited to see them again soon. A student shared that they only came back to school because they felt the staff cared about them.

Another strategy was providing leadership opportunities to students while they are at school. One student was responsible for watering plants and did not miss a day of school since he took on this role.

DSB1 will continue to work closely with families to ensure students come to school daily.

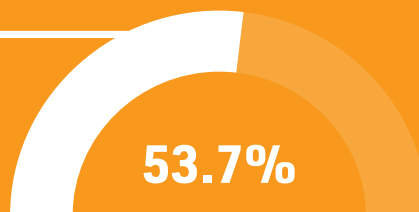


DSB1 ATTENDANCE 2022-2023

Persistently absent is defined as missing **10% or more** of the school year.



10% of the school year is **18.7 days**. A student would be considered persistently absent by missing **2 school days per month**.



of all DSB1 students were persistently absent.

THE CLOSE-UP

52.9% of students who identify as **female**

54.4% of students who identify as **male**

were persistently absent

48.8% of **Primary** students (Grades 1 to 3)

48.7% of **Junior** students (Grades 4 to 6)

63.5% of **Intermediate** students (Grades 7 to 8)

52.9% of **Secondary** students (Grades 9 to 12)

Indigenous Language Courses

Providing students with the opportunity to learn and preserve Indigenous languages is one action DSB1 is taking to better serve students, families, and communities who identify as First Nation, Métis, and Inuit.

Indigenous language courses are offered in four elementary and four secondary schools across our board. Students learn with Teachers, Indigenous Language Speakers, Indigenous Student Advisors, Elders, Knowledge Keepers, and community partners.

Students learn and practice Cree and Anishinaabemowin through many different activities. It is common to see students learning on the land and participating in diverse cultural activities as part of these courses. Lessons related to hunting, trapping and the use of animals for food, shelter, clothing, tools, and trade provide students with opportunities to learn about Indigenous ways of knowing and teaching.

The ability to offer Indigenous Language courses in our schools would not be possible without the commitment and support of different Nations, Elders, Knowledge Keepers, community members and agencies.

Students and staff continue to learn the rich history and knowledge of Indigenous Nations, cultures, and languages through intentional actions demonstrating our commitment to Truth and Reconciliation.



Technology Recycling Program

iPads, desktops and laptops are kept in circulation for 4 to 5 years. This ensures that students and staff have access to reliable and relevant technology. DSB1 is proud to recycle all technology acquired as part of the life cycle of purchase.

Our recycling partner, Greentec, picks up electronic waste a few times each year. Items picked up include old batteries, laptops, desktop computers, monitors, printers, iPads, servers, network switches, iPhones, and desk phones.

Greentec evaluates the waste it receives and determines if any could be resold. They prepare the items for resale by wiping them to remove any board data and ensuring the properly licensed software that came with the device is installed. DSB1 receives a percentage of the proceeds from each sale.

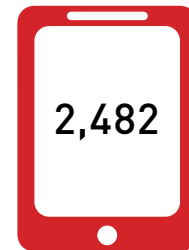
Any devices that cannot be sold or have little resale value are ground up to recover their minerals, such as gold and copper.

Greentec provides a certificate of erasure for devices they sell and a certificate of destruction for items they grind up for minerals.

Items recycled during the 2022-2023 school year



Desktops



iPads



Laptops



Building Improvements

DSB1's Building Services Team is proud to provide students and staff with safe and modernized learning and working environments.

During the 2022-2023 school year, Building Services completed more than 65 projects across DSB1 schools. Although some of these projects may not be visible, they are vital to the safety and well-functioning of schools.

A few examples of projects that were completed include:

- Change room upgrades at École secondaire Cochrane High School
- Laboratory ventilation upgrades at Timmins High & Vocational School
- Electrical panel upgrades at Elk Lake Public School
- Plumbing work at Schumacher Public School
- Duct sealing at Kapuskasing District high School
- Playground work at Joseph H Kennedy Public School



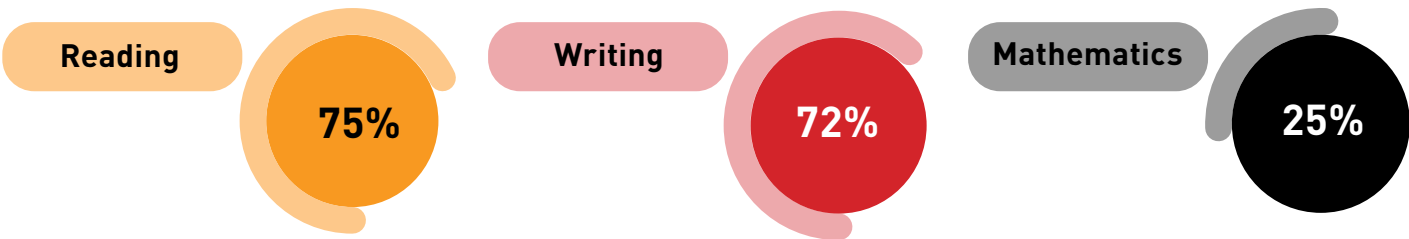
EQAO Results

The results below represent the students who have reached the provincial standard of 70% or above, on the province-wide tests.

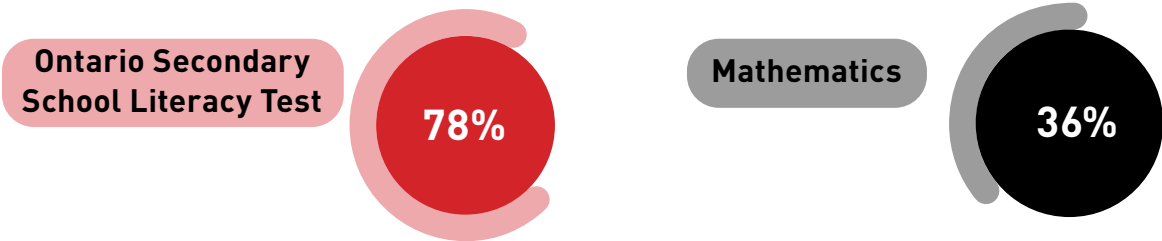
Primary



Junior



Intermediate



Social Media Analytics

Facebook



Posts	284
Fans	4.1K
Page engagement	5.4K

Engagement by type

Reactions	3.7K
Shares	1.2K
Comments	552

X



Posts	258
Followers	757
Engagements	437

Engagement by type

Likes	226
Reposts	165
Quote Posts	37
Replies	9

Instagram



Posts	255
Followers	1K
Post video views	310
Engagement	1.2K

Engagement by type

Photo post	973
Reel	137
Carousel album	59
Video post	27

YouTube



Views	5,977
Watch time	607.6 hours
Average view duration	6:06
Impressions	45.7K

Views by content type

Videos	2,810
Live stream	3,108
Shorts	50

Budget

Revenue

Government of Ontario	112,938,273
Local Taxation	16,218,776
Federal Grants and Fees	1,675,913
Other Revenues - School Boards	4,593,455
Other Fees and Revenues	593,114
School Generated Funds	2,294,798
TOTAL	138,314,329

Expenditure

Operating Expenditures	137,769,400
Other	491,360
Capital Loan Repayment	307,370
School Generated Funds	2,230,034
TOTAL	140,798,164

Operating Expenditures by Major Function

Instruction	91,974,662
Administration	4,104,834
Transportation	13,553,539
School Operations and Maintenance	28,491,449
School Generated Funds Expenses	2,230,034
Other	443,646
TOTAL	140,798,164

Operating Expenditures by Major Object

Salaries and Wages	80,578,899
Employee Benefits	13,293,858
Staff Development	723,647
Supplies and Services	12,072,137
Interest on Long-Term Debt	1,446,288
Rentals	129,600
Fees and Contractual Services	20,333,174
Other	491,360
Amortization	11,729,201
TOTAL	140,798,164

