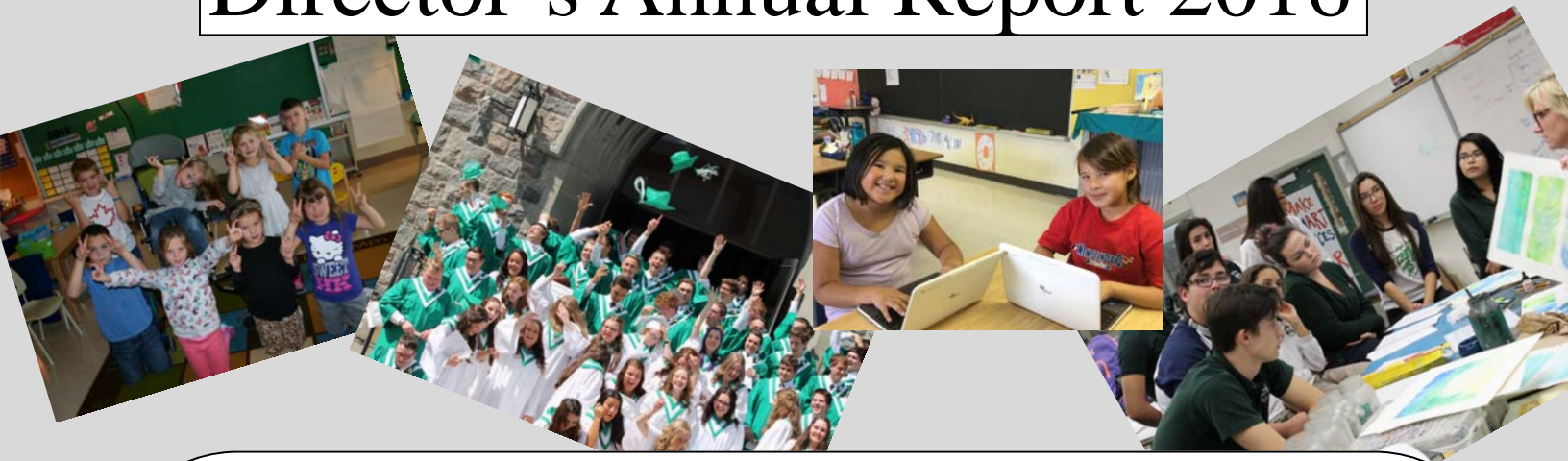




Northeastern
Catholic District
SCHOOL BOARD

Director's Annual Report 2016



Dear Catholic Friends,

On behalf of the Northeastern Catholic District School Board, I am pleased to present this year's 2016 Annual Director's Report. Although it is called the Director's Report, it really reflects the hard work of so many members of the Northeastern Catholic District School Board family. Without our dedicated and enthusiastic staff, these successful programs and initiatives would not take place in our schools. I want to thank each and every one of our staff members who contribute daily to our students' successes.

In this report, you will see how we have incorporated our Vision Statement, "Living our Catholic Faith to shape success for all of our learners", into a philosophy that instructs all that we do. This commitment is evident in our educational programs outlined in the following pages, just a few highlights that we proudly share.

Lastly, the Northeastern Catholic District School Board is proud to deliver Catholic education throughout our district. This special gift is one that we must always strive to protect and enhance and upon which we continually reflect. Jesus Christ served as our first Teacher and we all have a responsibility to follow in his footsteps.

Please accept this 2016 Annual Director's Report as a small sample of the excellent work in Catholic Education that we are providing to our students.

Regards

Glenn Sheculski

Director of Education



Full-Day Kindergarten Program

The NCDSB is very pleased to share that due to increased enrollment in our Kindergarten programs, we have hired an Early Childhood Educator to support students in each of our 11 elementary schools. The inclusion of these early learning professionals has brought greater consistency to our programs and benefit students by offering them programming that is more diverse and developmentally appropriate. The Early Childhood Educators' understanding of child development and commitment to creating learning through play has enhanced our learning environments.

This year, professional learning was based specifically on the development of early mathematics skills. Educator teams worked with special assignment teachers and the Early Learning Program Lead to begin to develop a more comprehensive understanding of key math concepts (principles of counting, mental math, spatial reasoning and understanding quantity). This focus allowed professionals to develop the confidence to design mathematical exploration and investigations with their students.

Mental Health and Well-Being

There is growing recognition that student success is achieved by nurturing a whole person approach which includes mental, physical, spiritual and emotional well-being.

In 2016, NCDSB staff completed a mental health survey where 200 respondents, who composed a cross representation of our school community stakeholders, identified areas of need, strength and priorities for student mental health and well-being. Following this, we created a board Mental Health Strategy, which aims to create and sustain the foundational conditions to support enhanced mental health education, prevention, and promotion for students and staff.

To this end, numerous activities have been initiated. At a leadership level, the document *Leading Mentally Healthy Schools*, a resource co-created by school administrators, has been used to focus the dialogue and learning between the board Mental Health Lead and school administrators. The purpose is to support administrators learning goals in the area of school mental health literacy and leadership. Collaboration is underway to ensure school leaders have the tools to promote mental health and well-being in their schools. In addition, we have established a detailed capacity building plan where training is offered that are aligned with the identified priorities. These are provided to various staff stakeholders and cover areas such as anxiety, stress and self-regulation.

In addition, we are working to streamline services so that all students can expect similar services throughout our board. One example is the creation and implementation of a suicide prevention, intervention and risk management training and procedure. As a student may share their concerns with any caring adult in our school community, we aim to provide staff with the means to respond to students in need in a consistent, planned approach.

Furthermore, to enhance every day mental health and well-being, as well as to build student skill sets, we have looked for opportunities to integrate social emotional learning into classroom activities. Examples of this have been through the implementation of evidence informed practices such as MindUP (The Hawm Foundation) and Stress Lessons (The Psychology Foundation of Canada). We endeavour to expand on these and we will continue to look for opportunities to address key priorities in the coming year.

NCDSB Mission Statement

To provide Catholic Education to all of our learners in a safe, nurturing, equitable and inclusive environment that prepares them for life.



Special Education

During 2016, the NCDSB Special Education Department has been involved in many important initiatives impacting student services in our schools. Some of our work has been centered on professional learning and inquiry projects that were initiated in 2015.

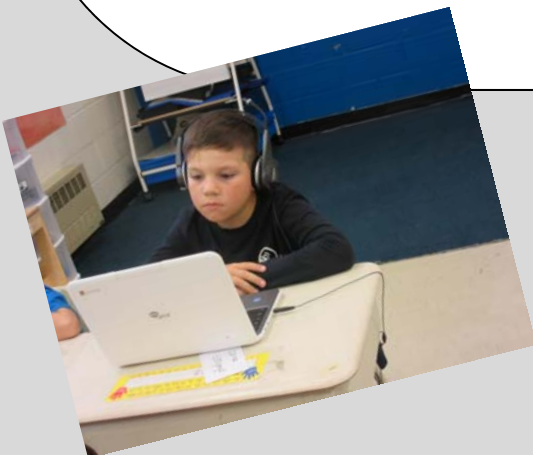
Ministry of Education initiatives and professional learning for the 2016 year continued to focus around the needs of the student with a Learning Disability and the Renewed Math Strategy. We have continued to examine the psychological profiles of students with a Learning Disability and placed an increased focus on examining how the cognitive processes affect a student's ability to achieve in mathematics. As such, we have been building Resource Teachers' understanding of mathematics in order to help them develop a conceptual understanding of the concepts that students find most challenging. Helping Resource Teachers feel confident in computational strategies and visual representations has been a key component of their professional learning and will continue in the upcoming year. Additional learning with both principals and educational assistants has helped to ensure that students with special education needs are fully supported in all curriculum areas.

We have also continued our focus on using touch technology to help all students, especially those that need extra support and accommodations in the classroom. Using the app *Explain Everything*, we are exploring how to help students document their mathematical thinking in creative ways that capitalize on their strengths. Side-by-side Resource Teacher coaching will begin in 2017 and we feel that this will lead to an increase in both student engagement and achievement and teacher confidence.

An additional layer to math intervention this year has been on helping both students and teachers develop a growth mindset through examining the mindset work of researcher and author Jo Boaler. We are learning how to include this important research in our teaching and professional practice. Using board developed resources and the formal assessment *Key Math 3*, Resource Teachers are able to better select students that would benefit most from math intervention. All schools are now providing math intervention and are part of this focussed inquiry. We are continuing to fine-tune this important resource time as we try various approaches at increase our own mathematics capacity.

Furthermore, we have continued to improve the referral process for students who are requiring psychological, behavioural, and mental health services, thus creating a more integrated and faster approach. Consistent use of the Levelled Literacy Intervention Program have resulted in positive student achievement gains and we have expanded the range of intervention available with Resource Teachers by purchasing additional kits for several schools. As part of this continued focus, our Resource Teachers have taken part in a 2 day workshop with Pearson, the Canadian supplier of LLI. This opportunity served as a great reminder of key requirements and provided new learning for several new Resource Teachers.

We are excited with both student achievement and the professional growth that has occurred in 2016 and look forward to continuing this path in 2017.



Renewed Mathematics Strategy

With the Ministry's renewal of resources for Mathematics education and teaching, the Northeastern Catholic DSB has created and begun implementing a very detailed plan to provide support to all teachers in all schools.

The initial part of the plan is to focus on number fluency and flexibility through mental math instruction in all classrooms, K-12.

In addition to 60 minutes of protected mathematics education, every classroom in the board has an extra 15 minutes of mental math instruction at least 3 times per week.

NCDSB is also providing ongoing opportunities for professional growth in many ways. Many teachers, who were given the opportunity to take part in Jo Boaler's "*How to Learn Math for Teachers*", have completed this course. Several math learning sessions have been created and participated in throughout the year so that teachers, math leads, principals, and resource teachers can deepen their own math learning and capacity.

Northeastern Catholic DSB remains dedicated to improving the confidence and knowledge in mathematics, not only with our students, but our staff as well.

First Nation, Métis and Inuit Education

The NCDSB continues to utilize the FNMI Education Policy Framework in developing and implementing strategies that facilitate increased participation of students, parents, community and organizations to support academic success.

One of the ways that the NCDSB continues to work on closing the achievement gaps and meeting the needs of our diverse population is through the FNMI Steering Committee. As a team with community partners, students, parent involvement and staff from the NCDSB, we are able to develop strategies to encourage high levels of student achievement, student engagement and student success.

Through small group and classroom activities, students are exposed to and provided with opportunities to take part in many cultural activities such as smudging ceremonies, traditional crafts, drum circles, outdoor education and historical learning. An important aspect of the student's cultural learning has been through the use of Elders, Grandmothers and a Traditional Healer in the implementation of many programs and activities that have been offered.

At the high school level, students have been encouraged to take initiative and showcase their culture. This has been done through a variety of school wide presentations created and presented by students, a school wide round dance in support of our residential school survivors as well as the planning for the 2017 Powwow in partnership with DSBONE.

Our goal continues to be increasing all-around cultural understanding and acceptance through hands-on and experiential learning for all students within our schools. Many schools now have a variety of cultural resources that are being used in class lessons and are accessible for students within the school.

The NCDSB continues to be proud of the community partnerships developed with Misiway Milopemahtesewin Community Health Centre, The Timmins Native Friendship Centre, Ininev Friendship Centre and the Métis Nation of Ontario. These partnerships allow for increased student support, student activities and cultural awareness.

Student Achievement EQAO Assessment of Reading, Writing and Mathematics

Grade 3 Reading	11-12	12-13	13-14	14-15	15-16	Grade 6 Reading	11-12	12-13	13-14	14-15	15-16
Provincial Average	66%	68%	70%	N/A	72%	Provincial	75%	77%	79%	N/A	81%
NCDSB	44%	45%	54%	55%	56%	NCDSB	70%	67%	71%	66%	74%
Females	48%	46%	55%	57%	66%	Females	74%	77%	75%	68%	73%
Males	40%	44%	54%	54%	49%	Males	66%	58%	67%	64%	74%
Special Needs	20%	25%	49%	41%	44%	Special Needs	40%	40%	49%	39%	60%
Grade 3 Writing						Grade 6 Writing					
Provincial Average	76%	77%	78%	N/A	74%	Provincial	74%	76%	78%	N/A	80%
NCDSB	63%	52%	58%	53%	60%	NCDSB	64%	62%	67%	61%	68%
Females	79%	60%	63%	60%	67%	Females	73%	72%	84%	68%	78%
Males	51%	46%	55%	46%	55%	Males	57%	51%	52%	57%	61%
Special Needs	51%	35%	60%	37%	63%	Special Needs	46%	40%	38%	28%	51%
Grade 3 Math						Grade 6 Math					
Provincial Average	68%	67%	67%	N/A	63%	Provincial	58%	57%	54%	N/A	50%
NCDSB	51%	51%	56%	55%	50%	NCDSB	47%	42%	41%	42%	32%
Females	56%	51%	56%	52%	52%	Females	41%	41%	46%	40%	36%
Males	48%	51%	56%	58%	48%	Males	53%	43%	37%	44%	30%
Special Needs	27%	25%	42%	29%	40%	Special Needs	25%	19%	15%	16%	9%
Grade 9 Academic Math	11-12	12-13	13-14	14-15	15-16	Grade 10 OSSLT First Time Eligible	11-12	12-13	13-14	14-15	15-16
Provincial Average	84%	84%	85%	N/A	83%	Provincial	82%	82%	83%	82%	81%
NCDSB	58%	53%	68%	78%	80%	Board	78%	66%	68%	79%	52%
Females	62%	50%	68%	83%	74%	Females	73%	80%	62%	75%	53%
Males	53%	56%	68%	70%	87%	Males	76%	50%	57%	71%	49%
Special Needs	0%	0%	50%	50%	100%	Special Needs	40%	24%	46%	30%	37%
Grade 9 Applied Math	11-12	12-13	13-14	14-15	15-16						
Provincial Average	44%	44%	47%	N/A	45%						
NCDSB	33%	26%	33%	24%	24%						
Females	25%	18%	41%	16%	15%						
Males	41%	28%	25%	35%	32%						
Special Needs	28%	29%	21%	16%	17%						



Special Assignment Teacher Model

Special Assignment Teachers are working with educators in 13 schools in a side-by-side coaching framework. Educators have self-selected their learning goals from a menu of professional learning that allows for differentiation of support. The Special Assignment Teachers then provide the necessary scaffolded support in order to improve confidence and build teacher capacity in the area of their choice pertaining to mental math. Through this model of gradual release of responsibility, educators are able to learn and practice new skills in a safe, trusting environment.

Technology

In 2016, NeCDSB continued to move forward with use of the Provincial Virtual Learning Environment (vLE) for many programs and initiatives throughout the board. The Alternative & Continuing Catholic Education Support Services (ACCESS) Centre saw growth in the number of students and courses that are being offered this year using the vLE. As well, the program continues to use the vLE to provide online courses to learners in remote coastal communities who would otherwise have little or no access to education. There was an increase in the number of students who took eLearning courses locally and the number of students were able to take courses from other boards via sharing initiatives through the Northern and Ontario Catholic eLearning Consortium.

Strong use of the vLE for Blended Learning continued at the high school level and increased at the elementary level. Teachers are using the tools of the vLE along with many Ministry provided resources and integrations everyday in their classrooms. Furthermore, we have created a workflow for teachers promoting the use of tools from Google Apps for Education alongside the Virtual Learning Environment. Therefore, many teachers are moving forward using less paper while doing more collaboration, sharing, and marking online.

Use of the vLE for EQAO preparation expanded from grade 10 students to include grade 3 and grade 6 students. In addition, board leads used the vLE to create spaces where they could connect with staff, share important resources and have discussions related to their area of expertise. Math, Mental Health, Technology and Special Education all have pages within the vLE and there are plans to create sites for our Aboriginal, French and Kindergarten leads as well. This allows us to also use the vLE to support the board SILC with focus on Math, Rich Tasks and Digital Citizenship.

With that, we still have many plans for the future with the overarching goal to enhance student learning, promote 21st century competencies, and increase student engagement and achievement.

NCDSB Family of Catholic Schools:

Aileen Wright English Catholic School—Cochrane
Bishop Belleau School—Moosonee
English Catholic Central School—New Liskeard
Holy Family School—Englehart
O’Gorman High School—Timmins
O’Gorman Intermediate Catholic School—Timmins
Sacred Heart Catholic School—Kirkland Lake
Sacred Heart School—Timmins
St. Anne English Catholic School—Iroquois Falls
St. Jerome School—Kirkland Lake
St. Joseph School—South Porcupine
St. Patrick Catholic School—Cobalt
St. Patrick School—Kapuskasung
St. Paul School—Timmins



CODE / Technology

As part of NeCDSB's Council of Directors of Education (CODE) research, an implementation team was formed to support the school board's move to Google Apps for Education (GAPE), now G Suite for Education (GSFE). We inquired about how we can effectively broaden implementation of a standard platform (GSFE) for student and staff collaboration, communication, and creativity. The Educational Technology Special Assignment Teacher (SAT) facilitated training for our team of Ed Tech champions that are stationed at every school, and in turn, the champions worked with their school staff and conducted training on site in a three-phase model training initiative.

The Ed Tech champions administered a pre- and post-survey of skills designed to record each staff member's level of comfort with each phase: Gmail; Read & Write for Google Chrome (boardwide web-based assistive technology) and Drive / Docs. The data collected would also inform next steps for training academic staff. The Ed Tech champion initiative received such positive feedback that NeCDSB will continue this initiative as an integral part of our ed tech vision, along with the phase training model.

The Ed Tech team also worked closely with our Special Education department, administering board-wide training for Read & Write, as well as iPad workshops for Resource Teachers to ensure that all learning materials are accessible and to make student thinking visible.

We will continue to invest in our academic staff and provide them with multiple opportunities to learn about technology-enabled learning and teaching, so that their practices actively engage students. We will also implement board-wide sharing practices that will promote all of the inventive ed tech initiatives teachers and students are undertaking in our classrooms to support teaching and learning.

NCDSB Profile: Our Schools (2016)

- 13 elementary schools & 1 secondary school
- Alternative & Continuing Catholic Education Support Services Centre (ACCESS)
- 25,000 sq. kms in size spanning: Moosonee, Kapuskasing, Cochrane, Iroquois Falls, Timmins, Kirkland Lake, Englehart, New Liskeard and Cobalt
- Enrolment: 1772 elementary; 408 secondary
- Teachers: 162 FTE/ Educational Assistants: 41
- Principals: 13 elementary; 1 secondary/ Vice-Principals: 3



Catholic Education Makes the Difference.



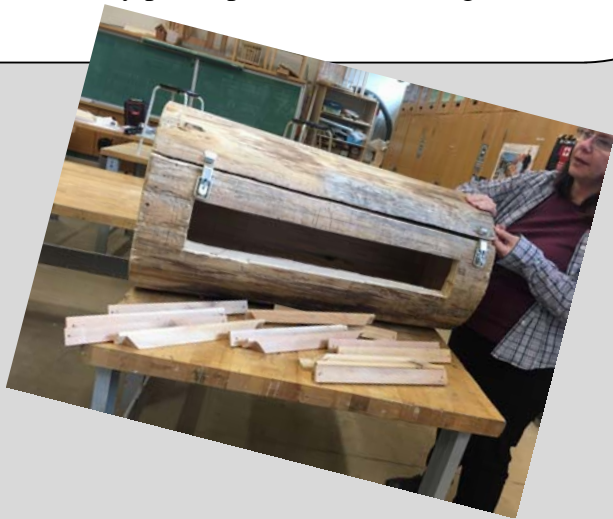
Changing the World Through Innovation, Creativity & Entrepreneurship (ICE)!!!

BEE ALL YOU CAN BEE

A group of Specialist High Skills Major (SHSM) Construction students were confronted with the challenge: **“How might we help the Timmins Ecological Beekeeping Association redesign a beehive to provide bees better protection from a harsh winter environment?”**

After reading an online article about the plight of bees world-wide and driving into the bush to look at the bee hives maintained by Mr. Rene Bertrand, founder and head beekeeper of the Timmins Ecological Beekeeping Association, students were ready to go! Inspired by the passion of Mr. Bertrand for the survival of the planet, the boys discovered a lot of facts about bees: the rule of 21, the use of sugar water in commercial hives, the impact of pesticides and climate change, and the threat of the cold winters to the bee survival rate. The group of boys returned to school ready for the ICE challenge. They were organized into teams and led through the three gear activities by their construction technology teacher, Mr. Jean Pierre Gauvin. Some boys involved in the SHSM project had inconsistent school attendance, poor classroom participation, and lagged behind in their overall credit count. But the passion of the community partner and their tech teacher to ‘save our planet by saving our bees’ ignited their creativity. All students were present for the entire duration of the challenge – they engaged meaningfully in rich planning/design conversations and they created innovative 3-D designs of their proposed hives using Google Sketchup. Even when the ICE training session was over, students wanted to continue and use their time to build their hives and donate them to the Timmins Ecological Beekeeping research facility to determine if bees were better able to survive the harsh, long local winters. Designs included both a hexagonal bee hive lined with 1” insulation and a natural hollowed out log with a hinge door that could provide access to the bees.

Plans are under way this year to have all schools in the community participate in the challenge to save the bees.



If you would like to learn more about the Northeastern Catholic District School Board and our Catholic Schools and the programs that we offer, please visit our web site at www.ncdsb.on.ca.



Northeastern
Catholic District
SCHOOL BOARD

Val's School College Work Initiative (SCWI) Success Story

Val came to our board from a remote Aboriginal community on the Hudson's Bay coast with "fly-in only" access. She arrived in Timmins at the age of 13 to begin secondary school (having skipped a grade in her elementary school). While she was in Timmins, she was housed with a boarding family she never met and suffered loneliness, bouts of depression, and anxiety from being so far away from her family. This intense emotional experience led Val to engage in some high risk behaviour. As a result, she fell behind in her credit count and her attendance at school was inconsistent.

Based on these circumstances, Val was considered to be a good candidate for the dual credit program and she was enrolled in four dual credits in a trades program (i.e., the College Accelerated Program). However, Val was unable to maintain the regular attendance necessary to remain in her dual credit courses at the college, so she was removed from the program. This college opportunity proved to be the experience Val needed to make some important health and lifestyle changes. She returned to the ACCESS program (Alternative and Catholic Continuing Education Support Services program) and successfully completed her last four high school credits required to graduate. Then she found herself a part-time job and re-enrolled in the same trades program at Northern College that she had been previously removed from.



Val's story is one of success. She overcame great personal challenges and is now in the Heavy Duty Equipment Technician program at Northern on her way to becoming a qualified trades person. While she did not earn her dual credits, it was because of this very opportunity that Val found a career path that she really cared about enough to make the lifestyle changes necessary to pursue it. Currently, Val is earning grades that range from mid 70's to 90's that have put her on the Dean's Honour List.

So, even when students do not earn the dual credits they are enrolled in, it doesn't necessarily translate to a failure despite the data report that may suggest otherwise. The entire goal behind the SCWI is to re-engage the disengaged, underachieving students who have the academic potential to be successful in college. And Val's account demonstrates exactly that – a young Aboriginal woman who rose above her personal challenges to move forward with a high school diploma in a college trades program. What a wonderful success that everyone can celebrate!

NCDSB		
Operating Budget - Director Report		
Fiscal 2015/16		
Category	Amount	Percentage of Actual
Instructional	28,443,827.00	71%
Administration	2,023,858.00	5%
Transportation	2,874,505.00	7%
Pupil Accommodation	5,513,495.00	14%
School Generated Funds	1,044,849.00	3%
Other Non-Operating	133,192.00	0%
Total	40,033,726.00	100%

Board Chair Message

The year 2016 can be looked upon as being a 'year of transition' at the Northeastern Catholic District School Board. What comes to mind in creating this report, in terms of the 'transition' theme, includes a significant and important increase in student enrolment over the previous year in a number of schools across the NCDSB system. In addition, during the 2016 school year it was decided through a Pupil Accommodation Review Process that two of our elementary schools in Timmins, St Paul and Sacred Heart School, would be combined to form a single, dual-track Junior Kindergarten to Grade 4 facility. This would come about with a significant investment on the part of Government of Ontario to the tune of 5.1 million dollars for an expansion and retrofit. Also included was an additional 1.6 million dollars that would accommodate the development of an Early Years Centre. It is expected that construction will begin in early April of 2017 with an expected opening of the newly-named, Pope Francis Elementary School in the fall of 2017.

Other aspects of this 'year of transition' include the continuous attention to our school buildings through an investment in maintenance and facility improvement. With that in mind, 2016 also witnessed the sale of our board office on Spruce Street North and a move to a former school located on Birch Street North in Timmins.

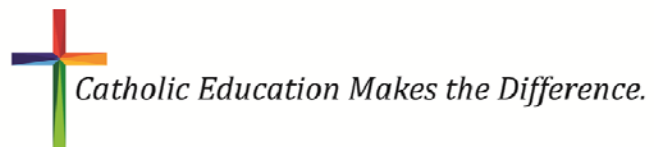
The year 2016 was also a year that witnessed a significant focus and an investment in resources dedicated to enhancing student achievement in Mathematics. This, combined with an ongoing support for student achievement in literacy, continues to be a major focus of the NCDSB with the ultimate goal of an annual improvement to student achievement in our school system.

At the December meeting of the Board, trustees were informed of the impending retirement of our Director of Education, Glenn Sheculski, who has provided exemplary leadership to our system since 2009. On behalf of the NCDSB, I thank Glenn for his eight years of dedicated service to Catholic Education in our region and beyond and wish him good health and happiness in the years to come.

In closing, a heartfelt thank you goes out to our dedicated teaching and support staff as they provide an exemplary Catholic education to all students in our jurisdiction and to parents and other stakeholders for supporting the Catholic school system in Ontario. May God bless everyone.

Yours in Catholic Education,

Rick Brassard



2015-16 Board of Trustees

Back Row (L to R): Peter Delguidice, Steve Malciw, Fred Salvador Jr., Martin Drainville, Ron MacInnis
Front Row (L to R): Colleen Landers, Richard Brassard, Elizabeth King **Missing from Picture:** Denis Lincez