



# 2009 Director's Annual Report



Northeastern Catholic District School Board

*"YOU ARE THE LIGHT OF THE WORLD!"*

## A MESSAGE FROM THE DIRECTOR OF EDUCATION

I'm very pleased to present my first Director's Report. I would like to thank the members of Senior Administration, the Student Achievement Team and the School Principals for their help in creating this document. Since being entrusted with the leadership of Catholic education in Northeastern Ontario as of July 1st, 2009, I have seen many changes within our board. September 1st saw our amalgamation with Moosonee Roman Catholic Separate School Board and the addition of Bishop Belleau School to our Catholic family. We welcomed a new Superintendent of Student Success, Mr. James Michaud in August and a new Community Relations Officer, Mr. Andrew Marks in December. Mrs. Kim Hall and Mrs. Christine Allen joined our principal family as acting Principal of St. Joseph School and Principal of Bishop Belleau School respectively, in September. There were a number of other changes at the school level as well.

Although these changes have occurred, the focus on student achievement and spiritual development within the Northeastern Catholic District School Board has never wavered. From the board level to the school level, all of our staff work diligently to ensure that our students succeed academically and experience spiritual growth. The information about our successes contained in this report is a testament to their dedication to our mission statement which is "Inspired by the mystery of Christ, we will guide our students on a journey of discovery that celebrates life." I would like to thank all of our staff for their hard work and efforts in staying true to our mission. I'm very proud to be associated with this conscientious and enthusiastic group of professionals.

I would also like to thank our parents who have entrusted to us their most precious gifts. Thank you for allowing us to help develop your children in light of the Ontario Catholic Graduation Expectations. We appreciate your confidence in allowing us to take on this awesome role.

**Glenn Sheculski** - *Director of Education*



*Director of Education, **Glenn Sheculski**, here with **Janice Viskovich**, Executive Assistant to the Director*

## Ontario Catholic School Graduate Expectations:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively responding critically in light of gospel values.
- **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential
- **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

## CHAIR'S MESSAGE - THE YEAR 2009 AT THE NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

The final year of the first decade of the Twenty-First Century for the Northeastern Catholic District School Board, 2009, was one that witnessed significant change, challenge and progress. With the retirement of the Director of Education, Mr Paul Toffanello, at the end of March, the Board engaged the services of the people at the Institute For Catholic Education who assisted us in the recruitment and selection of our new Director of Education, Mr Glenn Sheculski, who assumed his responsibilities on the first of July. The Board is indeed grateful to our current Superintendent of Education, Mrs Tricia Weltz, who assumed responsibility as Interim Director of Education from April 1st to June 30 and who provided exemplary leadership and management of the system during those three months. In addition, the board hired Mr James Michaud as our Superintendent of Student Success who assumed his responsibilities in September.

In addition, as a result of legislation implemented by the Ministry of Education involving the amalgamation of isolate boards in Ontario, we were pleased to incorporate the operations of the former Moosonee Roman Catholic Separate School Board into our system. As a result of the change, we added one more elementary school to our system as we officially welcomed the students, staff and families of Bishop Belleau Catholic School of Moosonee to our family of Catholic schools in September of this year.

This past October, the Ontario provincial government indicated its intention to begin phasing-in full-day learning for four and five year olds next fall as part of the province's plan to build a well-educated workforce. This initiative will see the program for four and five year olds fully implemented province-wide by 2015-2016. I am pleased to report that our board, like many other boards across Northern Ontario, has been offering a full-day JK and SK program for many years in our Catholic schools while some of our Catholic schools currently house child-care sites that offer the programs that the Ministry is mandating in its Early Learning legislation.

It is a well known and recognized fact that the continuous improvement of

student achievement along with the provision of sound Catholic education programming in our schools continue to be our primary goals as reflected in our mission statement and vision. Our resources, both human and financial, are directed in such a manner as to support learning as it exists within the framework of our Catholic system that operates within the teachings of Jesus Christ while simultaneously implementing the curriculum that is mandated by the Ministry of Education.

Finally, as we move forward into a future of uncertainty and of continuous change, our task at the Northeastern Catholic District School Board clearly will be to manage our resources effectively and efficiently so that today's learners can become the best that they can be. We will continue to provide excellence in teaching at all levels so that today's young learners can become the highly productive citizens of tomorrow putting to use the sound Catholic education that they were afforded in their formative years.

**Rick Brassard** - Chair

*Northeastern Catholic District School Board*

## BOARD OF TRUSTEES



*Front: (sitting left to right)*

Rick Brassard, Chair - Englehart, Kirkland Lake  
Martin Drainville, Trustee - New Liskeard, Haileybury, Cobalt

*Back: (left to right)*

Steve Malciw, Trustee - Kirkland Lake, Larder Lake  
Colleen Landers, Vice-Chair - Timmins  
Elizabeth King, Trustee - Cochrane, Iroquois Falls  
Kara Marks, Student Trustee '09-10 - Timmins  
Fred Salvador Jr., Trustee - Timmins

*Missing:*

Peter DelGuidice, Trustee - Timmins  
Denis Lincez, Trustee - Kapuskasing



*Right:*

David Cahill, Student Trustee '08-09 - Timmins

## PASTORAL CARE - Serving in the Name of Christ

Prayerful volunteer projects in the name of Christ with local soup kitchens, the international fair trade festival 10,000 Villages, and a peace and justice prayer walk for Development and Peace are some of the projects that Pastoral Care has been a part of with students and staff.



During the Lenten season of 2009 we also had a fruitful, two day Ambassador program with a visiting resource person serving Saint Anthony of Padua parish, Mr. Michael Way Skinner. The emphasis here was on integrating faith with other subject material, including mathematics. School visits, liturgical celebrations, storytelling, and retreat experiences for students from grades 3 to 12 have continued to take place across our region. Something that is growing slowly but surely are new efforts to incorporate First Nations culture into school liturgy. This brings renewed participation and energy to school celebrations. Our collective thanks to the Parishes across the Dioceses of Timmins and Hearst who support our schools in such meaningful ways. The Parishes offer us immeasurably rich resources primarily in people, such as clergy, pastoral associates, and parishioners.

Peace to you,  
**Michael Buhler,**  
*NCDSB Pastoral Care Worker*

**Fully Alive PROGRAM**

The NCDSB has invested in the "Fully Alive" program for all of our schools. Having this rich resource available in our schools will ensure alignment between the delivery and instruction of our Board's Religion program.

### Additional qualification course: *Religious Education*

The Northeastern Catholic District School Board is pleased to once again partner with OECTA and OCSTA in providing the Religious Education Part I, II, and Specialist additional qualification courses to our educators. Our instructor, Fr. John Lemire, has taught this Religious Education program for several years. This opportunity is greatly assisting educators with the delivery and instruction of faith formation to our Catholic learners.

<b>NCDSB FACTS:</b> As of October 30, 2009 NCDSB enrolment is as follows:	<b>ELEMENTARY SCHOOLS:</b>	<b>SECONDARY SCHOOL:</b>
	FTE: 2366	FTE: 491
Head Count: 2511	Head Count: 491	
Female: 1201	Female: 258	
Male: 1310	Male: 233	
	Self-Identified Students: 142	
	Number of ESL Students: 3	

**"Primary Class Size":**  
 Percentage of primary classes at 20 students or fewer:

**90.4%**

The board geography spans from Moosonee to Cobalt, serving 14 school communities. The NCDSB is comprised of 13 elementary schools located throughout Northeastern Ontario and one secondary school, located in Timmins.



## FROM THE DESK OF THE SUPERINTENDENT OF EDUCATION

The Northeastern Catholic District School Board remains committed to the spiritual and academic development of all our learners. Our dedicated administrative, teaching, and support staff are working together to provide our students with various opportunities for exploration and discovery, all designed to develop their academic, social, emotional, and spiritual development. We are pleased with our efforts to build consistency across our district and align the many ministry and board initiatives to ensure strategic action to yield maximum results in student achievement and instructional practice. We are relentless in our pursuit of system excellence and believe that our renewed sense of team and collaborative spirit will prove beneficial to the achievement of our goals. We are grateful for the opportunity to help our students reach their full potential in engaging learning communities which are deeply rooted in our Catholic faith and traditions.

**Tricia Stefanic Weltz,**  
*Superintendent of Education*

### ▼ Some specific measures pursued in the past year to improve outcomes for students:

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- The implementation of the Leveled Literacy Intervention to support the needs of our youngest, at-risk learners
- Refinement to the Teacher Learning Critical Pathway to better address the distinct needs of learners
- Enhancements to the board-based assessment tools and schedules to ensure accurate, timely data to design and deliver necessary interventions and instructional support
- Enhanced partnerships with Provincial Schools to offer secondary programming opportunities for students with learning disabilities
- Networked learning opportunities for teaching and administrative staff to build collaborative learning communities to enhance instructional practice
- The use of an Aboriginal Liaison working directly with school communities to heighten awareness and understanding of the Aboriginal culture and traditions

## ADDITIONAL HIGHLIGHTS OF 2009

### Small and Northern Boards Math Pilot Project

This academic year NCDSB is working in partnership with The Literacy and Numeracy Secretariat in a Numeracy Capacity Building Initiative, entitled The Small and Northern Boards Project. This partnership provides grades three to six Mathematics teachers the opportunity to learn, share, and engage in authentic mathematical experiences which enhance student understanding and achievement. Each session and co-teaching opportunity focuses on the key elements to support and improve mathematics instruction.

The key concepts being addressed are:

- classroom environment
- Big Ideas in Mathematics Curriculum
- communication
- three part lesson
- differentiating mathematics instruction through open and parallel tasks

This initiative offers educators rich professional development, with opportunities to depersonalize practice while instituting knowledge into practice with the learners entrusted in their care.

### Teacher-Librarian

The position of Special Assignment Teacher - Teacher Librarian was created early this year. Sylvie Guèvremont was hired and began in this role in January. During the first few months, the role entailed overseeing the Board's implementation of the Ministry of Education's Library Investment Project. Approximately \$33 000 was provided to



**Jennifer Dunkley**, Special Assignment Teacher - Student Achievement Gr. 7 to 12, with **Sylvie Guevremont**, Special Assignment Teacher - Teacher Librarian/Literacy

purchase resources for our school libraries. The money allocated to the Board through this program was to be used for the purchase of material that meets the expectations of the Ontario curriculum, the diverse learning needs of students and



**Judy Piché**, Administrative Assistant and **Tricia Stefanic Weltz**, Superintendent of Education

is of interest to the students. The funds were divided amongst the elementary schools on a per capita basis. In the Fall, additional funds (approximately \$21 000) were provided under the same program. The Library Assistants came together in the fall for a sharing session. Best practices were shared and some concerns were addressed. From this session, a draft version of School Library Guidelines was developed. It is hoped that similar sessions can take place on a regular basis. The Ontario School Library Association's document Information Studies Kindergarten - 12 was purchased for all of our schools. It provides specific grade level expectations for teaching information literacy skills. Sample cross-curricular lessons accompanied the distribution of this document.

## ADDITIONAL HIGHLIGHTS OF 2009

### French Immersion Program

Wonderful things are happening in F.S.L.! This fall, French Immersion was expanded to a 90% program in Grade 1, an enhancement from the previous 50% French, 50% English. The intent of such an intensive program in early Primary is to improve the oral language skills of our students in the French language.

The AIM (Accelerative Integrated Method) program has been introduced in our schools. At the January Professional Activity Day, Primary Core French and Kindergarten teachers were invited to participate in a training session led by Richard Smith, an AIM trainer. This full day session had the teachers actively engaged in this fun approach to teaching a second language. They were using gestures to communicate in the French language and all were excited to get it started in their classrooms. Kits were purchased for all schools which had teachers participate in this training. In the Spring, many of those schools were asking for supplementary kits for their schools. Due to the overwhelming positive response to this program, kits were purchased in December for all schools. Teachers who need to be trained will receive it early in the new year. At the end of the calendar year, funds were made available for the purchase of

additional French resources. Material for Shared, Guided and Independent Reading was purchased for our French Immersion schools, as were Listening Centre resources.

### School Networks

The NCDSB continues to offer further opportunities for professional growth through School Networks. The networks give teachers and principals the opportunity to learn together, while sharing their successful outcomes with the Teaching and Learning Critical Pathway (TLCP). Northern and Southern Network days were held with a tropical theme, and named "The Hula Hub". These regional network opportunities offered participants insights into the work being done at other schools. Continued hub opportunities such as these connect teachers together and establish mini networks to work and plan collaboratively.

### Special Education Resource Binder

The Northeastern Catholic District School Board is currently compiling a revised Special Education Resource Binder for educators. This binder will be a valuable resource for diverse information related to Special Education and the classroom. This will ensure consistency throughout the

Board when it comes to supporting our students with special needs.



**Dan Loreto**, Special Assignment Teacher  
- Special Education Provincial Schools, with  
**Erica Raymond**, Special Assignment Teacher  
- Special Education

### Special Education

We are passionate about student achievement and are committed to the philosophy that all students can learn and be successful. We have continued to refine our instructional strategies to better reflect the needs of our students based on results of timely assessment. We began a pilot project in September, 2009 in six schools for struggling readers using a research-based, small group, supplementary reading and writing intervention program. It has been proven effective in other jurisdictions in bringing struggling readers to grade level performance over the course of 18 to 20 weeks. We currently have 66

## ADDITIONAL HIGHLIGHTS OF 2009

students in the project and preliminary results indicate great gains in student achievement. We hope to transition students from the project in the near future as they meet grade level reading expectations.

### Behavior Management Planning and the NCDSB

Many students have difficulty adjusting to the structures of classroom life. School is a fun and exciting place but it is also an institution of learning through structured lessons and applied knowledge. Student misbehavior is often a cry for help adjusting to these realities. To help the student struggling with these adjustments, the Northeastern Catholic District School Board has reached out to educators, administrators and parents with a helping hand. The three-pronged approach to behavior management planning (sound student engagement, effective encouragement, and social skills teaching) is highlighted during Resource Teacher Meetings, Professional Development Days and Principal Meetings. Individual case conferences with both parents and teachers have proven successful as new school-home connections are apparent. Partnerships with specific intervention agencies have also been pursued in the attempt to reach our struggling students in a holistic way.

### Year in Review: Provincial Schools and the NCDSB

Our partnership with the Provincial Schools Branch of the Ministry of Education continues to thrive as we celebrate student success and increased teacher capacity. Our own Brenda Gagne



**Tricia Stefanic Wertz**, Superintendent of Education,  
**Glenn Sheculski**, Director of Education,  
**James Michaud**, Superintendent of Student Success

and Elisa Germain (the Teacher and Educational Assistant at our Trillium North OICS Campus) have won accolades from the Hospital for Sick Children (the creators of the EMPOWER Reading Program used in Provincial Schools classrooms) for their very successful year. Brenda was also a recipient of the Timmins Community Pride's Teacher of the Year Award. The success of this robust partnership has

encouraged growth and the Provincial Schools now have a program working at O'Gorman High School. This program is a continuation of the current OICS classroom for students with severe learning disabilities. The Provincial Schools provides assistive technology hardware and software and educator training in conjunction with Sick Kids Hospital while the NCDSB supports the teacher and dedicated supply teacher. In the words of Beth Davies, the Director of the Provincial Schools Branch, "The Northeastern Catholic District School Board understands how to create and maintain partnerships that help kids and we are elated to be part of it."

### SCHOOL EFFECTIVENESS FRAMEWORK

The School Effectiveness Framework continues to offer our system lead and school communities the opportunity to engage in meaningful, relevant professional dialogue and work collaboratively to design an effective school improvement plan based on information collected through the self-assessment tool and district review process. In our third year of the system cycle, all elementary schools will now have undergone the district review process. We continue to work in partnership with our



## ADDITIONAL HIGHLIGHTS OF 2009

OECTA counterparts, and strive to build consistent instructional practices across the district to address the needs of all learners. The SEF is a valuable learning opportunity for all members of our Catholic district school board, and helps us to identify our areas of strength and establish target areas to enhance the teaching and learning experiences in our schools.

### **NEW TEACHER INDUCTION PROGRAM (NTIP)**

Our new teachers continue to benefit from many learning opportunities designed to help new teachers develop the necessary skills, competencies, and confidence to serve our students. The Board NTIP committee, is comprised of new and experienced representatives from the teaching profession, principals, and senior administration. They work in partnership to ensure that the development and implementation of our action plan is aligned with the needs of our new teachers. This year we implemented an email communication strategy directly linked to the Individual Strategy Form, highlighting research and proven practices to support new teachers in their role according to the milestones of a first year in teaching. The implementation of “Nuggets for New Teachers” is helping our new teachers build a repertoire of instructional strategies and proven practices that will positively impact student achievement.



### **BOARD IMPROVEMENT PLAN**

The Northeastern Catholic District School Board remains committed to using data effectively to support the needs of all students and staff. The acquisition and analysis of student achievement data continues to be an area of focus for our senior team and school community members.

Our data collection procedures are new to our system operations and this information is gradually becoming an invaluable tool for teachers, principals, and senior staff in the development of relevant board and school improvement plans. Each of our school communities have identified SIP teams who carefully review student achievement data and collectively determine the necessary future directions for improvement. This collaborative approach is helping to build internal relationships within and across school communities and our staff members are becoming more engaged in the development, implementation, and assessment of improvement plans.

We move forward with a strategic course of action in order to address our greatest areas of need to enhance student achievement, instructional practice, and system leadership. We believe that with detailed precision and a genuine team effort we are destined for system excellence.



**James Michaud,**  
*Superintendent of Student Success*

## SUPERINTENDENT OF STUDENT SUCCESS

James Michaud, Superintendent of Student Success, is the lead of the Northeastern Ontario Regional Equity and Inclusive Education Network. Its goals are: to develop regional capacity to support policy development and implementation, fostering the engagement and consultation of parents and other stakeholders, and the creation of progress indicators to measure the efficacy of Equity and Inclusive Education within the Region. The Board is a member of a Catholic Consortium working jointly to develop policies and implementation plans reflective of our Catholic traditions.

The school board will begin the consultation process regarding the religious accommodations guideline during the spring of 2010.

Due to the NCDSB's vast geographic region, there is no centralized program for students unable to attend regular school programs. At present, students who are suspended or expelled are supported by a Child and Youth worker (suspensions of 11 to 20 days or expulsion). Students may be assigned with a teacher through home instruction in an alternate setting.

## ADDITIONAL HIGHLIGHTS OF 2009 - Student Success

### **Special Assignment Teacher for grades 7-12**

The Board is pleased to announce the assignment of a Special Assignment Teacher to the Student Success initiatives for grades 7-12. Jennifer Dunkley assumed the role in November 2009 and has been working to strengthen relationships amongst our intermediate level and secondary level staff. Much progress has been made in developing alignment between these levels in terms of

school improvement plans, transition planning, and professional learning communities. Staff at both levels are quite excited about the progress and anticipate greater gains in student achievement as a result of this new focus on the cross-panel connection.

### **SHSM at OHS**

The new Justice, Community Safety & Emergency Services Specialist High Skills Major offered at O'Gorman High School

was created to prepare students for careers in policing, firefighting, law, disaster relief, correctional services, security, private investigation, air traffic control and the military. The school has experienced much success in terms of student achievement as a result of its inaugural SHSM focusing on the Construction field, and the addition of this high-interest SHSM program will serve to further our gains in addressing individual student learning preferences and goals.

## ADDITIONAL HIGHLIGHTS OF 2009 - Student Success

### Applied Behaviour Analysis

In our efforts to continue to implement methods of Applied Behaviour Analysis (ABA) in accordance with PPM 140, we are benefitting from the services of our Autism Lead. This person supports Principals, teachers and support staff to better understand ABA and how to design effective programs for students with Autism Spectrum Disorder. Professional Development has been provided to Special Education Resource teachers on Autism and ABA and has also assisted teachers to build capacity in the management of complex behaviours.



**Becky Lefebvre**, NCDSB Office Clerk



**Bishop Belleau School Students**



### Amalgamation with Bishop Belleau School

The Northeastern Catholic District School Board welcomed Bishop Belleau School in Moosonee to our district school board family with the amalgamation announcement during the 2009 calendar year. The Ministry of Education announced in June 2009 that the Moosonee Roman Catholic Separate Board (English language unit) would be amalgamated with our Board. Bishop Belleau School is a Junior Kindergarten to Grade 8 English language school with approximately 80 students. This transition has been a most remarkable experience for all members of our Catholic learning community. We continue to work in partnership with our stakeholders and community members in the Moosonee area to expand the program and service delivery models to best meet the distinct needs of the Aboriginal learners.

## EQAO ASSESSMENT RESULTS

### Elementary Perspective

Board data results demonstrate incremental achievement rates at the primary division in all areas of the assessment (reading, writing, mathematics). At the junior level, the board continues to demonstrate inconsistency in EQAO results specific to the reading and mathematics strands, yet shows gradual success in writing. A careful review of the data also suggests that cohorts of students are not demonstrating consistent growth when results are compared from primary to junior. This gap may be indicative of inconsistent instructional practices across the divisions which remains a point of focus for our Catholic school system. Of particular interest are the results specific to the mathematics component of provincial assessment. Although the primary division continues to show growth in this area, junior results are not indicative of this same success. A long term view of secondary results further adds to the discussion of numeracy practices from primary to secondary school, and the planning necessary to better prepare our students for success in mathematics assessments.

### Highest, Lowest and Provincial Average Based on Percentage of Students at Levels 3 and Above

#### GRADE 3

Grade 3 Reading	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	67%	79%	79%	73%	73%	75%
Provincial Average	54%	59%	62%	62%	61%	61%
Lowest	40%	47%	49%	45%	49%	41%
NCDSB	45%	54%	58%	57%	58%	51%
Boys	40%	52%	55%	47%	58%	47%
Girls	52%	57%	60%	67%	59%	55%
Special Needs	17%	21%	34%	33%	36%	35%
ELL	0	N/D	N/D	N/D	N/D	N/D

Grade 3 Writing	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	68%	73%	78%	79%	79%	82%
Provincial Average	58%	61%	64%	64%	66%	68%
Lowest	42%	44%	41%	46%	44%	40%
NCDSB	44%	52%	50%	50%	65%	58%
Boys	31%	47%	38%	36%	62%	44%
Girls	58%	59%	63%	63%	68%	73%
Special Needs	16%	18%	18%	18%	54%	47%
ELL	50%	N/D	N/D	N/D	N/D	N/D

Grade 3 Math	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	79%	81%	80%	81%	80%	84%
Provincial Average	64%	66%	68%	69%	68%	70%
Lowest	51%	53%	55%	50%	51%	46%
NCDSB	59%	61%	62%	62%	69%	71%
Boys	54%	64%	71%	61%	75%	73%
Girls	64%	58%	53%	64%	62%	69%
Special Needs	41%	34%	57%	31%	52%	51%
ELL	50%	N/D	N/D	N/D	N/D	N/D

#### GRADE 6

Grade 6 Reading	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	70%	74%	77%	74%	77%	79%
Provincial Average	58%	63%	64%	64%	68%	69%
Lowest	46%	52%	46%	54%	53%	53%
NCDSB	49%	54%	54%	63%	61%	53%
Boys	45%	48%	44%	61%	58%	47%
Girls	55%	60%	64%	66%	64%	60%
Special Needs	20%	21%	15%	30%	44%	34%
ELL	0	N/D	N/D	N/D	N/D	N/D

Grade 6 Writing	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	68%	71%	76%	74%	79%	78%
Provincial Average	54%	59%	61%	61%	67%	67%
Lowest	42%	42%	44%	49%	52%	50%
NCDSB	45%	53%	50%	50%	57%	52%
Boys	37%	45%	38%	42%	50%	39%
Girls	55%	61%	61%	58%	65%	67%
Special Needs	16%	19%	18%	16%	41%	31%
ELL	0	N/D	N/D	N/D	N/D	N/D

Grade 6 Math	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	71%	72%	80%	71%	76%	76%
Provincial Average	57%	60%	61%	59%	61%	63%
Lowest	45%	50%	45%	46%	41%	47%
NCDSB	47%	52%	46%	50%	47%	52%
Boys	45%	52%	46%	46%	46%	51%
Girls	48%	52%	46%	53%	48%	53%
Special Needs	25%	27%	15%	28%	30%	35%
ELL	0	N/D	N/D	N/D	N/D	N/D

## EQAO ASSESSMENT RESULTS - cont.

### Secondary Perspective

The Northeastern Catholic District School Board recognizes the outstanding work of teachers and administrative staff in providing meaningful learning opportunities for secondary students which are helping to prepare them for success on the Grade 10 Literacy Test. Our results demonstrate continuous improvement over a five year period, and can be further explained by the focus on literacy development and cross-curricular integration. A concerted team effort has been implemented and is supported by the Student Success Team.

The best practices of our literacy success must now be translated to the Grade 9 Math test. Results for both the applied and academic programs are well below provincial average, and are a concern to all stakeholders. Over the course of this past academic school year, procedures and cross-panel learning opportunities have been implemented to address the specific needs for heightened success. The sole feeder school to our secondary school has also instituted changes to program delivery and staffing models, and are working in collaboration with the secondary school math department. Participation in the Math Gains project is also helping our numeracy instructors to build the necessary skills and understanding to support students in their pursuit of numeracy excellence. Numeracy is a focus area across the Northeastern Catholic District School Board, beginning with our Junior Kindergarten program and extending to Grade 12.

### GRADE 9

Grade 9 Academic Math	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	83%	95%	81%	83%	88%	86%
Provincial Average	68%	68%	71%	71%	75%	77%
Lowest	43%	49%	46%	32%	50%	31%
NCDSB	43%	53%	46%	32%	50%	31%
Boys	43%	55%	41%	33%	68%	23%
Girls	43%	52%	49%	31%	41%	38%
Special Needs	25%	20%	0	0	33%	0
ELL	N/D	N/D	N/D	N/D	N/D	N/D

Grade 9 Applied Math	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	64%	53%	58%	64%	53%	67%
Provincial Average	26%	27%	35%	35%	34%	38%
Lowest	6%	15%	18%	7%	15%	23%
NCDSB	6%	15%	18%	7%	15%	24%
Boys	7%	21%	15%	6%	21%	35%
Girls	6%	9%	21%	8%	9%	13%
Special Needs	0	24%	0	0	0	16%
ELL	N/D	N/D	N/D	N/D	N/D	N/D

### GRADE 10

Grade 10 OSSLT First Time Eligible	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Highest	91%	90%	92%	91%	92%	92%
Provincial Average	77%	82%	84%	84%	84%	85%
Lowest	63%	69%	74%	73%	75%	72%
Board	63%	69%	74%	79%	81%	75%
Boys	55%	61%	63%	67%	74%	62%
Girls	72%	70%	71%	82%	80%	77%
Special Needs	33%	50%	N/D	0	44%	31%
ELL	N/D	N/D	100%	N/D	N/D	N/D

### Grade Accumulation Rates

The percentage of students who achieved 16 or more credits as of June 30th, 2009 of their second year in high school.

School Year	Grade 10 16 of 16 Credits
2004/2005	67%
2005/2006	65%
2006/2007	70%
2007/2008	69%
<b>2008/2009</b>	<b>78.99%</b>

## HUMAN RESOURCES

### Joint Health and Safety

The Joint Health & Safety Committee was actively involved in ensuring safe practices in the workplace. The Committee members reviewed accident reports, concern forms and monthly inspection reports on an on-going basis. Under the supervision of the Ministry of Labour, the multi-site agreement is currently being revised to meet Ministry requirements. Health and safety training for employees continued to be a focus during the year.

In the fall of 2009, the Ministry of Labour launched a program across the province that targeted the areas of ladder safety and fall protection in an effort to decrease the frequency of injuries to employees in the workplace. Human Resources worked closely with the Manager of Plant to devise a ladder safety program and a fall protection program that would meet the requirements of the Ministry and ensure the safety of our employees.

### Collective Bargaining

In the fall of 2008, collective bargaining sessions under the framework provided by the Ministry of Education defined areas for collaboration by the Board and employees to achieve progress in three areas: improve student achievement, reduce gaps in



**Mélanie Bidal-Mainville**, Human Resources Generalist, **Wendy Adams**, Acting Manager of Human Resources, **Diane Cameron**, Administrative Assistant to the Manager of Human Resources

student outcomes and increase confidence in publicly funded education. In 2009, the implementation of the new collective agreements focused on incorporating strategies in the form of new committees in the area of staffing and professional development to maintain harmonious relations between the Board and its employees.

### Amalgamation

In September, the Board welcomed new

members to our Catholic school communities further to the amalgamation of the Moosonee Roman Catholic Separate School Board with the Northeastern Catholic District School Board.

The transition brought about new collective agreements and benefit plans within our administration. We look forward to improving service delivery to our employees in the community of Moosonee as we continue to familiarize ourselves with the new programs.

## PLANT... Caring For Our Schools

### Capital Projects:

This past year marked some very important capital projects from our division. The on-going maintenance of our schools enable all students to learn and grow in a safe and comfortable learning environment:

- ✓ Sacred Heart School in Timmins had a new roof constructed
- ✓ English Catholic Central School in New Liskeard undertook a window replacement program
- ✓ Sacred Heart Catholic School in Kirkland Lake had a new boiler installed, new millwork and a new exterior finish on the school was completed along with window replacement
- ✓ Aileen Wright English Catholic School in Cochrane had the building automation system replaced

All capital projects were funded by the Ministry of Education's Good Places to Learn funding program.



*Nicole Pontello, Office Clerk to the Manager of Plant, with Robert Landry, Manager of Plant*

### Community Use of Schools:

It is the policy of the Northeastern Catholic District School Board to make Board-owned facilities available for community use providing that the normal education program of the school can be maintained.

School gymnasiums, classrooms and meeting room, and common areas can be booked by organizations or members of the public for use. In 2009 our schools have been utilized for community athletic organizations, tournaments, birthday parties, baby showers, organizations weekly/monthly meetings, etc.

### *Community use of schools continues to be a success:*

<b>Total Permits Issued:</b>	112 permits
<b>Total Hours Used:</b>	3755 hours of usage
<b>Total Participants:</b>	7693 participants

### LEAD TESTING:

The annual lead testing was completed at all schools and no exceedances were reported for the 3rd year in a row.

## Our Schools, our Students, our Communities and our Faith...



**St. Joseph School, Timmins** - In Faith Formation, the staff and students gave generously to the Mozambique Project and raised the most amount of funds (per capita) compared to all other schools. We also have a strong relationship with the parish and Deacon Michel is often at the school sharing his time and knowledge with the students of St. Joseph School.



**English Catholic Central School, New Liskeard** – *“The World Needs Our Kids!”*

One of the highlights this year has been the continued focus on LIVING our Faith. The staff at E.C.C.S. recognizes that the World Needs Our Kids! While poverty, lack of medicine, and environmental issues continue to plague our world - what is really missing is the WILL of a generation to eradicate these problems. At E.C.C.S., teachers continue to use rich read alouds to explore these issues. Consequently, students are regularly encouraged to not only “talk the talk” but “walk the walk”. For example, E.C.C.S. regularly participates in the International Day of Peace and then each student signs the E.C.C.S. Creed of Peace which is then posted in the school.



**O'Gorman High School, Timmins** – O'Gorman's Link Crew, made up of students from Grades 11 and 12, ensures that all grade 9 students feel safe and comfortable in their new school while at the same time giving them support throughout the school year and especially during the all important first semester of high school. This is the second year for the program

and this year's leaders are looking to build on the success achieved last year. Research shows that students who pass all 4 of their first semester classes are much more successful during their high school careers.

*“An idea today keeps the waste away”* - The Green Apple School Program has awarded O'Gorman High two \$1000 grants for their green projects within the community. Our community would love to start a library of eco-friendly reading material (books, magazines etc) as well as DVD resources that would serve as wonderful teaching tools for teachers and students within all disciplines. Our entire community believes that our youth must

have accessibility to current literacy material in order to be made aware of current issues within our world.

*Did You Know....* O'Gorman High School has given back to our community. This year, the O'Gorman Family has raised roughly \$5000 for a number of local charities. On top of the \$5000, the school community has also contributed non-perishable food items to our local food bank and Church during the months of October and December



**St. Jerome School, Kirkland Lake** - Our school community showed growth in a number of areas in 2009. Parents demonstrated their support for student achievement by engaging in Literacy Nights with their children. Teachers experienced growth and development as well through

participation in regularly held Catholic Learning Communities and their work in the Teaching Learning Critical Pathway. With the support of the Catholic School Council and a number of dedicated parent volunteers, St. Jerome held it's second annual School carnival in June 2009. Monies raised from such events enabled the school to host Junglesport for a week in March. As a Catholic community we continued to grow in our faith through the study of monthly virtues and participation in various liturgical events, including a Living Rosary to conclude Catholic Education week.



**St. Patrick School, Kapuskasing** – It is with the principles of Christian community that we strive to

develop the whole child, placing their relationship with God as the centre. While our religion program offers a wonderful examination of our Catholic heritage and the importance of being a sacramental people, it is through living a Christ-centered



**Jared Reckzine** - Grade 7 with his teacher **Joelle Casonato**. Jared will be heading to the Vancouver Winter Olympics on February 18th. Jared was nominated and won the McDonald's Champion Kid for Ontario! He will get to attend many cultural, tourist and athletic events/activities along with medal ceremonies. Watch for him on February 21st at the Men's Ice Hockey Game - Canada vs. USA.



life that we best model for children the importance of their Christian identify and importance of spreading their flame to others. St. Pat's Mission Statement *"Together, guided by God, we are committed to:*

- Growing in Faith
- Learning for Life
- Striving for Excellence
- Growing in Wisdom & Grace

*Our ultimate commitment is to prepare our children for the journey of life - knowing that God walks with them every step of the way."*

The year 2009 marks St. Patrick's School 50th Anniversary.



**St. Paul School, Timmins** - Our entire staff is committed to the well being of the children and families of St. Paul School. Our annual April Family Movie Night at the Timmins Native Friendship Centre was once again a big hit. For the second year in a row we had a full house. The Second Annual Community

Open House held in September of 2009 was once again well attended; over 20 community groups joined us to help open the school year and show our families the different community services that exist to support them.

*Great things are happening at the Home of the All Stars.*



**Aileen Wright English Catholic School, Cochrane** - This year we continue to focus on student and teacher learning; to model our faith through our instruction, words, and most importantly our actions.

Our school has an interactive Core French Program starting in Junior Kindergarten. We have an active music program which includes both a school choir and a band. Sacramental Preparation in consultation with the Parish Priest takes place along with the Altar Server program for Sunday masses.

We continue to build productive relationships, by promoting consistent home-school communication and offering greater opportunities for parental involvement.



**O'Gorman Intermediate Catholic School, Timmins** - It's been a great year at O'Gorman Intermediate Catholic School. We continue to challenge and engage our students

through the implementation of various technological devices in our classrooms. The use of the Apple computer lab, the SMART boards and other wireless tools has helped motivate students and increase student achievement. We encourage students to join the vast array of extra curricular activities offered at OICS. We continue to build on the number and types of activities offered so that we can engage students outside of the regular classroom and build a better school climate.



**Holy Family School, Englehart** – This year saw an increase of parents/guardians on the Catholic School Council to 9 members. The Catholic School Council ran a float in the Englehart “Unveiling of Christmas” parade for the first time.

Increased collaboration with Holy Trinity Parish through family and school Masses, as well as classroom support for Religious education by parish coordinator Mr. Pat Roberts were focused upon throughout our year. Increased networking with ECCS in New Liskeard and St. Patrick's in Cobalt took place for Professional Development days, in developing common Catholic virtues of the month.



**St. Patrick School, Cobalt** – This year we had a strong focus on literacy and the Arts. In March we had a poet from the Canadian Poets Society, John Lee, visit the school to read poetry and lead workshops with the students. Our poetry club continued to publish poems in local newspapers and anthologies while entering poems into regional and national poetry contests.

The entire school actively lives a virtue each month with prayer and actions. During December's virtue, Charity, students sang for seniors at the Extendicare facility, collected close to 600 items for the food bank, wrote Christmas cards for shut-ins and collected money for the Christmas Wish. We also renewed our sponsorship of a child in the Third world.

The Breakfast program, offered twice a week, feeds nearly 90% of our students. We were also pleased to be selected as a school to pilot the Creating a Healthy Nutritious School Environment program sponsored by the Timiskaming Health Unit. The program educates staff, students and parents about healthy snacks and making healthy choices.



**St. Anne English Catholic School, Iroquois Falls** – Our

new “Wildcat logo” and paws were painted on the gym walls; this was truly a community project. IFSS students, in conjunction with their Art teacher and a parent volunteer, completed the project for the cost of the paint. The new logo was blessed by our Parish priest and thank-you notes were written by our students for the various



people involved.

The Respect program continues this year with school-wide rewards/respect tickets being handed out. The Respect program was enhanced to include happy face buttons to praise students as a positive reinforcement. Monthly masses at church were held and a Wall of Honour was created at St. Anne’s to honour our Veterans. Several St. Anne students participated in the Royal Canadian Legion Writing/Poster contest, with 12 students winning awards.



**Sacred Heart Catholic School, Kirkland Lake** – 2009

was a busy year for our school. We held monthly masses, with St. Jerome School, at Holy Name of Jesus Church. From January to June we focused on written responses through Catholic Learning Community (CLC). We established a School Yard Improvement Committee for the benefit of our students. Our students participated in a variety of events such as the Family Literacy Day where they attempted to break the Guinness World Record with guest readers from our community, the Knights of Columbus District Free Throw Competition, the Regional Science Fair in Timmins and the Candle Lighting Ceremony with the Veterans.



**Bishop Belleau School, Moosonee** – Bishop Belleau

School was welcomed into the NDCSB family of schools this past September. During a recent visit by Board of Trustee members, it was commented on how welcome they were made to feel and they were so pleased to see how the students and teachers in each classroom were so engaged in the learning process. Both the Moosonee Lions Club and Northern Store deserve much thanks for all of their on-going support of school projects throughout the year. The food and monetary drive for the Friendship Centre was very successful this year. During the drive, what makes Bishop Belleau School such a special caring school was evidenced when it was noticed that Grade 1 and Grade 2 students who purchased a snack for themselves on the way out for recess, noticed the food donation box and put their snack into the box.



**Sacred Heart School, Timmins** – At Sacred

Heart School there has been a concentrated effort to create more school spirit through extra-curricular sports, dance lessons and art clubs. In addition, monthly recognition assemblies award those that have succeeded in demonstrating the virtue of the month. Sacred Heart School continues to raise funds for the Ethiopia project to provide school supplies for the less fortunate. For Family Literacy Day staff members made crafts and played games with the students while parents were provided with the opportunity to attend various workshops being held within the school.

The Catholic School Council is strong at Sacred Heart School and spearheads most fund-raising ventures and parent involvement activities.



## Information Technology at the Northeastern Catholic District School Board

When we report on Information Technology or I.T. it is important to differentiate what aspect we are attempting to explain or describe. The following information highlights the different areas of I.T. at our school board. In addition to this, there also is two very distinct “end user groups” that are supported by the I.T. organization: one is the administrative community and the other is the academic, made up of teachers and students.

The technical services provided by the I.T. organization are aligned independently with the two “end user group” communities, creating two unique service catalogs. Simply stated, the focus for administration is on the management tasks supported by technology and the academic focus is on technology, software, and information that align with instruction, curriculum and tracking student achievement.



**Glen Nakashoji**, *Manager of Information Technology*

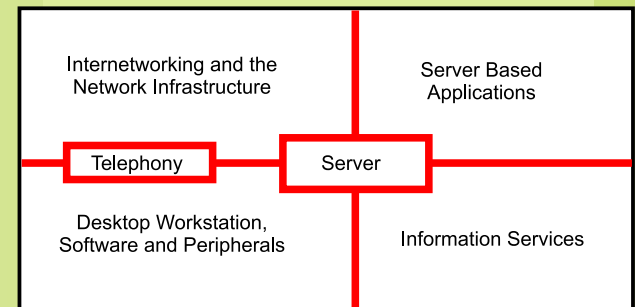
The additional elements that integrate with the network infrastructure, that are necessary to deliver technology based services to the schools and the “end user group” communities are: servers and data centres, server based applications, desktop workstations, software and peripherals, telephony related services like phone systems and video conferencing, and the information services, specifically data collection and reporting that are linked to student achievement. The I.T. department is accountable for all these technical services and their ongoing support.

We are a Catholic District School Board that covers hundreds of square kilometers and our fourteen schools are spread out across Northern Ontario. This disposition makes it necessary to have a Wide Area Network or “WAN” that enables us to connect the schools together, technically forming the backbone and network infrastructure.

The additional elements that integrate with the network

### Information Technology Organization

The I.T. department relies on a combination of both internal resources and third party service providers to support the technology, applications and technical services at the Board office and in the schools in our district. One of the major undertakings this past year by Glen Nakashoji, Manager of Information Technology, focused on defining the operational framework for I.T. and the technical functions. This effort led to the creation of the Service Quality Improvement Plan and the model for the department's strategic plan.



Particular attention was given to the roles, responsibilities and job descriptions for the technical team and improvements to the Service Level Agreements with our third party service providers. The Service Quality Improvement Plan is an ongoing task for Glen and it has been integrated into the department's strategic plan.

## The Classroom and Information Technology

Upgrading desktop workstations and software that underpin curriculum and education based programs linked to instruction was an important first step for the I.T. department in regaining the required support and credibility with the Academic “end user group” community.



**Shelley McGee**, Office Clerk

The schools and classrooms had an above average incident rate and a high number of service calls that were continuously carried over (months and school years). The Service Quality Improvement Plan targeted this problem as an area for improvement. The project led to the implementation of maintenance depots (cabinets with spare hardware and peripherals) in each of the schools, improving the technical teams' ability to fix problems and add the required peripherals faster.

The continued investment in portable computer labs, smartboards, smart response systems (clickers), LCD projectors and technical services that support existing programs remains a high priority for the I.T Department and we continue to work with our stakeholders.

There is a major shift taking place linked to the software programs currently deployed in the classrooms and new web based services and e-Learning initiatives are becoming more available. Programs that traditionally were deployed on desktop workstations are now being centralized using web based terminal services. The centralization of applications makes technical support, software upgrades and ongoing maintenance easier and more cost efficient; there are also benefits in how



**Marc Lavoie**, AV/Computer Technician

applications are accessed from the schools and more importantly from home.

The migration to more web-based services versus desktop software relies on a solid network infrastructure and the internet. The internet, a valuable resource on its' own, comes with the added requirement and responsibility to manage the types of access that members of each “end user group” community have. Internet content filtering to screen out the 'bad content' that is prevalent on the World Wide Web is also an important feature to the service.

Northeastern Catholic District School Board purchased a new Web Filter Appliance (CIPA Filter) that supports the traditional approach to black listing or blocking known 'bad content' and sites that should not be accessed by students and staff. The solution also has new functionality that enables the web filter to consider all available content in real time and based on criteria in the web filter program, the CIPA Filter is able to block, flag and report (to the administrator) sites that are suspicious, inappropriate and that are not currently black listed. This approach ensures that web filtering remains current and relevant to the daily changes taking place on the web.



**Glen Nakashoji**, Manager of Information Technology, **Marc Lavoie**, AV/Computer Technician, **Shelley McGee**, Office Clerk

### CONTINUING TO LOOK AT THE FUTURE

Information services and Managing Information for Student Achievement (M.I.S.A.) remain a high priority for the I.T. department. Our ongoing efforts to work with the Northeastern Ontario Education Network (a Professional Network Community) and the boards' academic stakeholders in supporting and implementing a culture that places data informed decision-making at the forefront of instructional practice will continue to be a high priority as we begin the new school year.

## FINANCIAL SERVICES

Our balanced 2008-2009 budget of \$36,351,499 is focused on supporting student learning and achievement in a declining enrolment environment.

The Board received \$34,924,923 in revenues, which is primarily from provincial grants and local taxation. Operating expenditures totaled \$34,919,723 and capital expenditures were \$1,432,776.



**Diane Morrell**, Administrative Assistant to the Manager of Financial Services, with **Mary-Lou Pollon**, Manager of Financial Services

Capital expenditures included upgrading and purchasing new computers, Smartboards, and furniture and equipment. School renewal funding was used to upgrade school facilities.



**Gina Melciw**, Acting Manager of Financial Services

The Ministry of Education's Good Places to Learn initiative funded extensive renovations to Sacred Heart School in Timmins (new

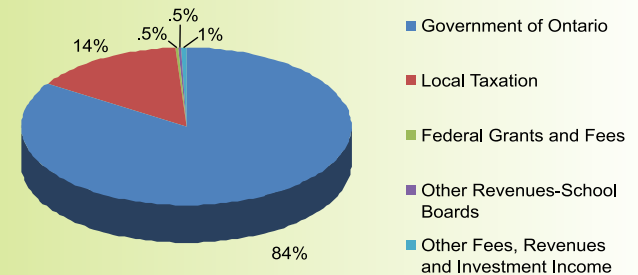
roof), English Catholic Central School in New Liskeard (window replacement), Sacred Heart Catholic School in Kirkland Lake (new boilers, new millwork, new exterior finish and window replacement) and Aileen Wright English Catholic School in Cochrane (replaced building automation system).



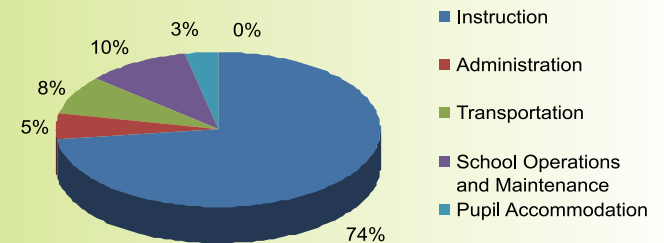
**Darlene Truchon**, Payroll Clerk

Missing: **Carole Huggins**, Accounts Payable/Receivable Clerk

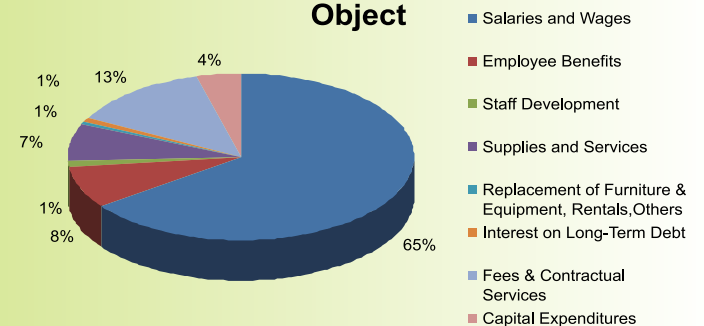
### Revenue



### Operating Expenditure By Major Function



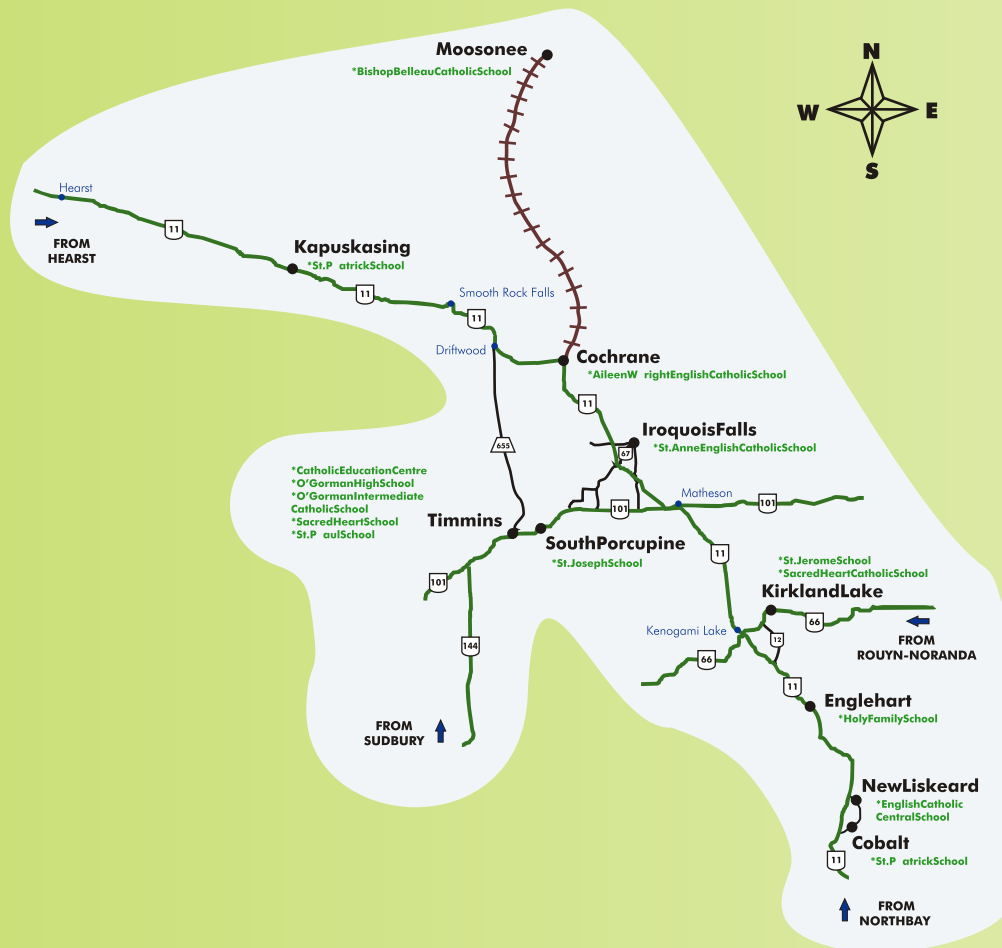
### Operating Expenditure By Major Object





NORTHEASTERN CATHOLIC  
DISTRICT SCHOOL BOARD  
www.ncdsb.on.ca

## MAP OF SCHOOL COMMUNITIES



- **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** (Kapuskasing)
- **ST. PAUL SCHOOL** (Timmins)

## FOOTLOOSE

The O'Gorman High School Drama Club presented the musical Footloose on April 29, 30, May 1 and 2, 2009 in the Sylvia Gravel Theatre. More than one quarter of the student body worked together either behind the scenes to create the set, or as part of the 37 member cast and 15 member band. Each show was sold to capacity and the outcome was a fantastic production enjoyed by more than 1500 supportive members of the Timmins community.



Photo by Claude J. Gagnon Photography



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*“Inspired by the mystery of Christ, we  
will guide our students on a journey of  
discovery that celebrates life.”*

