

Algoma District School Board 2023 Director's Annual Report



**Learning journeys
start with us!**

Algoma District School Board



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Confident Learners, Caring Citizens

DIRECTOR'S MESSAGE

The 2022–2023 school year has been a refreshing return to our priorities of student achievement and well-being, as reflected in our Board’s Strategic Priorities. As a proud teaching–learning organization, we are committed to continuous learning and to the success of our students and staff as “confident learners, caring citizens.”

Each year, as I reflect on this report, I am filled with pride and gratefulness for the amazing students and staff that make Algoma District School Board sites such positive, caring, and welcoming places to work, learn and succeed. We are fiercely proud of the quality and breadth of programs we offer, as well as our dedication to developing, promoting, and celebrating good character and responsible citizenship. Our full utilization of Ministry capital dollars allows us to continue to modernize and upgrade our facilities, ensuring we deliver the best possible learning experiences in the most engaging and innovative spaces. We know we have a pathway for every student and, as you will see in this report, we do not do this work alone, but in partnership with many stakeholders and community partners who contribute to our students’ success. Whether advancing learning in the Trades, providing reach-ahead opportunities, offering advanced placement courses, or broadening co-operative learning opportunities, our collaboration only strengthens students’ experiences and outcomes.

This report -- a snapshot of the exciting learning and character development that happens every day across our district – reflects our commitment and the dedication of our staff, who keep student achievement and well-being at the forefront of all we do. I trust that as you review the report, you will understand the sense of pride that I feel and will see why we are so Proud to be ... ADSB!

~ Lucia Reece



STRATEGIC PRIORITIES: A COMMITMENT TO CONTINUOUS IMPROVEMENT



As a teaching-learning organization, we embrace lifelong learning and, as a learning community, we are committed to continuous improvement. Our strategic priorities of **achievement**, **well-being** and **equity** are the “golden threads” that we weave together to become the fabric of all our improvement efforts, enabling the success of both students and staff. It is imperative that these three priorities work symbiotically, not in isolation, so students and staff learn and work in environments that are safe and welcoming, and that focus on learning, improvement and growth.

Our Classroom, School and Board Achievement Plans outline the actionable steps of our improvement cycles which focus on key areas (literacy, numeracy, assessment, knowledge, skills, special education, equity, reconciliation and well-being). The improvement cycles allow us to enhance depth of learning and breadth of understanding, as staff work in “school networks” that are designed to improve teaching and learning. It is this work that provides us valuable data that continuously informs the next steps of our work, helps us recognize successes and demonstrates our commitment to continuous improvement.

Continuous classroom, school and system improvement ... our strategic priorities in action!

CHAIR'S MESSAGE



As we reflect on the year 2023, I think the words renewal and focus come to mind.

Finally, after numerous years of pivoting and adapting to unprecedented obstacles, we were able to take a step back, assess where we were and start to really focus on moving the strategic priorities that we identified forward, in tangible and innovative ways for students and staff.

With the Strategic Priorities of achievement, well-being and equity undergirding the work, our administration, staff, and students were ready to approach our School Action Plans and Board Action Plans with renewed energy and optimism. Regular assessment and data collection will inform the work that moves the school and the system on a path of continuous improvement.

Our increasingly diverse student population requires a focus on listening, learning, and understanding to develop safe and welcoming learning spaces that engage families and community partners to support the varied needs in our system.

We are proud of our fiscal responsibility and stability that allows us to invest in innovative opportunities so that every student has a successful pathway. Capital investments make our teaching learning environments modern and inviting.

We look forward to the year ahead with direction and optimism that will have lifelong benefits for our students and staff.

As you review this report and see examples of our ***Confident Learners and Caring Citizens*** in action, you will know why we love to say we are proud to be ADSB!

~ Jennifer Sarlo

BOARD OF TRUSTEES



Chair Jennifer Sarlo



Vice Chair Elaine Johnston



Trustee Nick Apostle



Trustee Greg Bowman



Trustee Sheryl Evans



Trustee Susan Johnson



Trustee Sara McCleary



Trustee Marie Murphy-Foran



Trustee Susan Myers



Trustee Debbie Shamas



Trustee Heather Whitley



STUDENT TRUSTEES

*Pictured left to right:
Casey Bouvier (Chapleau High School)
Desirae Schell-Migwans, Indigenous Trustee & Northern
Indigenous Youth Chair (Superior Heights)
Andrew Vair (Superior Heights)*

SENIOR ADMINISTRATION



*Pictured left to right:
Superintendent Joe Maurice, Superintendent Brent Vallee, Superintendent Frank Palumbo, Director of Education Lucia Reece, Associate Director of Corporate Services & Operations Joe Santa Maria and Superintendent Marcy Bell. Top right: Acting Superintendent Blythe Servant*

LOSS OF TRUSTEE



This summer, our Board mourned the passing of long serving Trustee and colleague Russell Reid. Russell continuously served as Trustee for the communities of North Algoma and Chapleau for 29 years, having been first elected in 1994. He served as ADSB Chair for two years and Vice-Chair for five years. Provincially, Trustee Reid was highly respected. He was actively involved in the Ontario Public School Board Association (OPSBA), most recently as a Regional Director and, in 2020, was awarded the OPSBA President's Award, in recognition of his 25 years of service (at that time) to public education in Ontario.

Russell's home, Wawa, is a community along the shores of Lake Superior, thus it is fitting that we liken Russell to a lighthouse. A lighthouse truly is a symbol of great strength and has two main purposes: to provide navigational guidance; and to warn of dangerous areas. As Director, I appreciated having Russell at the table, as he provided both of those purposes to our discussions and decisions. When the issues, or shall I say "the waters" got stormy, Russell would always anchor us with navigational guidance and experienced insight to warn of potential dangers. We have been blessed to have had Russell as a beacon and for his never-ending watchfulness. We were blessed to have had his guiding light and he will be greatly missed around our Board table.

OUR STUDENTS & EDUCATORS ENGAGED IN SUMMER LEARNING

Algoma District School Board once again provided a variety of program choices to support learning over the summer months. Summer learning options included experiential learning through Co-op, day-time summer school, eLearning, reach ahead, Dual Credit Program, Summer Learning Program and a number of camps including an Indigenous Summer Learning Camp, Robotics Camps and Mind Over Metal Welding Camp.

657 students
(6% of our student population)
took part in summer learning.

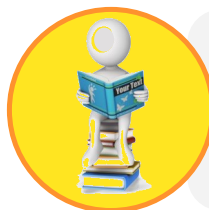


**Confident Learners,
Caring Citizens**





2023



Elementary Program

Queen Elizabeth: July 4 to 21, 8:45 a.m. - 12:00 p.m.; District small groups;
No cost to parents - includes transportation in SSM
Grade 1 students who are not yet at benchmark (SK/Grade 2 considered if not full)
Literacy Learning Program: to support students with literacy needs while having fun and to maximize summer learning loss

Queen E-82; Chapleau-6; Echo Bay-4; Goulais-7;
>50% of families attended at least one Monday
99 students
82% of students increased from pre to post (nonsense word fluency)



Robotics STEM Camps

White Pines C. & V.S.: Monday to Friday; 8:30 a.m. - 4:30 p.m.; \$100
Week 1: July 10 to July 14 – **Robotics Camp** – completed grades 5 to 7
Week 2: July 17 to July 20 – **Hands On Coding Camp** – completed grades 6-8
Week 3: August 14 to August 17 – **Robotics Camp** – completed grades 2-4
Week 4: August 21 to August 25 – **Engineering Design** – completed grades 6-8

Robotics (gr. 2-4): 22 students
Robotics (gr. 5-7): 24 students
Coding (gr. 6-8): 20 students
Engineering (gr. 6-8): 20 students
86 students



Indigenous Camp

SSM - Shingwauk Kinoomaage Gamig: July 4 to July 28; 9:00 a.m. - 3:00 p.m.
Indigenous Summer Learning Transition Program: Grade 8 Reach Ahead
This summer learning program will highlight Anishinaabemowin and allow learners to develop their Anishinaabemowin language skills through various forms of experiential learning; co-facilitated by Indigenous Community partners, Elders and Knowledge Keepers.

13 students achieved credit in Native Language (LNAAO) course
Students from: Boreal FI, East View, Korah Intermediate, Northern Heights, Pinewood, Superior Heights Intermediate
100% success rate



Mind Over Metal Camp

Superior Heights: July 17 to July 21; 9:00 a.m. - 3:00 p.m.;
Students will create 1-4 projects: dog tag, metal rose cow bell, the axe and log. Welding and safety instruction will be provided including: shop safety, health and safety, welding techniques and safety, GMAW welding, use and safety of hand drill, files, hacksaw, punches and grinders, grinding and polishing techniques.

Grade 7/8 students: 9 female, 6 male
Students from: Korah Intermediate, Boreal FI, Superior Heights Intermediate, HM Robbins, Anna McCrea
Volunteer Peers: White Pines, Korah
15 students

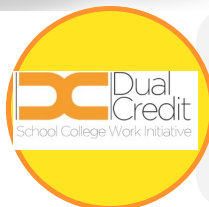


Secondary Program

Superior Heights: July 3 to 28; 8:00 a.m. - 1:30 p.m.
Grade 8: Reach Ahead: Learning Strategies (Synch); Civics/Careers (eLearning);
Grade 9: English-Math-Science; (In-Person)
Grade 10: Civics/Careers (eLearning), English-Math-Science (In-Person);
Grade 11: English-College/University (eLearning), Co-operative Ed (&12);
Grade 12: English-University, Literacy Course (eLearning);

Access to over 100 courses through the Ontario eLearning Consortium

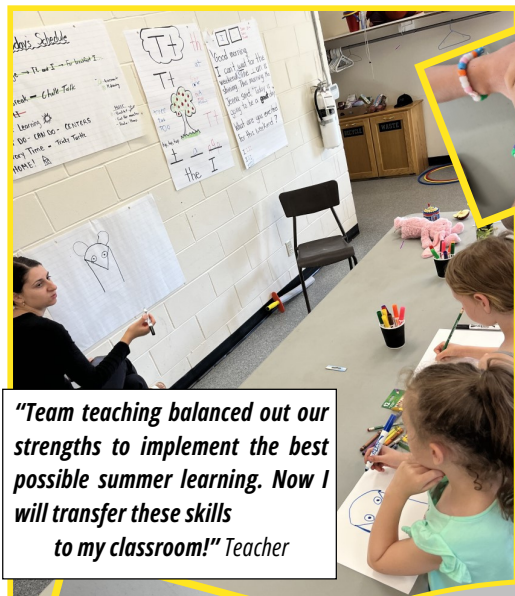
453
91 Co-op **313** eLearning **18** recovery **31** in-class



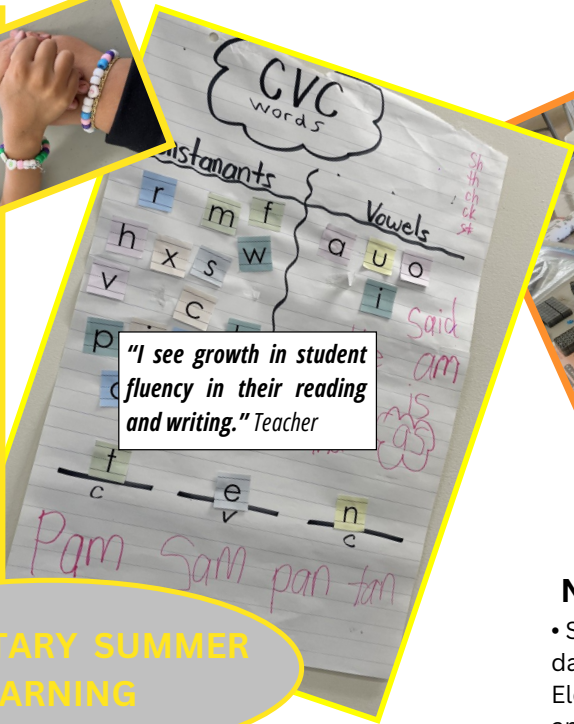
Dual Credit Program

Sault College; July 3 to August 3; Mon-Tue-Wed from 12:30 p.m. - 4:30 p.m.
Electrical Foundations: Electrical fundamentals including safety issues, provincial and national codes relating to electrical installations, characteristics, or electric circuits. Hands-on practical activities.
Ritual Idols: Examine many rituals, idols, controversies surrounding the world of sports. Students will discuss a variety of topics in sports, exploring the impact on social/cultural aspects of human behavior.

Credits earned that count towards:
A postsecondary certificate, diploma, degree or Certificate of Apprenticeship and their OSSD
21 Sault College credits
21 high school elective credits



"Team teaching balanced out our strengths to implement the best possible summer learning. Now I will transfer these skills to my classroom!" Teacher



"I see growth in student fluency in their reading and writing." Teacher

ELEMENTARY SUMMER LEARNING



'On a daily basis, numerous families shared their child's, and their own enthusiasm about engaging in this learning.' Teacher

ROBOTICS STEM CAMPS

Notes of Interest

- Summer learning programs included daily snacks to support student nutrition. Elementary families were invited to 'Muffin and Milk Mondays' and to see the elementary program in action
- Eight guests/artists/elders supported the student learning experience at Shingwauk Kinoomaage Gamig
- Mind Over Metal Camp was funded by CWB Welding and Algoma Steel, personnel on-site to share expertise and information about pathways
Algoma Steel donated one tonne of steel



MIND OVER METAL CAMP

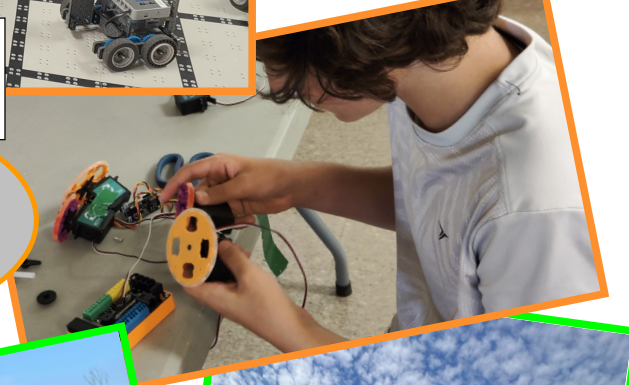
"I didn't realize how cool welding could be. Now I think I want to learn more about it and take some tech courses in high school." Student



INDIGENOUS SUMMER TRANSITION PROGRAM ANISHINAABEMOWIN

- Cooperative Education Placements included: Pancake Bay Provincial Park, Willison Greco Hagan Law Firm, Stone Ridge Golf Course, Serpent River Band Office
- The ADSB Summer Wellness Line supported K-Grade 12 students with counselling services, through both in-person and virtual sessions

"Getting to learn words in my language... from my community meant a lot to me." Student



DEVELOPING OUR ADMINISTRATIVE LEADERS

ADSB hosted Professional Development Sessions over the summer. In mid-August, ADSB's Senior Administration came together with Principals, Vice Principals and Managers for two informative sessions on **Everyday Resiliency**, led by Dr. Robyne Hanley-Dafoe; and **Fearless Leadership** led by Director Reece.

Dr. Hanley-Dafoe provided important reminders about how Everyday Resiliency can be experienced through Belonging, Perspective, Acceptance, Hope and Humour.



Based on the work of Douglas Reeves, Director Reece presented a timely message to Administrators around fearlessness, trust and resiliency. Fearless schools have four clear advantages vs schools where fear and silence rule the day: Learning / Morale / Impact / Innovation.

"Fearless learning requires a culture of curiosity in which the candid acknowledgement of what we don't know is not a mark of shame or ignorance, but a reflection of the deep desire to learn." (Reeves, 2023, p.4)

DEVELOPING LEADERS AT OUR SUMMER INSTITUTE

In late August our Senior Administration and Program Team put together full two days of learning with sessions designed for JK-12 teachers, Special Education Resource Teachers (SERTs), Early Childhood Educators (ECEs), teachers involved in the New Teacher Induction Program (NTIP) and aspiring system leaders.

The Summer Institute was a huge success with over 220 Educators taking part and over 22 ADSB staff members presenting sessions and coordinating the smooth running of the two-day event.

26 Sessions Offered at Summer Institute

- Big Ideas in Reading from the New Language Curriculum
- Unlocking Student Achievement Through Assessment
- How to use Psych-Education Assessments to Write Effective IEPs
- Differentiation for Diversity
- Writing Instruction: Key to Creating Effective Writers
- Engaging Students: The Thinking Classroom
- Welcoming Multilingual Learners to our Schools and Classrooms (x2)
- Courageous Conversations in the Classroom
- Building Student Independence with Goal Setting
- An Intro to And-Bais and Anti-Racist Work in the Classroom
- Planning for Wellness with our ADSB Mental Health Leader
- NTIP Orientation
- Talk in the Math Classroom
- Teaching Practices to Strengthen Student Skills
- Specialized Programs: Role of the Homeroom Teacher
- Five Key Changes that Made My Students Readers (x2)

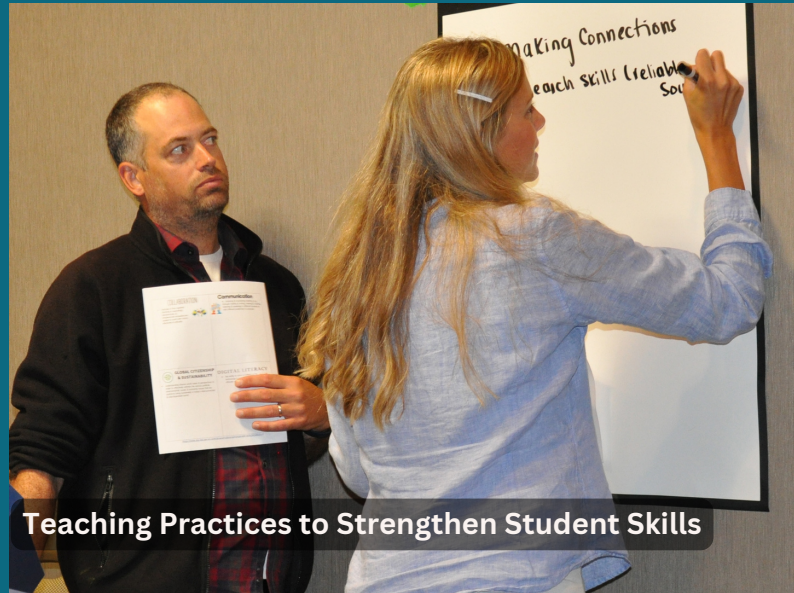
220 Educators (K-12) registered & took part in the Summer Institute.
26 Different Sessions were offered.



- Exploring Fractions
- Promising Practices in Instruction: What's Working
- Preparing Kids for the Jobs of Tomorrow
- Project-Based Learning with Purposeful Integration of Tech
- Using Tech to Provide Oral Communication Opportunities (x2)
- Trades Tech Trailer Introduction
- Experiential Indigenous Education
- Shingwauk Residential School Truth Walk (double session)
- Aspiring Leaders Session with Senior Admin

DEVELOPING OUR LEADERS

A sampling of the 26 sessions offered at the 2023 Summer Institute



Teaching Practices to Strengthen Student Skills



Technology Project-Based Learning with a Purposeful Integration of Technology



Building Student Independence with Goal Setting



Planning for Wellness with ADSB Mental Health Lead



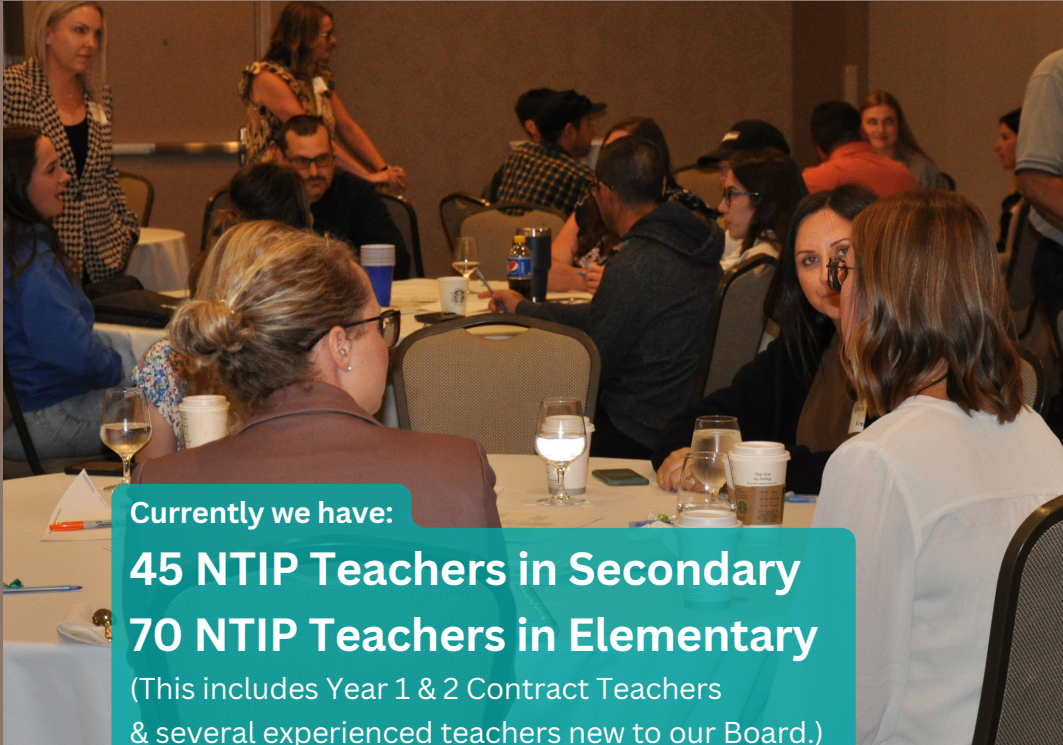
Unlocking Student Achievement Through Assessment



An Introduction to Anti-Bias and Anti-Racist Work in the Classroom

NTIP

The New Teacher Induction Program (NTIP) is job-embedded professional learning for new teachers which supports their growth and professional development. An NTIP session was held as part of our Board's Summer Institute 2023. The session provided an overview of the NTIP and the essential elements including the learning goals of the NTIP system, four learning values, mentorship opportunities, and specifics on the NTIP Strategy Form. This system orientation is the foundation from which beginning teachers are supported in the teaching profession, helping them to become confident and capable teachers.



Currently we have:

45 NTIP Teachers in Secondary

70 NTIP Teachers in Elementary

(This includes Year 1 & 2 Contract Teachers
& several experienced teachers new to our Board.)



eLearning is designed to help students succeed in school by providing them more choices to customize their education based on their strengths, needs and interests. We have seen growth in the number of our students accessing courses Out of Board (OOB). Currently, for Semester 1 (23/24 school year) we have 116 ADSB students taking an OOB course. For example, students in Hornepayne are taking Chemistry, Computer Science and Leadership through eLearning.

For the period from February to December 2023

ADSB students taking ADSB eLearning courses: **206**

ADSB students taking OOB courses: **178**

OOB students taking ADSB eLearning courses: **157**



Summer School 2023

397 ADSB students enrolled in summer eLearning.

84% retention rate in summer school.

RESULTS FROM OUR ADSB CENSUS & WELL-BEING SURVEY

In 2022 our Board conducted Census and Well-Being Surveys with staff and students. Over the past several months we have been reviewing the results and data. Our Student/Workplace Census, like the Canadian Census, provides a statistical snapshot capturing a moment in time describing the demographics of our Board, and providing data in areas such as languages spoken, ethnic origin, race, nationality, gender identity, sexual orientation (grades 7-12), family structures, disability and religious affiliation.

The Student Well-Being Survey included questions related to the four components of well-being: 1. Safe and Accepting Schools, 2. Mental Health, 3. Healthy Schools and 4. Equity and Inclusion. In addition, it included questions related to Student Learning and Engagement.

All ADSB employees were also invited to participate in an online Workplace Census and a Workplace Well-Being Survey, which asked employees to prioritize 8 components related to well-being including: emotional, financial, social, spiritual, occupational, physical, intellectual, environmental.

Data collected through the ADSB Student Census and Well-Being survey remains confidential and helps us to address any barriers to student achievement and success, establish or enhance programs, make evidence-informed decisions, identify and address any systemic discrimination, allocate resources according to student needs to create conditions where all students within our board can be successful, and allocate resources & develop/review programs to support staff well-being.



PROUDLY SUPPORTING MULTILINGUAL LANGUAGE

This fall we saw once again a significant increase in the number of Multilingual Language Learners (MLL) registered with the Board. In August and September alone, ADSB welcomed **61** students, and new families are being registered weekly. Our newest students are from 20 countries, speak 20 different languages and are registered in 20 of our schools.

Today, we have 300+ Multilingual Language Learners, Kindergarten through Grade 12, located in 25 of our schools district wide, representing 44 countries and 35 languages.



New this year, we have identified six elementary schools that have a significant number of MLL students and each of those schools have identified a teacher to be their MLL Lead. All the Leads are classroom teachers, with a portion of their day being assigned to MLL work. This new model allows the Board to build capacity within schools and emphasizes the shared responsibility that educators have for the well-being and achievement of Multilingual Language Learners.



We strive to provide learning environments that welcome all cultures and languages and to provide students whose first language is a language other than English with the programs and supports that will ensure their success at all levels of education.



In the spirit of encouraging our MLLs to share their language and culture within their schools, several of our schools are hosting International Festivals, inviting community members to join in the celebration of diversity and inclusivity through food, dance and activities.



STUDENT VOICE

Student Trustees and our Northern Indigenous Youth Council (NIYC) were pleased to hold their Grand Opening Workshop in early November 2023. This was an opportunity to have NIYC and Student Senate learn together and to jointly reconnect and plan for the upcoming year. Students and mentors from ADSB high schools were in attendance. They heard from two former Student Trustees who joined in person. Former Trustees encouraged current students to enjoy their time on Senate, assuring them that the leadership skills they learned have been invaluable and that their confidence and ability to speak in public was crafted in large part thanks to their time on Student Senate.

This year's Student Senate and NIYC invited Elder Willard Pine to speak with NIYC students in a sharing circle. Sessions were also provided by community partner Clean North, and by ADSB mentors Darryl Fillmore and Nicole Kay who presented on Climate Change, Mental Health and Equity/Diversity respectively.

Community partners & ADSB mentors supported our students. In attendance we welcomed

3 STUDENT TRUSTEES

35 NIYC MEMBERS

35 STUDENT SENATORS

10 COMMUNITY PARTNERS



ENROLLMENT



Elementary

The September 2023 JK to Grade 8 enrollment was 7,015 students, an increase of 272 students from the projected numbers of 6,984 as contained in the March, 2023 Director's Report.



Secondary

The September 2023 Secondary enrollment was 3,847 students, which was an increase of 103 students from the projected numbers of 3,744 as contained in the March, 2023 Director's Report. There were 215 students enrolled at that time in alternative secondary programs such as the Algoma Education Connection (Prince Charles & Kina Awiya) and the North Shore Adolescent Centre in Blind River and Elliot Lake.



As of October 2023,
we have welcomed
**586 JK students &
662 SK students**
into our schools!



WELCOME TO KINDERGARTEN

Welcome to Kindergarten (WTK), is a special session to welcome our incoming JK students and their families each year. Welcome to Kindergarten is one of the many ways that our schools begin to get to know children and families to support the transition to school. To assist with this, we arrange voluntary sessions with The Learning Partnership to assist schools and educators in their planning and facilitation of the session.

The Welcome to Kindergarten event is a key part of the transition to school. We often schedule this event outside of the school day to allow staff to fully engage in developing these important relationships.

Many schools invite community partners to be involved in the WTK event. Many also include a bus ride - typically a short experience for JKs to ride around the parking lot or down the street to become familiar with riding on a bus.



GRADUATION

Our schools celebrated Grade 8 and Grade 12 graduations in person again this year. Some ceremonies were held outdoors, others indoors, and many incorporated elements that worked well in previous years, for instance live streaming the event for students and/or family members.

Schools, as always, look forward to honouring and recognizing their students at this special year- end occasion.

(Pictured below: Chapleau Secondary School Graduating Class of 2023)



804

The number of Grade 8 students in the Algoma District School Board who moved to a Secondary School for September 2023.

727

The number of Grade 12 students who crossed the stage at Graduation Ceremonies in June 2023.

137

The number of ADSB Ontario Scholars. An Ontario Scholar is one who achieves a minimum of 80% in any six Grade 12 courses.

OUR ONGOING
COMMITMENT TO TRUTH
& RECONCILIATION



“MEMEGWESI MISCHIEF” WEAVES MORAL THEME

Hornepayne K-8 and Grade 9 music students enjoyed a unique opportunity to work with Broadway composer and musician , Maryann Ivan. In a board-funded project, Maryann worked as an artist-in-residence in collaboration with teachers, community members, and the students, creating an original mini-musical. Drawing on the experience and expertise of Katherine Lewis, a school parent and indigenous drum-circle leader and storyteller, the musical was developed around local stories, aboriginal legends and teachings as inspiration.

With seven original songs, as well as four traditional Ojibwe spirit animal songs, and a traveler’s song, “Memegwesi Mischief” was spearheaded by the creative team of Cedric Thompson, music and visual arts teacher, and Maryann Ivan, both firm believers in the transformative power of the performing arts.

The story centred around a group of students trying to travel to Toronto by train. They became waylaid as they encountered magical creatures and found themselves in eerie spaces before finally being able to continue their journey after “yielding to the wise teachings of Wolf, Turtle, Bear and Eagle.” Memegwesi Mischief very cleverly interweaves traditional spirituality with a moral theme.



Every Hornepayne elementary student took part, on stage or as crew members. **Every teacher** at the school helped with the production.



GRAD COACHES / SUMMER LEARNING



This summer ADSB partnered with Shingwauk Kinoomaage Gamig (SKG) to run a Grade 8 Reach Indigenous Summer Learning Transitions Program. This camp ran in July and allowed learners to develop their Anishinaabemowin language skills through various forms of experiential learning. The camp was co-facilitated by Indigenous Community partners, Elders and Knowledge Keepers. Grade 8 students from six of our schools took part. There was a 100% success rate with all students achieving a credit in the Native Language course.

Pictured above: A beading session was combined with mental wellness teachings.

Indigenous Graduation Coaches

ADSB reaffirms its commitment to Indigenous learners through the implementation of the Indigenous Graduation Coach program. We are honoured to have 6 full time Indigenous Graduation Coaches that support cultural spaces within high schools across our system. Current Graduation Coach programs are offered at White Pines, Korah, Superior Heights, Central Algoma Secondary and Elliot Lake Secondary school as well as a Cultural Navigator Graduation Coach that supports the system. Indigenous Graduation Coaches are integral to supporting students through advocacy, guidance and building a sense of community through an extended circle of care. We value our community partnerships that support Indigenous student success through collaboration and extending the circle of care beyond school communities.

In addition ADSB has the following individuals who support our students and staff: **Indigenous Education Lead** who guides and oversees the implementation of Indigenous Education programming and initiatives within the Board. They work with Indigenous Community Partners to support ADSB's ongoing commitment in the Journey towards Reconciliation within Education.

Ojibwe Language and Cultural Lead (K-12) who supports the overall Anishinaabemowin (Ojibwe) language program and development of language teachers and classrooms within our system. The Ojibwe Language and Cultural lead provides insight and wise practices to the language revitalization efforts within the Board through Indigenous pedagogical practices and approaches.

Indigenous Education Special Assignment Teacher (K-12) who supports and furthers Indigenous curricula development through promoting authentic connections to Indigenous community knowledge keepers through experiential learning opportunities both within the classroom and beyond. The Indigenous Education Special Assignment teacher works through an Indigenous mentorship framework promoting ties to the curriculum.



HONOUR WALKS

Schools hosted Honour Walks on September 28th as did staff at the Board's Education Centre. This was a public and visible way for our school communities to show their support of the Truth and Reconciliation Commission Calls to Action in Canada through an experiential learning opportunity, while promoting allyship within our schools.

ADSB staff, students and community members were encouraged to wear orange as a simple yet impactful way to honour the children who survived the residential schools and to remember those who did not. Wearing orange and promoting the slogan "Every Child Matters" recognizes the harm the residential school system had on children's sense of self-esteem and well-being and is also an affirmation of our commitment to reconciliation and raising awareness of the residential school experience, to ensure that we focus on our hope for a better future in which children are empowered to help each other.

Our Board acknowledges that while recognition on September 30th is important, the conversation about residential schools should not be limited to a single day or week. ADSB once again affirms our commitment to Indigenous partners and reconciliation. We continue to commit to valuing our partnerships with Indigenous communities and organizations, to building and strengthening these partnerships and to ensuring that all students learn about Indigenous perspectives within the curriculum, including the history and impact of residential schools.

ADSB continues to engage the voices of First Nations, Métis and Inuit youth through the ADSB Northern Indigenous Youth Council (NIYC) to further understand and enhance their lived experiences within our schools.



INDIGENOUS WOODLAND STYLE MURAL CELEBRATING CULTURE AND RECONCILIATION

A new, five-panel mural celebrating Indigenous culture and values within the school was unveiled at Superior Heights. Measuring 8'x 20', the mural is a beautiful piece of Woodland style art that was created over several weeks by a dedicated group of students from the Northern Indigenous Youth Council and the Art Club, with the support of local Anishinaabe artist Lucia Laford (Waawaaskone Kwe).

The mural is a symbol of Reconciliation and reflects both Superior Heights' and the Board's commitment to honouring the Truth and Reconciliation Commission's 94 Calls to Action. Through the creation process, the students learned about Anishinaabe culture from Lucia, who shared her knowledge and perspective with them. Her guidance and expertise were invaluable in shaping this project and ensuring that it authentically represented local First Nation values and spirit.

The mural process commenced with an exploration of Woodland art and its fundamental concepts. Next, the students developed their own ideas on theme and composition. Collaboratively, the group converged on a shared idea, incorporating multiple perspectives. The central themes of the mural were connection and environmental stewardship, with each individual involved contributing imagery to the final piece.



EXPLORING PATHWAYS



The ADSB Pathways Team hosted an event called **Tools in the Trade Bootcamp**. This was a free event, sponsored in partnership by The Government of Canada and The Provincial Government.

40 ADSB students participated in this event. Most students were enrolled in either Aviation, Energy, Manufacturing or Transportation Specialist High Skills Major (SHSM) programs, given the SHSM focus and mandates for the event.

Students participated in one session on employability skills and the pathway to an apprenticeship. The second session allowed students to experience a hands-on activity outside, where they used the Tools in the Trade.

All students walked away with a \$250 set of tools that they will be able to use moving forward.

Level Up Career Fair was held over two days in September. This Fair is designed to offer students a hands-on, engaging experience with the goal of:

- Highlighting the future potential of skilled trade industries
- Helping all youth see themselves in the skilled trades
- Clarifying the pathways into and beyond the skilled trades.

It was an amazing event, and we had approximately 800 ADSB students in grades 7-12 attend. Teacher and student feedback was all positive! The Tech Trailer was on site and the Trades Coach was engaging in dexterity challenges with students. An evening session for parents and community partners was held and our Coop/OYAP/Pathways coordinator was part of the panel.



CO-OP & OYAP PROGRAMS AND PARTNERSHIPS

Co-operative Education is an option for all high school students no matter their pathway or career destination. Co-op is available at all ADSB high school locations including our 9 regular high schools, Prince Charles, Kina Awiiya, Northland Adult Education, and is also available through our night school and summer school programs.

Co-operative Education supports ADSB's 17 Specialist High Skills Major programs, and as one of the pillars of the program, enables students to receive a Red Seal on their diploma indicating they have gone above and beyond the normal graduation requirements.

From January to June 2023, we had 146 students listed as Co-Op Students (83 female, 62 male, 1 undisclosed). In the same time period, there were 90 students listed as OYAP Participants (11 female, 79 male). Of these, 25 were registered with training agreements, meaning they were signed by employers and were in line to continue with their apprenticeships following graduation.

From September to December 2023, we have 108 Co-op Students (66 female, 42 male) and 58 OYAP Students (15 female, 42 male, 1 non-binary).

TOTAL CO-OP STUDENTS (JAN - DEC 2023) = 254 STUDENTS
TOTAL OYAP STUDENTS (JAN - DEC 2023) = 148 STUDENTS



ADSB STUDENTS BENEFIT FROM TENARIS DONATION

ADSB gratefully acknowledged a generous donation from Tenaris. Earlier this year, Tenaris donated \$88,500 to Algoma District School Board through the CWB Welding Foundation (CWBWF) as an investment in “Sparking Success”, an initiative designed to impact the educational and career choices of ADSB students. The initial investment of \$88,500 has been further leveraged by new contributions made by CWBWF and ADSB for a total impact investment of \$450,000.

The funds have been used in the upgrading of welding machinery and equipment at all nine of ADSB’s secondary schools allowing for the delivery of improved and advanced welding education programs across the district. This means modern, safe, and industry compliant learning environments for ADSB’s technology students at all secondary schools.



ADSB Chair Sarlo with ADSB student Avery Jones who competed in the Skills Ontario Welding Competition.



ADSB student Damion Mincone demonstrates his work on the new CNC plasma machine as Tenaris President in Canada Ricardo Prospero looks on.

Tenaris donated \$88,500 to Algoma District School Board to help upgrade welding machinery and equipment at nine high schools. **CWB Welding Foundation and ADSB contributed a further \$361,500.**



STUDENTS BENEFIT FROM TRANSITION-TO-WORK PROGRAM

Our Board was pleased to introduce Project SEARCH Algoma to the community of Sault Ste Marie for the 23/24 school year. In partnership with Sault Area Hospital (SAH) and Community Living Algoma (CLA), Project SEARCH is a transition-to-work program for young people with developmental and intellectual disabilities. The program's main objective is to prepare students for employment with job skills training through a combination of classroom instruction and hands-on career training. Sault Area Hospital committed to being the Project SEARCH Algoma's host site and have generously provided space, time and resources for our students including an on-site training room.

To date Project SEARCH Algoma interns have completed three weeks of on-boarding which prepared them to work in the hospital. During this time interns were introduced to their departments: Food Services, Laundry, Environmental Services and Medical Device Reprocessing. Interns began with a staggered start and built up to working four hours per day.

In 10 short weeks our interns have impacted the departments in a positive way. Interns quickly became members of their departments and often co-workers helped them learn a new task. Often the instructor and skills trainer were stopped in the hall by people asking questions about the program or sharing how much they enjoyed working with the intern. Some shared the hope that the program gives because they have a child or grandchild with a disability and now, they see a chance for that child to have a future.



Our first group of student interns committed to participating in the program at a Signing Ceremony held at SAH in June 2023.



SAH Managers shared the positive impact on their departments:

"Interns brought the team together and I saw them helping not just the intern but each other."

"Our department has a calmer feel to it. People have been calmer since our intern arrived."



ADSB TRADES TRAILER EXPERIENCE

In promotion of the Skilled Trades, ADSB created a Tech Trailer Program to introduce the Skilled Trades and provide hands-on learning opportunities for students in elementary schools.

Members of ADSB's Pathways Team accompany the Trades Pathway Coach to schools to answer questions and to provide information on pathways for skilled trades. All students receive an information package about trades and career pathways to take home to their families, in addition to talking about future opportunities as they apply specific skills in their projects.

Students from H.M. Robbins and Boreal French Immersion took part in our pilot project and their work was outstanding!



Over this school year, our **Tech Trailer** will visit **17 classrooms** across the district and reach over **470 students** (hundreds of other students also experienced the trailer at the *Building My Future* event).



WELCOMING LEARNING SPACES

As part of the province's ongoing efforts to build and improve local schools, the Ontario government has provided the Algoma District School Board and Conseil scolaire du Grand Nord with approval to award the tender for the new Blind River Joint School. This is supported by an investment of \$50.5 million.

Once completed, this project will provide 381 JK–12 spaces, 64 child care spaces, 4 new child care rooms, 2 room EarlyOn Child and Family Centre, and 72 French–Language elementary spaces for local families.

We are most grateful for the Ministry's support of this joint project, which we feel is a unique opportunity for both ADSB and CS Grand Nord, and for the community of Blind River.

NEW BLIND RIVER
JK-12 SCHOOL

NOUVELLE ÉCOLE
MAT-12E DE BLIND RIVER



Students will have a modern facility with innovative learning spaces, and they will see three languages and cultures – English, French and Ojibway – working in harmony to support student achievement and well-being. We are excited about the future and the potential for unique programming and cultural opportunities.

An investment of \$50.5 million. 

A SAMPLING OF CAPITAL PROJECTS

In May of this year we were pleased to share that work will now be under way at **Tarentorus Public School** to complete the construction of a four classroom addition at the school and the expansion of the current YMCA child care centre.

The Ministry of Education granted ADSB approval to proceed in the amount of \$7.95 million dollars for the project. This funding is part of the Ministry's ongoing efforts to build and improve local schools and will provide new, quality learning environments for students in Sault Ste Marie as well as much needed and new child care spaces.

Once completed, this project will deliver 92 new elementary student spaces, for a total of 334 spaces at Tarentorus Public School. The expansion of the on-site child care will mean that the YMCA Tarentorus Child Care will now have a total of 64 child care spaces. This is an increase of 49 much needed, new child care spaces. The child care programming will be able to be offered in four rooms, effectively doubling the size and space in which they are currently working.



We continue our partnership with SalDan and The Holmes Group to develop the **ADSB Technology Centre at White Pines Collegiate and Vocational School**.

Our advisory group includes local, national and international business and industry representatives who are offering their expertise, along with school staff, on equipment, features and industry needs. With an expected completion of 2025, the centre is designed to spark interest in skilled trades for students and their families. It is expected that the state-of-art facility will help change some of the mindsets around what the trades are and what opportunities are available in skilled trades.

PARENT INVOLVEMENT COMMITTEE WELCOMED RESILIENCY EXPERT



ADSB's Parent Involvement Committee (PIC) hosted a virtual session in October with Dr. Robyne Hanley-Dafoe. This session was open to parents/guardians, grandparents and caregivers – anyone who was interested in learning practical ways to foster resiliency in our children.

Described as one of the most sought-after and truly transformative international speakers and scholars in her field, Dr. Robyne Hanley-Dafoe is a multi-award-winning education and psychology instructor. She specializes in resiliency, navigating stress and change, and optimal performance, both at home and work.

In this presentation, Dr. Hanley-Dafoe helped define what resiliency is and why it is important to develop it in ourselves and our children. She offered tips and strategies in accessible and practical terms, to help us all foster resiliency.

Dr. Hanley-Dafoe's work is inspired by personal experience. She learned resiliency from the ground up as someone who has experienced significant obstacles throughout her life. She is the author of several books including the award-winning and bestselling book, "Calm Within the Storm", which outlines a powerful and achievable path to everyday resiliency.

Our Parent Involvement Committee member numbers **have more than doubled this year**, with more parents coming forward to be part of PIC.



BUDGET

Budget: \$192,376,978

The ADSB Operations & Budget Committee (as of June 2023) consisted of Board staff and the following Trustees: Chair of the Operations and Budget Committee, Greg Bowman; Trustees Russell Reid, and Susan Myers; Vice Chair of the Board, Elaine Johnston and Chair of the Board, Jennifer Sarlo.

The Board wanted to ensure this budget reflected the needs of the system and included supports for the well-being of both students and staff, as per the Board's strategic priorities.



The Board recognizes the Province of Ontario's goal of a balanced budget and operating within a fiscally responsible environment. The budget includes the continuation of:

- Commitments to supports for Instructional Leadership and the Board Improvement Plan objectives (Well-Being, Achievement, Equity)
- Supports for Special Education and Mental Health Programming
- Capital improvements in schools and upgrades of shop equipment
- Access to technology
- Supports for Multilingual Language Learners

The following new enhancements are included in 2023-24 through a combination of reallocations of existing budgets and new Ministry funding, based on a positive enrolment picture as we approached September 2023 :

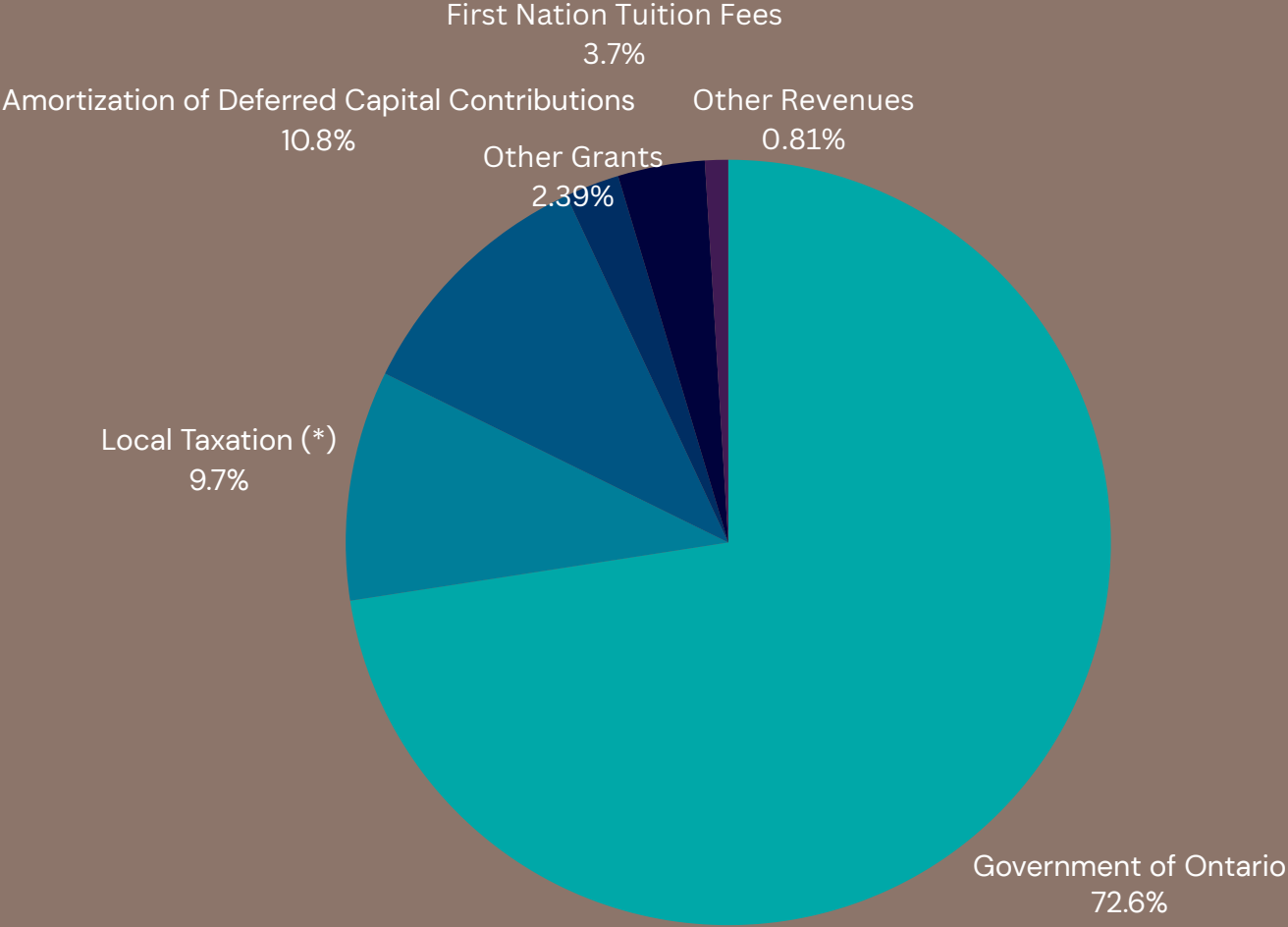
- Early Years Resources (Phonics Companion & Math Resources)
- Equity & Well-Being Supports
- Indigenous Graduation Coaches
- Enhancements to and promotion of the trades
- Program Expansion – Specialty & Learning Recovery Programs (Sparking Secondary Success)
- Targeted Supports for Students
- Special Education Classes & Counsellor Resources & Re-engagement Coaches
- Mental Health Resources
- Classroom Resources for Literacy and Reading
- Upgrades to servers, devices and cybersecurity software

REVENUE BY MAJOR SOURCE

2023-24 REVENUE BY MAJOR SOURCE

Government of Ontario	\$ 137,831,465
Local Taxation (*)	\$ 18,453,206
First Nation Tuition Fees	\$ 6,973,294
Other Grants	\$ 4,361,300
Other Revenues	\$ 1,867,400
Amortization of Deferred Capital Contributions	\$ 40,465,761
Sub-total	\$ 189,952,393
Capital & Approved Debt	\$ 2,424,585
TOTAL REVENUE	\$ 192,376,978

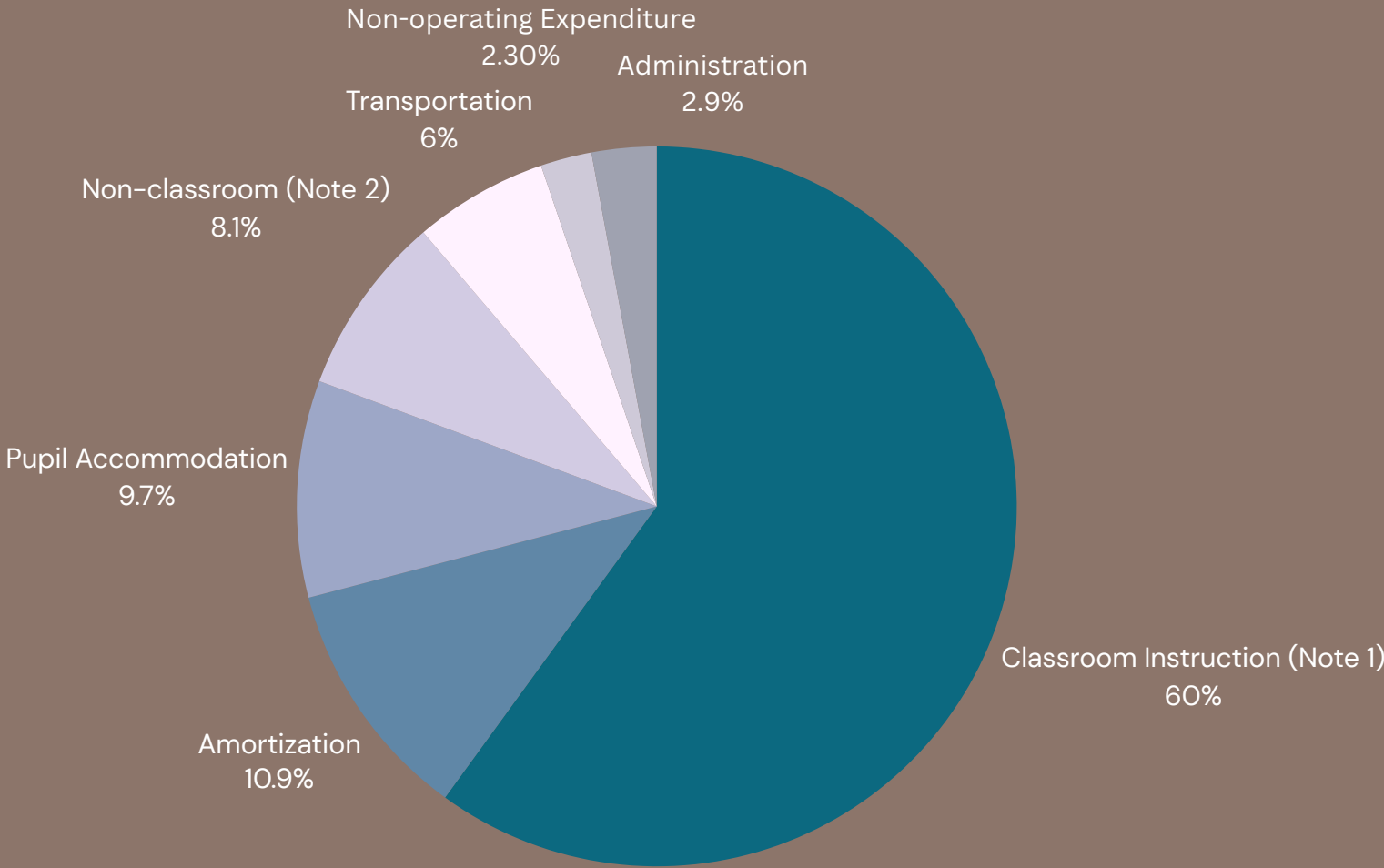
(*) Provincially Determined by the Ministry



EXPENDITURES BY MAJOR FUNCTION

2023-24 EXPENDITURE BY MAJOR FUNCTION

Classroom Instruction (Note 1)	\$ 113,941,116
Pupil Accommodation	\$ 18,502,118
Non-classroom (Note 2)	\$ 15,393,924
Transportation	\$ 11,439,106
Administration	\$ 5,518,301
Non-operating Expenditure	\$ 4,361,300
Amortization	\$ 20,720,535
Sub-total	\$ 189,876,401
Transfer to Accumulated Surplus	\$ 75,992
Capital & Approved Debt	\$ 2,424,585
TOTAL EXPENDITURES	\$ 192,376,978



Note 1 – Classroom Instruction Detail

Classroom Teachers	\$ 83,787,004
Supply Teachers	3,399,229
Teacher Assistants	10,856,249
Early Childhood Educators	2,862,389
Texts & Classroom Supplies/Equipment	4,152,717
Computers	1,642,100
Professionals & Paraprofessionals	4,311,924
Library & Guidance	2,422,847
Professional Development	506,657
Total Classroom Instruction	\$ 113,941,116



Note 2 – Non- Classroom Detail

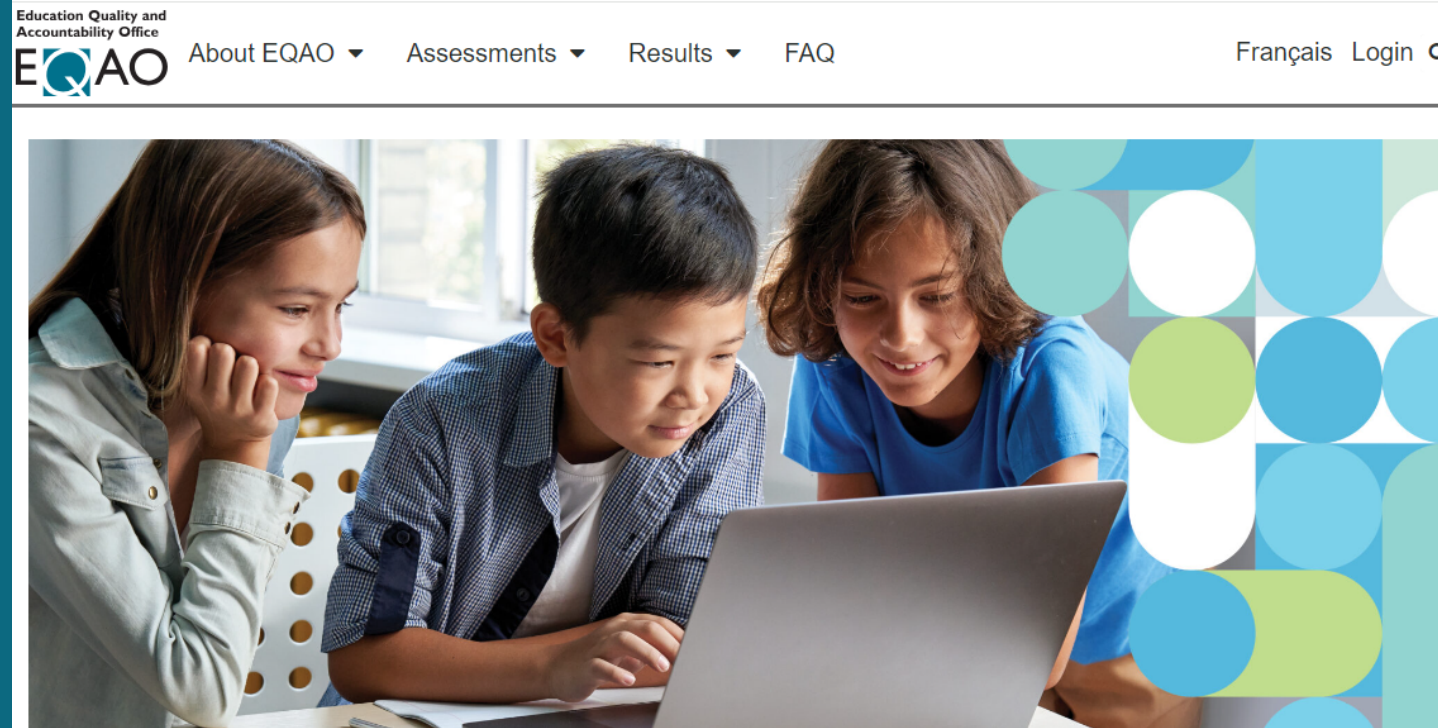
Principals and Vice Principals	\$ 7,926,028
Department Heads	179,316
School Office	2,980,513
Coordinators and Consultants	3,310,845
Continuing Education	997,223
Total Non-classroom	\$15,393,924

EQAO

Data from EQAO's assessments act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education. Alongside information from other sources, EQAO data can strengthen conversations about student learning across the province.

EQAO data from assessments and questionnaires at the local level are used by educators to further identify gaps in learning in their schools and boards, and also to understand how their students approach and view their own learning. This year, EQAO results provided insights into students' attitudes and perceptions around learning during the pandemic. As they did last year, EQAO utilized an online assessment format to better reflect today's student experiences.

[Follow this link to Algoma District School Board EQAO Results for 2022/2023.](#)



CONFIDENT LEARNERS, CARING CITIZENS

We place an important emphasis on teaching students to be citizens of good character throughout the year and it becomes especially evident in ADSB schools during and before our winter holiday.

Though it's difficult to count all items, we have estimated that students annually collect over **16,900 canned food items, non-perishables and essentials** for delivery to various district food banks and Christmas Cheer outlets. Students also annually collect hundreds of toys, stockings, and books each December to give to local donation efforts.

Annually, ADSB schools have raised approximately \$24,670 in cash donations, which goes directly to food banks, women's and men's shelters, charity organizations, purchasing grocery gift cards, classmates' relief funds, community families in need, and Christmas Cheer and Christmas food baskets.

"ADSB schools fundraise throughout the year and the December focus has become an annual endeavour. It's heartwarming to hear the stories and to see the generosity of our students, families and staff. Our efforts are reflective of the caring citizens we are developing and the good character we aim to model and instill in our students."

~ Director Reece



CHARACTER COUNTS AT HOME, AT SCHOOL & IN THE COMMUNITY

In educating the whole child, we develop their minds and their hearts, such that they become good, caring and contributing citizens of our communities. Children often come to a teacher with concerns about world news, neighbours in need, or something they have seen in their local community, and their teachers work with the students to find a way to help.

We can't say enough about our staff, whose commitment to character and to our mission statement is steadfast. Staff not only model good character and citizenship but seek and support opportunities to engage their students in a variety of ways in our communities. The efforts of our school communities throughout the year make us all, Proud to be...ADSB!



Many Faces of ADSB's *Confident learners,*
caring citizens.



