

*Confident learners,
caring citizens.*

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ENGAGEMENT



Engagement



Jo Boaler Mathematical Mindsets

Jo Boaler is a Professor of Mathematics Education at Stanford University, and the co-founder of **youcubed**, a newly designed website created to give teachers and parents the resources and ideas they need to inspire and excite students about mathematics. ADSB was thrilled at the response by staff, with numbers exceeding expectations with teachers and Administrators from both elementary and secondary panels as well as our Superintendents, ADSB's Chair and one Trustee.

The course focuses on a range of concepts including dispelling the myths about math (i.e. there is no such thing as "math people" and non-math people) and the importance of making mistakes, struggling and persevering. Equipped with new insights, it is expected that participants will gain a newfound ability to transform students' experiences with math.

406 ADSB educators and Trustees registered for the "How To Learn Math: For Teachers and Parents Course"

206 Participants who have completed the course.

1648 Modules completed, representing approximately...

2472 hours of professional learning.

47 ADSB schools participated in the course.

After Hours / Professional Learning Sessions

ADSB was pleased to offer a variety of sessions for Algoma District School Board employees including Support Staff, Teaching Staff, Occasional Staff, and Administration. Sessions ranged from Spatial Reasoning to Coding, Synovoice to Supporting English Language Learners. There were over 30 offerings made available from October to December.

Over

30

Professional Learning
Sessions offered this fall.



Coding and Student-Teacher Learning Partners

We implemented a Coding Initiative aligning with the Board's focus on Technology & Mathematics. Coding supports students' investigation, learning to learn, collaboration, problem solving, critical thinking skills, and is a way to express ideas creatively. Coding requires computational thinking, which is embedded throughout the Ontario Curriculum.

ADSB's approach to the coding professional learning opportunity was unique and has been very successful. We invited students to participate in the professional learning opportunities alongside teachers in the coding learning and exploration. This developed strong student-teacher and student-student learning partnerships. Student-teacher teams then worked back at their schools to support within their classrooms and other classrooms.

Students became leaders in the project providing them with a strong sense of leadership, purpose and student voice.

ADSB worked with Lisa Floyd, director of research with "Fair Chance Learning". She is a "Computational Thinking in Math and Science Education instructor" at Western University's Faculty of Education, for which she has received an undergraduate teaching award.

Lisa was highly complimentary of ADSB's approach to our learning, especially in the inclusion of students. She shared how important it is to allow kids to be authors and creators of technology, not just users. She stressed how important it is that they know how a computer works so they really can fully understand at a whole level. "Do we want to learn to program or be programmed?"





Engagement

Re-Engagement / SAL

As part of the Re-Engagement project, staff at each ADSB secondary school are allocated as Re-Engagement Leads to identify School Leavers. School Leavers are students who have left school without completing an Ontario Secondary School Diploma (OSSD). As in past years, Re-Engagement Leads contact these “leavers” and provide assistance in finding secondary programs to support getting them back into school. This mentoring, support and ongoing outreach continues throughout the year to promote student success. The Ministry of Education has funded this initiative for grades 12 and 12+, however, within the Algoma District School Board, Re-Engagement Leads work with School Leavers at all grade levels.

In 2016–2017, close to

400

School Leavers were contacted by schools throughout the Algoma District School Board. Of these School Leavers,

155

returned, resulting in

182

credits achieved.

10%

of these School Leavers graduated with their OSSD.

In addition to the Re-Engagement Leads, Student Success Teachers and teams work collaboratively on a daily basis to advocate for students, monitor student achievement and promote credit accumulation and graduation. There are a variety of alternative and flexible programming options for School Leavers and students requiring a different program including Algoma Education Connection programs, Outdoor Education, Late School, North Shore Adolescent Centre, Experiential Learning and other site-specific programs across the Board’s secondary schools.

There is a continued focus on Supervised Alternative Learning (SAL) as a potential re-engagement program, and in 2016–2017, 32 School Leavers came back to school through the SAL program.

Indigenous Re-engagement

ADSB has welcomed Joel Syrette as our Indigenous Student Re-Engagement Lead and School Support Teacher (ISRLSST). His role is to support Student Success teams and professional learning teams in schools; increase understanding of the cultural, social, academic and aspirational needs of First Nations, Métis, and Inuit Students; support teachers with culturally responsive pedagogy into the classrooms and build and maintain positive relationships with our community partners.

Through this new initiative, approximately 280 students have been engaged in hands-on learning and activities.



Some of the highlights to date have included:



Community Sweat Lodge Build

The Community Sweat Lodge Build took place on the Rankin Reserve, involving ADSB Students, and members of the Batchewana First Nation community program team. About 20 White Pines Students from the Outdoor Ed, Mino Miikaaning, and regular program assisted in the planning, gathering, and construction process of the lodge. The sweat lodge, located on the grounds of White Pines, was used by 15 ADSB Students, as well as staff, and community partners (Batchewana First Nation, Female Eye) in the culminating activity for the Indigenous Eye Film Project and will continue to be used during special ceremonies and other occasions.

Student Transitions and Pathways Project

The Student Transitions and Pathways Project included 15 students each from the East View girls singing group, and from the White Pines girls' singing group as well as staff. White Pines students took on a role as leaders assisting the younger East View students in the construction of Indigenous Instruments called "Zhiishiigwanak" (Ojibwe Shakers).



280

Approximate number of indigenous students have been engaged in hands-on learning and activities.





Engagement

Indigenous Re-engagement



The Robinson Huron Treaty Hearing

The Robinson Huron Treaty Hearing in Garden River First Nation, took place in November 2017 and 40 students from Korah, Kina Awiiya, and White Pines were able to attend.

Three years ago, First Nations representatives of the Robinson-Huron Treaty of 1850 brought a lawsuit against Canada and Ontario for their failure to implement the terms of the 1850 treaty, specifically the annuity augmentation. The court action resulting from this historic lawsuit began September 2017 with hearings in Thunder Bay.

On October 30th– November 3rd, 2017 the Court Hearings took place at the Dan Pine Healing Lodge in Garden River. All citizens of the 21 Robinson Huron Treaty First Nations were invited to attend any of the court hearings.

It is expected that the lawsuit and its outcome could have major impacts on Canada's approach to honouring and implementing treaties.

Information Technology

Can you imagine spending \$1M+ on improvements no one will see? Hidden in ceilings, behind walls, in large black boxes are cables, shiny new network boxes and flashing lights working their magic to provide necessary access. All of this to improve the performance of connectivity and access in classrooms and offices.

Special thanks to White Pines, Parkland and Ben R. McMullin for allowing us to test several top tier network solutions in their classrooms.

Our new design is based on providing network access within every classroom and office to take advantage of mobile devices (i.e. Winbooks, Dell 2in1 laptops).

We partnered with SubSpace Communications to run Cat 6 cables (upgraded to future standards) in every classroom to allow installation of wireless access points.

We selected Cisco Meraki as our network platform and replaced our outdated network switches to the latest and greatest network switches. The Cisco Meraki network allows IT to centrally manage and monitor our district network. We are now able to determine what devices are connected, what applications are in use and make informed decisions related to bandwidth consumption and bandwidth resource allocations.

Schools with the Cisco Meraki network will realize better connectivity and coverage.

\$1,350,000
investment in
Network Upgrade



Engagement

Year of Devices

Devices	ADSB Investment
800+ Dell 2in1 Laptops	\$700,000
1,600+ Lenovo N22 Winbooks	\$500,000
200 HP Laptops	\$230,000
725 HP All-in-One (AIO)	\$875,000
400 Actiontec and 114 Apple TV Wireless Displays	\$70,000
540 Casio Projectors and 16:9 Projection Screens	\$800,000

Technology and Learning Fund (TLF)

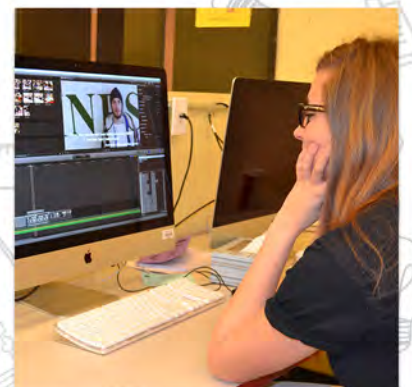
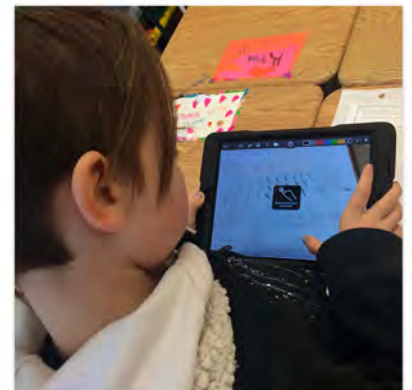
Winbooks and Wireless Projection

- Algoma DSB deployed 1600 Winbooks providing students with greater access to technology and enhance technology-enabled learning
- Providing opportunities for students to utilize technology to develop Global Competencies skills
- Algoma DSB installed devices in all classrooms that allow for wireless projection from a Windows 10 platform
- Students can now easily display their work and thoughts from the Winbooks to the entire class

Skype & Virtual Learning

- Skype in the classroom to connect and collaborate with other classrooms within our Board and around the world, professionals and businesses
- Virtual science and innovation workshops with Science North
- Allowing students to connect globally where they might not have the opportunity otherwise, in a regular classroom setting

1600
Winbooks





Engagement



VEX Robotics in ADSB 2017

ADSB's VEX Robotics program had a banner year for 2017, setting new highs for student participation as well as for team performances. In 2017, the secondary school program set a new high of 18 ADSB teams (92 students) from 8 schools. We sent two of our teams to Provincials, and one of them (Lone Wolf Robotics – Korah) advanced to the World Championships, where they made it to their division Semi-Finals, and finished 31st out of 600 teams that qualified. For the new 2017-18 season, 12 ADSB teams started off their local efforts in our 5th annual Regional Qualifier in December.

At the elementary school IQ program, only in its 2nd year in our district, we increased our participation to 28 teams from 22 schools with 173 students participating. We sent 6 ADSB teams to Provincials where one of them advanced to the World Championships, and performed quite well in their rookie year.

With more elementary IQ teams than we have schools, ADSB teams make up 41% of all teams in Canada.



As the new season commenced for 2017-18, 36 ADSB teams have registered and are preparing to compete locally. ADSB currently enjoys the largest IQ team participation (per capita) of any school district participating in North America (and possibly worldwide). With more elementary IQ teams than we have schools, ADSB teams make up 41% of all teams in Canada.



Engagement

Hour of Code

The Hour of Code is back! Last year, over 1900 JK to 12 ADSB students participated in the Hour of Code. Students participated as individuals, in pairs, small pods/groups, and as an entire class. Teachers found it easy and students were highly engaged.

This is a great activity that supports the work we have been doing with coding and linking it to areas of the curriculum.

The Hour of Code is a completely voluntary activity. It is a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics. The Hour of Code is a global movement reaching tens of millions of students in 180+ countries.

1900

ADSB students engaged
in the Hour of Code!



Over 600+

The number of Junior Kindergarten students who have begun their learning journey this September with the Algoma District School Board!

Co-Operative Learning

400

students in
Coop in 2017

400

Employers
in 2017

Up to

800

Employers were
willing to
take students

239

students involved
in Specialist High
Skills Majors (SHSM)

58%

of students were male

42%

of students were female



Reaching



ACHIEVEMENT

A teal-colored graphic of a classical column with a fluted shaft and a base, positioned at the bottom of the "ACHIEVEMENT" text.

A total of

248

Summer School Credits earned

134

e-Learning Credits

20

Co-op Credits

88

Day School Credits

Success over the Summer

Over the month of July an impressive 248 credits were earned by students in a variety of summer school environments.

104 credits were granted by ADSB teachers for e-Learning, 77 of those credits were earned by ADSB students. 30 additional credits were earned by ADSB students through the eLearning consortium.

26 ADSB students from all Sault Ste. Marie high schools earned a total of 20 Co-operative Education credits. Many community organizations have committed to supporting student placements in the summer and throughout the school year. ADSB is appreciative of these partnerships as these experiential learning opportunities support student engagement, learning and success.

Some of the employment partners this summer included:

SSM Police Services, Boston Pizza, Ostroski Law Firm, O'Neill Delorenzi Mendes Law Firm, Feifel Broadbent Gualzzi Law Firm, Water Tower Inn, Dr. Silvano Dentistry, Stobie Mechanical & Welding, Sault Ste. Marie Museum, Cavera Inc (web design), Humphry Air Services, Lowes, Hand in Hand Daycare, Metro, Ministry of Natural Resources and Forestry.

At Elliot Lake Secondary School a non-credit program called "Go Girls" was facilitated over the summer with nine students focusing on skill development, growth mindset, character building and teamwork. ELSS also ran a Workplace Preparation Class with seven students who earned six credits, obtaining skill certification in chain saw techniques as well as developing their growth mindset, work skills and teamwork.

Vex Robotics Summer Successes

Ninety-six (96) students took part in the Vex Robotics summer camp. Four sessions took place, one-week each, from July 10th to August 18th including a Garden River First Nations Robotics Camp. There were 24 students in each session. The parents of students involved shared a common sentiment, ***"My son/daughter hasn't stopped talking about robotics this week!"***

100%

Capacity with
waiting lists.





114 Students enrolled in SLP

Elementary Summer Learning Program Successes

Algoma District School Board's Summer Learning Program (SLP) for Elementary students included Primary Literacy Classes and an English Language Learners (ELL) class. The program ran from July 31st to August 8th at East View and River View in Sault Ste. Marie, and at Esten Park in Elliot Lake. There were 114 students enrolled. This year's program saw more funding to support ELLs and to support coding and technology.

100 % success rate for ADSB students taking DELF exam

In the summer of 2016, we offered DELF Correcteur training. The DELF (Diplome d'études en langue française) is recognized internationally as an official certification of second-language proficiency and tests the ability of students to use French in real-life situations. Twenty-eight ADSB educators took part in an intensive 4-day training session including FSL teachers from both elementary and secondary panels, long term occasional teachers, administrators, program team members and the Director of Education. Training in August was facilitated by one of Canada's leading experts in the CEFR, Denis Cousineau, a sought-after Provincial leader, trainer and scorer.

In the spring of 2017 the DELF exam was offered to thirty-four ADSB Grade 12 students, many of them in the French Immersion program at Superior Heights and several others in the International Baccalaureate at Korah Collegiate. All thirty-four students were successful in passing the Level B1 or Level B2 language exam – a 100% success rate!

This was the first time the DELF exam has been offered to Grade 12 students in the Algoma District School Board. Over half of the school boards in Ontario participated in the FSL Student Proficiency DELF Pilot Project, and ADSB was one of these Boards, providing students with the opportunity to write this internationally-recognized language exam.



100%
Success Rate





Wanda McQueen served on the Board of Trustees with the ADSB for an unprecedented

26

consecutive years.

Wanda McQueen receives Bernadine Yackman Memorial Award

Former ADSB Trustee and Chair Wanda McQueen was chosen by the Ontario Public School Board Association (OPSBA) as the 2017 recipient of the Bernadine Yackman Memorial Award. The Bernadine Yackman Memorial Award is awarded annually to an active or retired trustee of a member board of the Association for his or her outstanding contribution to education, with special recognition for Northern Ontario service.

Wanda served for what was first the Sault Ste Marie Board of Education and then Algoma District School Board from November 1988 to 2014.

In all of her roles with the Board, Wanda was a strong advocate for students, always working towards and making decisions based on giving students every opportunity to obtain the education they needed to become independent learners. Wanda has also provided 25 years of service in the Health Care sector in Sault Ste Marie, advocating for seniors.

1 of
10
for Canada 150

Student art work selected to celebrate Canada's 150th

In celebration of Canada's 150th anniversary, the Legislative Assembly of Ontario created a series of banners featuring the unique artistic talents of young Ontarians aged 14-25. The theme that artists were to acknowledge in their work was: What do you love about Ontario?

Michipicoten High School Grade 9 student Anna Lachine was one of the ten young artists whose artwork was selected from across Ontario.

The ten selected works have been printed as banners and are prominently displayed at Ontario's Legislative Building in Toronto. Anna's water colour and ink drawing depicted a location not far from Anna's home in Wawa – Driftwood Beach at the mouth of Michipicoten River on the shores of Lake Superior.





Achievement



Skills Ontario & Skills Canada Success Story

Joshua Sidwell, Grade 12 student at White Pines, took Gold at the Skills Ontario competition finishing first in Individual Carpentry against 24 competitors. He went on to compete in Winnipeg in late May 2017 at Skills Canada, competing against hundreds of competitors from across the country. Josh did an amazing job and placed third in Canada, bringing home the Bronze Medal in the Individual Carpentry category.

Skills Ontario enables all youth, including women and First Nations, Métis, and Inuit youth, to consider a career in the skilled trades and technologies. Engagement with students, teachers, parents, volunteers, employers and mentors ensures their programs connect education, experience, and employment. They deliver in-school presentations across Ontario, host Canada's largest skills competition, run summer camps for skills development and connect students to employers. They are focused on growth sectors such as construction and infrastructure, technology innovation, and hospitality services.



1st
in province;
3rd
in the country!

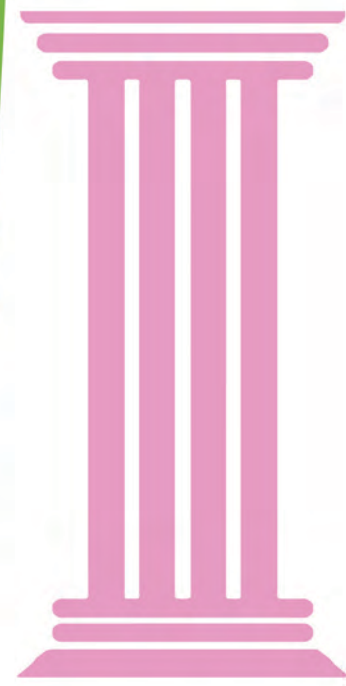


868

The number of Grade 12 students who crossed the stage at Graduation Ceremonies in June 2017.

700

The number of Grade 8 students in the Algoma District School Board moving on to a Secondary School this September.



WELL-BEING

Supporting our Students

Our Mental Health Lead Darryl Fillmore confirms that of the 58 Sault Area Hospital transitions so far this school year, 9 have identified anxiety as a primary concern on their discharge summaries (16%). The rest (85%) would be depression/self-harm/suicidal ideation.

Separate from his SAH referrals, our Mental Health Lead completes Mental Health Consultations with schools and families. He has completed 75 Mental Health Consults this year and suggests that the majority of these have anxiety presentations (75% or approximately 56 students) and often struggle with multiple co-morbid mental health challenges in addition to anxiety.

Of our referrals for back to school transitions from care so far this year,

16% have identified anxiety as primary concern on their discharge summaries.



Community, Culture, Care Visits

Community, Culture, Care visits were coordinated at each of the ADSB secondary schools to gather data in four key areas of well-being (1. equity and inclusivity, 2. healthy schools, 3. safes schools, 4. mental health). Student, parent and staff focus groups were utilized to hear all of the voices of the school community. The three stakeholder groups met separately and the same discussion/guiding questions were facilitated by board personnel.

The system level report provided a summary of the data, including trends that emerged across the secondary schools. This report will be used by the well-being committee to inform the ASDB well-being plan, responding to secondary school needs in supporting well-being.

Students were asked to rank the four key areas of well-being from 'What we do best' (ranking of 4) to 'least' (ranking of 1). Student voice across the system resulted in the following ranking from strongest to weakest:

- Equity and Inclusivity (3.21)
- Healthy Schools (2.50)
- Safe Schools (2.43)
- Mental Health (1.67)

All stakeholder groups ranked equity and inclusivity as the strongest well-being area. As well, mental health was ranked the lowest by all stakeholder groups. Students ranked healthy schools second and safe schools third, while the other two groups had these reversed.

Approximately

440

staff members received
BMS training in the
16/17 school year.

Behaviour Management Systems

Behaviour Management Systems (BMS) is a course developed to ensure a respectful learning environment at school. It provides training and support systems for enhancing desirable behaviour and for understanding, preventing, and coping with undesirable behaviour. It emphasizes prevention of inappropriate and disruptive behaviour through awareness of factors affecting behaviour, recognition of early warning signs, and the use of calming / de-escalation techniques, but also teaches personal safety techniques for the rare instances when they are required.

During the 2016-2017 school year ADSB trained several employee groups – Senior Administration, Principals, Vice-Principals, Special Education Classroom Teachers, Teachers of Care & Treatment and Custody programs, Teachers of Kindergarten & Grade One programs, Early Childhood Educators and Educational Assistants.

So far this year we have also trained all teachers of Grade One, Two and Three. Training of employees will continue into the Winter/Spring of 2018.

Approximately

23%

of our students have
Special Education needs.

Our ADSB School
Counsellors are supporting
approximately

720

students with a
range of issues.

School Counsellors

Algoma District School Board has 12 counsellors who work between several schools and they each carry caseloads of anywhere from 50-60 students. Our counsellors are supporting approximately 720 students.

The total number of students with an Individualized Education Program (IEP) in our 2016-2017 special education plan was 1886. Of these students, 1590 were identified via the IPRC process and 296 were non-exceptional. This represents approximately 21-23% of our students.





K-12 Health & Well-Being

Our K-12 Health & Well-Being Special Assignment Teacher, Kyla Faganely has supported hundreds of students, staff and parents through a variety of health-focused initiatives this year and last.

She has visited 31 of our 35 elementary schools to present **Yoga and Mindfulness** sessions with the entire student body taking part over the course of a day. She has also shared the Yoga and Mindfulness session with approximately 890 students in our secondary schools including Chapleau, Hornepayne, Elliot Lake Secondary School and WC Eaket, White Pines, Korah and Superior Heights. In the high schools Kyla presented this session not only to Phys ed classes but also to English and Math to share the importance of Mindfulness.

Kyla has also made presentations to high school **Kinesiology** classes, speaking to approximately 140 students about the growing Kinesiology industry and what career options are available in the industry.

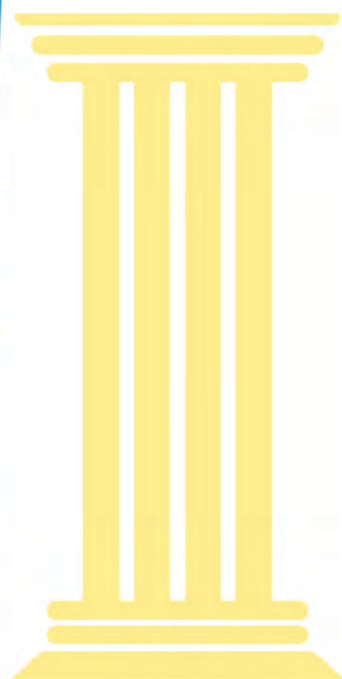
She has presented for many **Personal Fitness Classes** in high school throughout the district speaking about the numerous styles of fitness and health for instance, yoga, weight training and functional training. Kyla is also working with Student Senators in Chapleau to develop a fitness facility with and for their students. There is no such facility in the city and students and staff are very excited about this endeavor.

She has also offered numerous **Staff Well-Being Presentations** for all staff at White Pines, Korah, Superior Heights, Prince Charles, Northland, Kina Awiiya, and for 50 staff at the Board office. These presentations were about many areas of wellness including stress management, nutrition, sleep, the importance of proper posture (linking it to how we breathe), gratitude and positivity as well as movement.



continued...





EQUALITY /
INCLUSIVITY

1,510

Students

63

Staff

Self-Identification

Our Board passed its voluntary Indigenous self-identification policy in March 2007. Since September 2007, we have seen a steady increase in Indigenous students who voluntarily self-identify. In September 2017, over 1500 Indigenous students and parents voluntarily self-identified. In an effort to support and ensure continued success, the Board invited employees to also participate in this voluntary self-identification. The Board believes that Indigenous staff could act as mentors, share their Indigenous culture and help foster an environment where Indigenous students can reach a high level of achievement.

English Language Learners (ELL)

Algoma District School Board continues to welcome new English Language Learners (ELL) into our elementary and secondary schools, most recently from countries including China, Angola, Syria, Italy, Ethiopia, the Philippines and the Democratic Republic of Congo.

These students are learning the English language while learning the Ontario curriculum and come from diverse backgrounds and school experiences, with a wide variety of strengths and needs.

In welcoming new ELL students and their families, ADSB staff first complete an initial assessment to determine starting points, to determine student strengths and next steps for instruction. The family is toured through the school, meeting teachers and becoming familiar with the facility – which can be as simple, and yet eye opening, as turning on a water fountain for the first time. The school coordinates a plan for a student's first day at school, including orientation and introducing the student to a "peer-buddy". This team approach ensures that there is a circle of support around the child and the family.

In addition, current supports for ELL students include ELL programming at Superior Heights and White Pines, an itinerant ELL Teacher to support our K-12 newcomers and their teachers and a specialized ELD program for those students in grades 6-8 who have limited prior schooling. Professional learning supports are allowing teachers to attend workshops focused on supporting ELL in their classrooms.





Our newest learners in elementary and secondary schools come from **18** countries.

English Language Learners (ELL)

White Pines' ELL teacher shared her thoughts. ***"The students have done an amazing job of adapting to their new school, community and language. They have shown incredible resilience, determination and motivation in support of their goals, taken opportunities to become a part of the school community and persevered through challenges that face them."***

Some of these students shared their aspirations for the future. Hussein hopes to study business and maybe someday open his own. Mohammad plans to be a doctor, Ahmad a police officer and Batoul a teacher of English. The students also shared some of the reasons they like coming to school. Mohammad shares, ***"I like it because I can pray at school."*** Hussein says, ***"I like to come to school to learn English."*** Ezzedin says, ***"Teachers are very friendly."*** Batoul says she is most proud of ***"speaking another language"*** and Mohammad is happiest to have the opportunity to learn.

ELL - Adult Education Component

Northland Adult Learning Centre is funded by the Ministry of Citizenship and Immigration (MCI) for adult non-credit ESL classes for students who are refugees, permanent residents or Canadian citizens.

Since the fall of 2016, Northland has welcomed a total of 97 students who have enrolled in their ESL program. Students have come from 24 different countries of origin. As of December 4, 2017 there were 43 actively enrolled and attending students.

As adult learners, most students come with significant life experience, have backgrounds in agriculture, trades, or as professionals in their home countries, and some may be seeking professional accreditation here. For those in the tuition track, students are usually here visiting family, here with a spouse who is enrolled at Algoma University, or are here for a short time for a "travel & language" experience.

Our newest Adult learners come from

**24
different
countries.**



NOMA Conference

The Northern Ontario Mathematics Association (NOMA) is committed to supporting the principles outlined in the Ontario First Nation, Métis and Inuit Education Policy Framework. In March 2017, a Leadership Day and Mini-Conference was held in Sudbury and thirty-seven ADSB educators attended. Keynote address was by Dr. Lisa Lunney Borden, an Associate Professor of Mathematics Education at St. Francis Xavier University in Nova Scotia. Her address was titled **“Honouring Indigenous Knowledge in our Mathematics Classroom: A Model for Transformation and Reconciliation.”**

One of Dr. Borden’s big ideas was relayed in one statement: **“You can’t hold the math in your mind until you hold the math in your hands.”** Indigenous languages are verb-based and this impacts how we teach Indigenous students in math. There is a need to share with students the “action words” around math, not the nouns. For instance, instead of saying “we’re going to study geometry today”, an instructor could instead share images of spheres and cubes and ask what can these shapes do (roll, stack, etc.).

Dr. Borden led a session called **“Show Me the Math”**. It invites students to work with elders, parents, grandparents, knowledge keepers and other community members to examine the mathematics that is inherent in community and cultural practices. Dr. Borden spoke about how one easily sees math being used in patterning in Indigenous beading, or in measuring the amount of hide needed to make a drum.

Over 3 days: David spoke to

530 students at school sessions,

50 parents at a PIC evening event and

75 ADSB educators, and Indigenous community partners

as key note at Algoma University at a Truth and Reconciliation workshop hosted by ADSB

Truth and Reconciliation: David Bouchard

David Bouchard is an Order of Canada Recipient, Métis author, educator and champion of reconciliation. He is also a critical friend of the Algoma District School Board.

For a week in May, we welcomed David into a number of schools, classrooms and community venues. David reminded us that as Canadians, we are at a pivotal time in our history as we move ahead on our journey of Truth and Reconciliation. Together, we share the responsibility of explaining our shared history to our youth, and schools provide an essential space to begin and continue that conversation.





In his presentations to parents and educators David helped to bring forward the difficult questions that face us:

- What do we share?
- When is a child old enough to grasp the significance of Truth and Reconciliation?
- How do we tell this story?
- As an educator am I equipped to tell the story?

Truth and Reconciliation: Dr. Niigaan Sinclair

In October 2017, ADSB hosted Dr. Niigaan Sinclair for two days, as he spoke with students, staff, parents and community leaders from across the district about Truth and Reconciliation. He is an Associate Professor with the Department of native Studies at the University of Manitoba and a respected voice nationally on current Indigenous issues. Niigaan's father, Justice Murray Sinclair, was the Chair of the Truth and Reconciliation Commission of Canada.



His message was to help students understand the complexity of truth and reconciliation. He also shared some of his own family's history, including the story of his grandfather, Henry Sinclair, who lied about his age in order to join the army, in effect "choosing bullets over nuns" because he attended a residential school where he was mistreated and abused.

Niigaan reiterated that we all have a role to play in reconciliation, and he encouraged his audiences to volunteer, write, make a piece of art, blog, serve, and connect.



Dr. Sinclair spoke to approximately

300

indigenous and non-indigenous ADSB students,

100

parents & community members and

110

ADSB educators

Dr. Sinclair spent a day with ADSB educators, helping to determine where, how and why it is critical to incorporate Truth and Reconciliation into today's curriculum. In addition, school teams developed action plans for each school's next steps in moving forward with reconciliation. Niigaan's final presentation was to ADSB Trustees and Senior Administration, along with SSM Mayor Christian Provenzano.



30

ADSB schools took part in a day-long session with approximately

170

students and

30

teachers

Raise the Bar: Intramurals for all

The focus of Raise the Bar is to help schools develop more inclusive sport and physical activity programs – specifically intramurals – so that all students have more opportunities to engage in sports. The goal is to help schools create a more comprehensive program that meets the needs of all students.

According to Raise the Bar, only 20 – 25% of the student population plays on a school team at most schools. Intramurals however, provide an option for the rest of the student body to play and be active. Why Intramurals? Regardless of skill level, financial status or previous experience, intramural programs provide opportunities for any student to be physically active, play sports and have fun. Raise the Bar believes that we need to drop the term ‘athlete’ for a little while. If we want our students to be active for life, then we need to show them that sports are fun and that anyone can play.

The Raise the Bar training provides numerous resources for educators to begin building an intramural program. Models are shared for elementary and secondary schools and game suggestions are provided for games that are fun and easy to play and take little equipment to set up.



Thirty ADSB schools took part in a day-long session with approximately 170 students and 30 teachers. ADSB was chosen as the second and only other location to host a Raise The Bar training session for the 16/17 school year. ADSB participants took what they learned back to their schools and are helping to develop their own intramurals programs, accessible to all.

ADSB was *one of two* locations chosen to host a Raise The Bar training session 16/17.





ADSB Students are Social Changemakers

Social Changemakers programs aim to inspire and provide youth with the skills needed to create social change in their schools and community. Through this model students across Ontario are taking action to ensure they are helping to challenge social norms and create a positive school climate.

This spring seventy-six ADSB students from eight of our Secondary schools took part in a Social Changemakers event in Sault Ste. Marie. Working with facilitators, the students (along with students from Huron-Superior CDSB) were introduced to the principles of equity, diversity and inclusion and worked on their abilities to take on leadership roles for social change. The session allowed students to increase their awareness of prejudice, stereotyping, discrimination and bullying; explore concepts of power and privilege; reflect on the role of the media in our society; and take leadership for safer and more inclusive schools and communities. By the end of the training, our students had gained the tools to create an action plan for change within their school community.

76

ADSB students
from eight of our
Secondary schools
took part in
Social Changemakers.



KAIROS Blanket Exercise

The KAIROS Blanket Exercise is an interactive learning experience that teaches the Indigenous rights history. Developed in response to the 1996 Report of the Royal Commission on Aboriginal Peoples – which recommended education on Canadian-Indigenous history as one of the key steps to reconciliation – the Blanket Exercise covers over 500 years of history in a one and a half hour participatory workshop.

140

staff members have taken part in the Blanket Exercise.

This includes

95%

of our VPs and Principals, several Superintendents and the Director.

KAIROS Blanket Exercise

Blanket Exercise participants take on the roles of Indigenous peoples in Canada. Standing on blankets that represent the land, they walk through pre-contact, treaty-making, colonization and resistance. They are directed by facilitators representing a narrator and the European colonizers. Participants are drawn into the experience by reading scrolls and carrying cards which ultimately determine their outcomes. By engaging on an emotional and intellectual level, the Blanket Exercise effectively educates and increases empathy. Ideally, the exercise is followed by a debriefing session in which participants have the opportunity to discuss the experience as a group. This often takes the form of a talking circle.

To date, the Algoma District School Board has conducted the Blanket Exercise with 140 staff members. This includes 95% of our Vice Principals and Principals, several Superintendents and the Director. We have also done a Blanket Exercise at CASS, with approximately 50 students, and Tarentorus PS. for approximately 80 grade 5, 6, and 7 students.





Confident Learners, Caring Citizens in action in our communities!



ADSB schools fundraise throughout the year and the December focus has become an annual endeavor. It is heart-warming to hear the stories and to see the generosity of our students and staff. Our efforts are reflective of the caring citizens we are developing, and the good character we aim to model for and instill in our students.

Here, to capture a sampling of the caring and strong character evident in our schools, is a list of the wonderful acts of kindness and fundraising efforts that took place, mostly throughout December 2017:

In Brief:

Collectively, Algoma District School Board students and staff throughout the district:

- Raised approximately **\$26,422** in cash donations, which went directly to
 - food banks
 - women's and men's shelters
 - charity organizations
 - the purchase of grocery gift cards
 - Christmas food baskets
 - classmates' relief funds
 - community families in need
 - Christmas Cheer
- Collected approximately **12,075** canned food items for delivery to various district food banks and Christmas Cheer outlets.
- Prepared and sent **137** shoe boxes for Good Samaritan Operation Christmas Child.
- Algoma District School Board schools have always donated generously to the Terry Fox Foundation. As of March 2017, ADSB schools raised **\$15,253** for the foundation. Collectively, since ADSB has begun fundraising for the Terry Fox Foundation, we have raised **\$279,742** and hosted **417** Terry Fox runs.



Twenty-four schools provided information and indicated that approximately

\$26,422

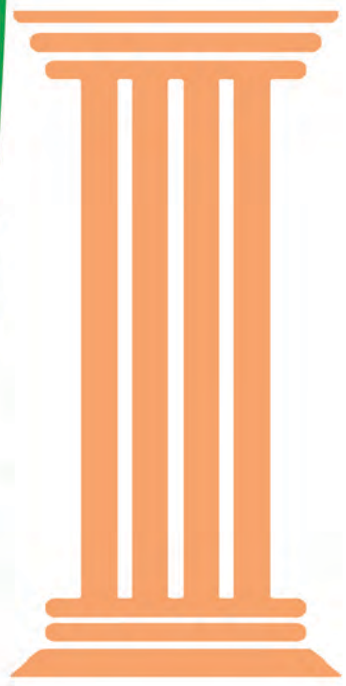
has been raised by students, staff and parents in the past 3 months. Approximately

\$49,881.83

has been donated to our schools by dozens of community partners.

Algoma District School Board schools have also been the recipients of generous donations from dozens of community partners. We can thank over **72** community partners throughout Algoma who have donated to ADSB schools, often with dollars donated towards breakfast and lunch programs. **\$49,881.83** was donated to 24 schools (who supplied statistics) by this wide range of community partners.





EQAO

On September 20th, the Education Quality and Accountability Office (EQAO) publicly released the school and school-board results from the 2016/2017 school year for:

- Primary and Junior Division assessments of Reading, Writing and Mathematics
- Grade 9 Math assessment
- Ontario Secondary School Literacy Test (OSSLT)

EQAO reports provide school communities with information that contributes to understanding each student's achievement in relation to the provincial standard. Algoma District School Board's (ADSB's) results are outlined below.

Elementary Primary and Junior Division Reading, Writing and Mathematics Results

Primary and Junior Division assessments of Reading, Writing and Mathematics are written by students in Grades 3 and 6 respectively.

The number of Algoma District School Board's Grade 3 students achieving Levels 3 & 4 was 59% in Reading; 56% in Writing; and 53% in Mathematics. This compares to Provincial results which showed students across Ontario achieving 74% in Reading; 73% in Writing; and 62% in Math.

The number of Algoma District School Board's Grade 6 students achieving Levels 3 & 4 was 67% in Reading; 61% in Writing; and 36% in Mathematics. This compares to Provincial results which showed students across Ontario achieving 81% in Reading; 79% in Writing; and 50% in Math.

Media reporting has placed significant attention on the decline in math scores across the province. The Algoma District School Board has shown results consistent with this. Elementary schools will continue to develop the understanding of the mathematics learner and best practices for teaching mathematical skills with the introduction of Math Learning Partners to support our elementary students. Development of reading and writing skills will continue to be a focus at all grade levels.

Grade 9 EQAO Math Assessment Results

A 3% increase was realized by ADSB students enrolled in academic level math with 79% of students achieving at or above provincial standard in comparison to last year. This increase is closing the gap with the Provincial result which remained at 83% from 2016 to 2017. While the Province saw a 1% decrease in applied level math from 45% to 44% from 2016, ADSB saw a 7% increase. This increase to 41% brings the Board results closer to the Provincial standard.

Media reporting has placed significant attention on the decline in math scores, especially at the applied level, across the province. The Algoma District School Board showed an increase in both academic and applied level math results.





Secondary schools in the ADSB will continue to develop understanding of the mathematics learner and how to respond to individual needs. Grade 9 teachers will continue working with grade 7 and 8 teachers to develop instructional practices to engage learners and support student success in the mathematics classroom.

Ontario Secondary School Literacy Test (OSSLT) Results

The percentage of Grade 10 ADSB students who were successful on the OSSLT was 66%, which was a decrease of 2% from last year. Secondary schools in the ADSB will bring together intermediate teachers (grades 7-10) to develop reading skills. As well, creative programming to target those students at-risk of not being successful will be explored to promote student success.

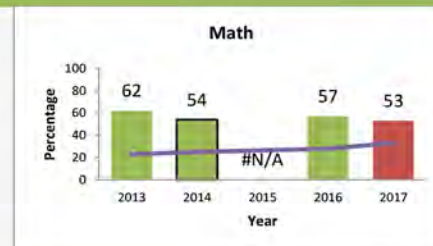
Provincially, the percentage of Grade 10 students who were successful on the OSSLT remained consistent at 81%.

The complete report on all ADSB school results is available on the EQAO website.

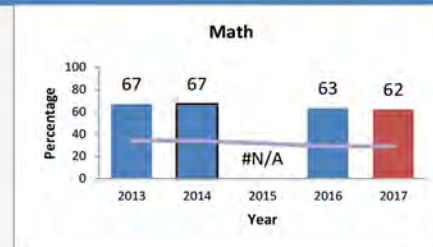
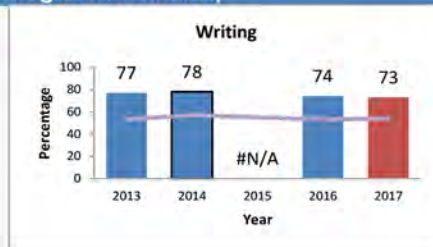
Comparison of Results Over Time

PRIMARY RESULTS

ALGOMA DSB (Primary Assessment of Reading, Writing & Mathematics)

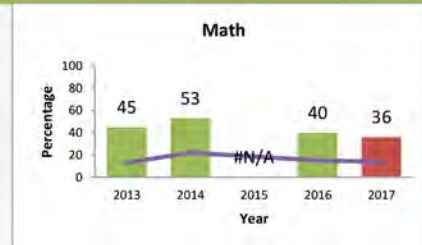


ONTARIO (Primary Assessment of Reading, Writing & Mathematics)

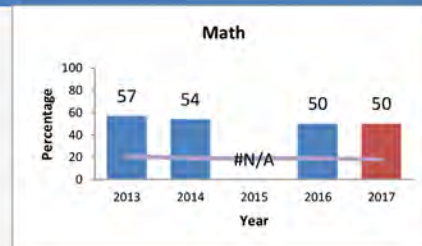


JUNIOR RESULTS

ALGOMA DSB (Junior Assessment of Reading, Writing & Mathematics)



ONTARIO (Junior Assessment of Reading, Writing & Mathematics)



SECONDARY RESULTS

ALGOMA DSB (Grade 9 Assessment of Mathematics and OSSLT)



ONTARIO (Grade 9 Assessment of Mathematics and OSSLT)



Students with special education needs





BUSINESS DEPT.

Learning Spaces: Upgraded & Modernized

We are proud of all of our Business Department staff (Human Resources, Finance, Plant, Information Technology, Transportation and Communications) who support our schools in so many ways. ADSB continues to make investments in school design and technology improvements to ensure its built spaces are flexible and can support the many different styles of teaching and learning.

Over the past year, some highlights included:

Korah's gymnasium and upstairs mezzanine were equipped with updated finishes and its brand new Learning Commons furnished with ergonomic study booths, a media centre and glassed-in study pods. The refurbished grounds now include a new baseball diamond, parking lot and outdoor digital sign.

Greenwood's front entrance received a much-needed upgrade to a more open-concept design that included a higher ceiling. The roof was raised in a number of other areas of the school, including classrooms. The new Learning Commons in the North Wing is both colourful and spacious, incorporating plenty of natural daylight, a contributing factor to a healthy learning environment.

HM Robbins' front entrance received a facelift with updated exterior surfaces; modernization efforts continued at Prince Charles where the school received new exterior panels and signage.

CASS has updated change rooms and the Culture Room and courtyard both have new Learning Commons features.

White Pines has had a roof replacement.

Ed Centre board room has received a much needed upgrade to flooring, window treatments and gallery seating.

We continue our implementation to upgrade all technology infrastructure within every school to reach the best bandwidth standards of access for our students. As well, we continue executing our Information Technology Plan with respect to new technology for our students (i.e. latest devices, robotics, coding, etc.).

\$20,737,550

investment

Total dollars spent on
Buildings & Grounds
(misc. repairs) last year

\$284,410

Number of
ADSB Employees

2,215

Total Community
Use Participant Visits

428,000

people

Total Cafeteria Sales
in all Secondary Schools

\$563,961

5,800

Number of students who are transported in the
Algoma District School Board this year.





Business Department

Budget Highlights

The board approved a total operating budget for revenue and expenditures for the 2017 – 2018 budget year in the amount of \$150,016,131.

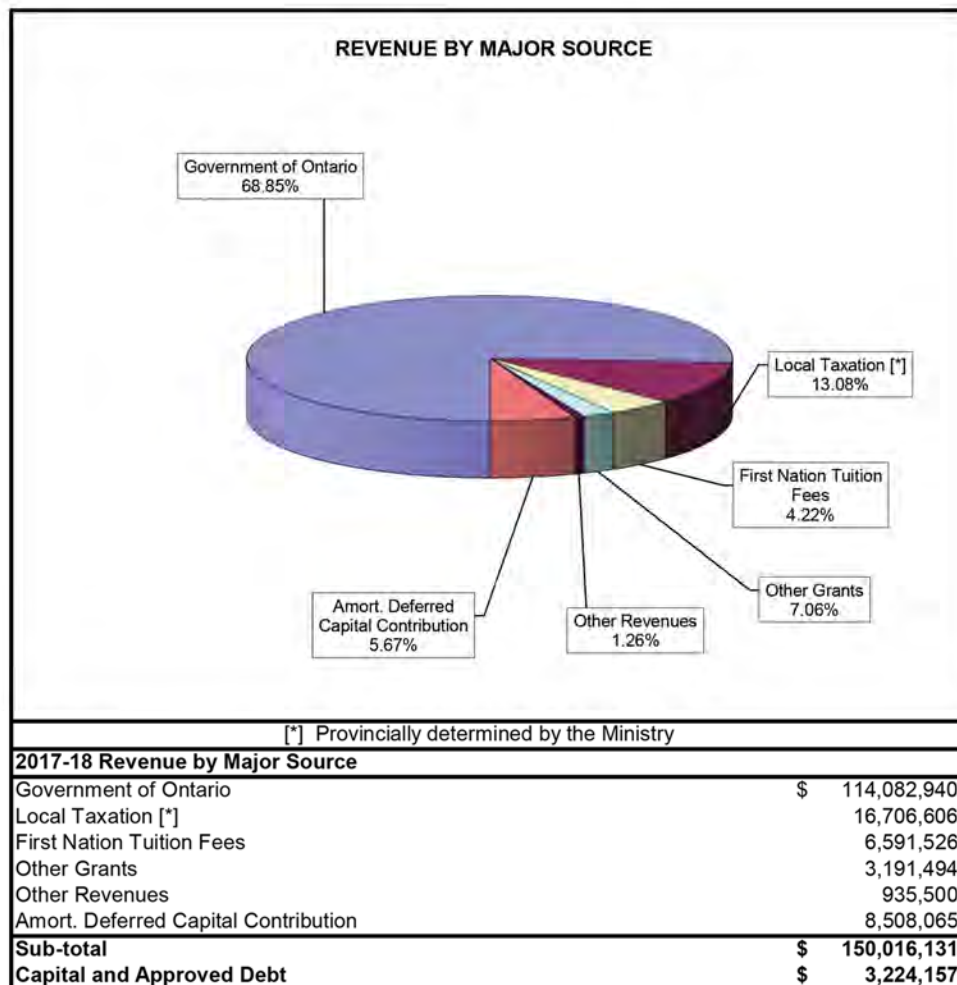
A detailed review of revenues and expenditures was conducted by Trustees, the Operations & Budget Committee, Principals and Administrative Council, as part of the budget process and the Board's continued commitment to fiscal responsibility within a challenging economy.

The following enhancements were included in the 2017-18 Budget through a combination of reallocations of existing budgets and new Ministry funding: Increased Technology in Classrooms, Support and Professional Development for Technology Plan, Additional Support for Special Education Students, and enhancements to school budgets.

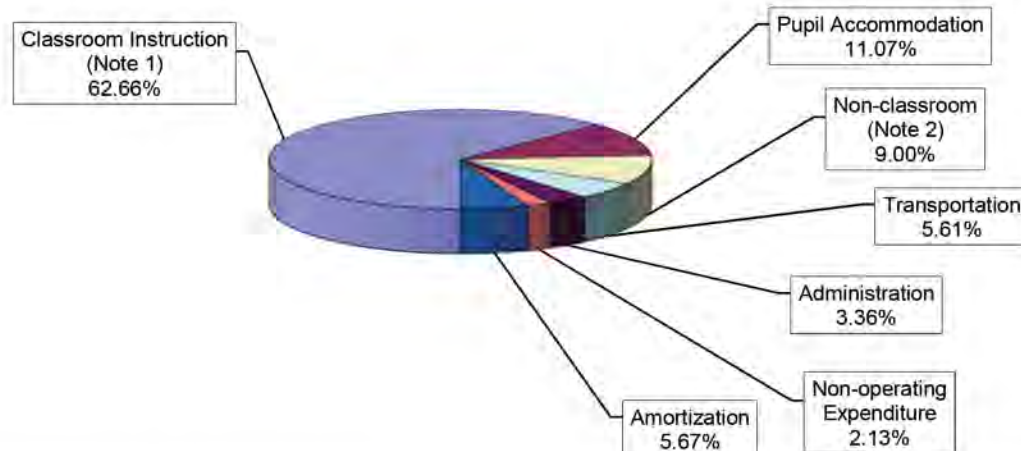
The Ministry also provided for approximately \$8.9 million in Capital Projects to address the maintenance and improvement of facilities.

Operating budget for revenue
and expenditures for the
2017 – 2018 budget year in
the amount of

\$150,016,131



EXPENDITURES BY MAJOR FUNCTION



2017-18 Expenditure by Major Function

Classroom Instruction (Note 1)	\$ 94,002,915
Pupil Accommodation	16,602,517
Non-classroom (Note 2)	14,262,384
Transportation	8,408,710
Administration	5,040,046
Non-operating Expenditure	3,191,494
Amortization	8,508,065
Sub-total	\$ 150,016,130
Capital and Approved Debt	\$ 3,224,157
Total	\$ 153,240,287

Note 1 - Classroom Instruction Detail

Classroom Teachers	\$ 69,054,844
Supply Teachers	3,265,139
Teacher Assistants	9,213,657
Early Childhood Educators	1,987,290
Texts & Classroom Supplies/Equipment	2,625,943
Computers	1,104,525
Professionals & Paraprofessionals	3,794,875
Library & Guidance	2,197,985
Professional Development	758,657
Total	\$ 94,002,915

Note 2 - Non-classroom Detail

Principals and Vice Principals	\$ 7,184,483
Department Heads	\$ 171,998
School Office	\$ 3,326,231
Coordinators and Consultants	2,734,671
Continuing Education	845,001
	\$ 14,262,384



*Confident learners,
caring citizens.*



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