

2022 DIRECTOR'S ANNUAL REPORT

Algoma District School Board



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DIRECTOR'S MESSAGE

As 99.98% of our students returned to in-person learning this fall, I could only admire the resilience of our students, staff and families. Every school I visited was filled with a joyous “buzz” and smiles were everywhere in classrooms. Clearly, the last two and a half years helped us all develop a deeper appreciation for the learning and socialization that public education provides and for us in ADSB, it strengthened our commitment to ensure “Confident learners, caring citizens” walk out our doors.

This Director’s Report provides a glimpse into the quality and breadth of programs that provide our students with a strong academic foundation, support their development of good character and citizenship, and build their confidence and capacity to apply their knowledge in a fast-changing world. We continue to modernize and upgrade our facilities, allowing us to deliver quality learning experiences in learning spaces that are innovative, engaging and foster creative thinking and problem-solving. We have a pathway for every student and our dedicated staff, supported by stakeholders and community partners, work to help every student discover theirs!

Our commitment -- to support the achievement and well-being of our students -- is unwavering and I am excited to share these snapshots of the learning and successes from across the Algoma District School Board. I am confident that as you review the report, you too, will feel the same sense of pride that I feel and will see why we are so Proud to be ... ADSB!

~ Lucia Reece



CHAIR'S MESSAGE



2022 was another challenging year, but as I reflect on the past 16 years as a trustee, I recognize that it is the reality of working and investing in one of the most important areas in our society, public education! Change, challenges, and obstacles are the norm and as a teaching-learning organization, Algoma District School Board has been adept at meeting those difficulties and working to focus on the achievement and well-being of our students so that on graduation day, they can proudly leave our system as Confident Learners and Caring Citizens.

The past year was a year to regroup and recognize that online learning, although it has its place, is not ideal. We recognize the indelible impact that the school environment has on the achievement and well-being of our students. From the teacher who knows each student's strengths and weaknesses in the classroom, to the Principal who knows the needs of their families and staff, we recognize that our system is built on strong, trusting relationships between our staff, families, and communities.

We were thankful for a more normal return to the classroom and although absenteeism created some significant issues, students benefited from in-person learning and a return to extra-curricular activities. As a Board, we recognized that we were dealing with unprecedented challenges with Mental Health issues and we are grateful for the many resources and supports that we were able to implement to help support our students and staff. Identifying learning gaps and providing resources in the classroom to mitigate shortfalls remains a high priority. Investments in professional development opportunities for our staff and finding creative ways to deliver these resources with limited supply staff was also challenging.

Throughout the year, our Plant department continued to refresh and revitalize our learning spaces throughout the board. We are proud of the dynamic, modern learning spaces where our students and their families feel welcome. Many newcomers are thriving within our classrooms and finding a place to belong in our communities. Our Indigenous students are enjoying more land-based learning opportunities and curriculum that reflects their culture and heritage. Equity continues to be a high priority as our student and family census data help guide this work.

We are thankful for all that was accomplished in the past year and are grateful to everyone who contributed to our success and who stood with us through the many challenges. We are grateful for every family that entrusts their children to our Board and we know that our staff will seek to honour that trust with exemplary professionalism and care.

As always, 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 Sara McCleary



Trustee Marie Murphy-Foran



Trustee Susan Myers



Trustee Debbie Shamas



Trustee Russell Reid



Trustee Heather Whitley



STUDENT TRUSTEES

Pictured left to right:
Teagen Brittan (Michipicoten High School)
Ava Engel (Korah)
Nevaeh Pine (White Pines)

SENIOR ADMINISTRATION



Algoma District School Board Senior Administration

Pictured left to right:

Superintendent Joe Maurice, Superintendent Brent Vallee, Superintendent Frank Palumbo, Director of Education Lucia Reece, Superintendent Joe Santa Maria and Superintendent Marcy Bell.

DEPARTING TRUSTEES



In November we recognized four Algoma District School Board Trustees for their dedication over the years. Trustees (pictured clockwise from top left) Sandra Edwards, Susan Thayer, Sheila Nyman and Brent Rankin completed their terms in November 2022 having dedicated their time and expertise to the students and staff of Algoma District School Board.

ACHIEVEMENT

A group of graduates in black gowns and caps are walking through a school hallway. The hallway has large windows on the left and a glass door on the right. The graduates are wearing black gowns with white and blue stoles. They are walking towards the right side of the frame.

LITERACY

Discover more about the supports and interventions being put in place to help close the gaps in reading.

NUMERACY

Learn more about the professional learning we are undertaking to support the implementation of the new math curriculum.

INNOVATIVE PARTNERSHIPS

Read about an innovative partnership ADSB has established with York University and Lassonde School of Engineering.

LITERACY

To supplement intentional classroom instruction and assessment, ADSB implemented targeted literacy intervention to support closing gaps in reading.

112 Kindergarten educators (teachers and Early Childhood Educators) participated in professional learning on the **September 23 PD Day to support their instructional practices for our youngest learners.**

The session focused on the flow of the day in our Kindergarten classrooms, with a specific focus on child-directed learning centres, and Kindergarten literacy and numeracy programs.

455 students in Kindergarten and Grade 2 participated in Leveled Literacy Intervention. During this targeted instruction, students **increased an average of 2.5 text levels.**

The Fountas & Pinnell Leveled Literacy Intervention (LLI) is a short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.

The LLI systems are designed to:

- advance the literacy learning of students not meeting benchmark in reading
- increase reading volume by engaging students in large amounts of successful daily reading
- intervene with small groups of struggling readers to maximize growth and monitor progress
- elevate the expertise of teachers

LLI is intended to be supplementary instruction. The power of the system is in the extra, intensive help students get in addition to good classroom teaching.

LLI is an intensive framework of components designed to support the accelerated progress of struggling students. It is highly systematic and sequential.

180 students in Grades 2-8 participated in Empower™

A little more about Empower™ Reading:

Empower Reading is a series of remedial reading programs designed to address the core learning problems of children who struggle with reading. It provides a comprehensive approach to teaching children the skills needed to decode words, analyze text, and successfully learn to read and gain knowledge from written materials.

Over the past five years, ADSB has continued to expand the number of school sites offering the program. We currently provide reading intervention/remediation using the **Empower Gr. 2-5 Spelling & Decoding** program in 25 elementary schools and the **Gr. 6-8 Spelling & Decoding** program to students in our Intermediate schools.

In most cases the Empower Reading program is delivered by a Special Education Resource Teacher (SERT) or Learning Support Teacher (LST). Individual lessons are at least 60 minutes long and the number of lessons ranges from 90 to 110 depending on the program being used.

Though the program is intensive, delivered to a group of six to eight students, four or five days each week, the results for so many families are impressive. One ADSB parent shared a personal experience of their child's progress thanks to Empower Reading.

“For the first time in a long time, we read a book together tonight. Normally we don’t, it always ends up in a fight and pure frustration so we skip it. I’ve been hesitant to start reading with him again because it just was never an easy thing. After we were done tonight though, I walked into my bathroom and just sobbed.

His progress and improvement is honestly something I thought I’d never see (yes dramatic but he most often would just flat out refuse to read and I don’t blame him). He’s making the sound of every single letter in every single word. And combining sounds to form words. He was actually attempting to read the words versus not. I’m not sure he really followed what was happening in terms of the story but he was reading. And he was so jacked and so excited. Enthusiastic and thrilled. He even repeated songs learned in his empower group “the pushy e plays the game to make the vowel say it’s name”.

I’m so proud of his hard work and perseverance. I’m mesmerized by his determination. Thank you for all that you do. He really needed this (we all did).”

~ Excerpt from letter written by proud ADSB parent ~



NUMERACY

The elementary Mathematics curriculum was revised in 2020, and the grade 9 de-streamed Mathematics curriculum was revised for September 2021. Teachers, Vice-Principals, and Principals continue to engage in ongoing opportunities for professional learning to support the implementation of the new curriculum. ADSB uses MathUP, an online learning resource that is aligned to the Ontario curriculum.

Last year, 402 Kindergarten to Grade 9 teachers utilized MathUP, accessing 219,391 web pages in this electronic resource to support their instruction and assessment practices.

“MathUP” is a Canadian online learning resource that provides professional development for teachers, math activities for students, and math support documents for parents and guardians. MathUp is aligned to the Ontario curriculum and focuses on building consistency from grade to grade, increasing each teacher's confidence in making instructional decisions to improve student comfort and success in mathematics.

Our Board began looking at and piloting this tool in 2019, knowing that the math curriculum would be changing. We worked with Dr. Marian Small who has championed this tool and as we have used many of her resources in the past, it made sense for us to implement this tool.

The designers of MathUP have referred to ADSB's usage of the tool as “off the charts” and have said the use of the tool by our staff is "impressive".



DE-STREAMED GRADE 9 PROGRAM

31 de-streamed grade 9 math teachers and **10** Vice-Principals participated in a session with Dr. Marian Small (*pictured at right*) in support of the implementation of MathUP as a resource for instruction.



De-Streamed Classes:

All teachers of grade 9 de-streamed classrooms in Math, English, French, Geography and Science participated in professional learning about intentional instruction to support student success. Collaboration was facilitated within subject departments to explore subject-based curriculum, instruction and assessment practices that promote student engagement and meet the individual needs of each student.

LEADERSHIP – FOUNDATIONAL COACHING

ADSB is pleased to continue our ongoing partnership with Kate Sharpe (pictured left) and Liana Lafranier (pictured at right) of the Mentor-Coaching Institute. 120 Principals, Vice Principals and program team members engaged in Foundational Coaching Skills learning, which enhances the skills, behaviours, and conversational pathways leaders require when working with teachers, students, colleagues, and parents.



120 Principals, Vice Principals and program team members engaged in Foundational Coaching Skills.

RESOURCE SELECTION GUIDELINE

During the November PD Day, all secondary English and Canadian and World Studies teachers engaged in reflective conversations within their departments and across the Board to develop a shared understanding of the Resource Selection Guideline, to support the selection of resources to foster the conditions for learning that ensure equitable outcomes for all students.

As part of our commitment to facilitate inclusive environments that are supportive and welcoming to all students, staff, families and community partners, all Principals and Vice Principals also participated in learning about the ADSB Resource Selection Guideline.

Our Resource Selection Guideline asks our educators to remember how important it is, when choosing a resource in support of the curriculum for whole/small group instruction, to:

- know your students,
- ensure teaching practices uphold the essential conditions for learning,
- avoid cultural appropriation,
- take time to review who created the resource and their lived experiences,
- determine if the resource is developmentally appropriate,
- discuss resources with students in advance of their use to give students time to process potential problematic text (including opting out of using the resource).

A series of questions walks an educator through the decision whether to use a resource or not. For instance:

"Does the material support the achievement of curriculum expectations as outlined in Ministry and board documents? (*i.e. Gender Expressions and Diversity Guide*)". If it does not, the resource is not to be used. If it does, one is then asked "Is this resource free from *Slurs of Most Concern*?" as well as several other yes/no questions.

Over the next few years, our emphasis will be to continue to diversify resources to represent the diverse voices within our school population.

GRADUATION

Our schools celebrated Grade 8 and Grade 12 graduations in person this year and depending on the school, different options were considered. Some ceremonies were held outdoors, others indoors, and many incorporated elements that worked well in the last couple 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.

806

The number of Grade 8 students in the Algoma District School Board who moved to a Secondary School for September 2022.

567

The number of Grade 12 students who crossed the stage at Graduation Ceremonies in June 2022.

293

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



NEW INDIGENOUS ENGINEERING, TECHNOLOGY & INNOVATION BY DESIGN PROGRAM

This summer ADSB partnered with Lassonde School of Engineering and York University to launch a new Indigenous Engineering, Technology & Innovation by Design program for high school students. This brand-new, work-integrated learning program took place at WC Eaket Secondary School in Blind River.

The program was co-developed by ADSB's Bryan Bellefeuille (Mathematics, STEM, Ojibwe Language teacher at WC Eaket), and Lisa Cole, Director of Programming with Lassonde (both pictured at right). The Lassonde School of Engineering k2i academy team travelled to Blind River to deliver the program. Nine ADSB students took part in the inaugural run of the program, learning about and applying Indigenous knowledge and traditional Indigenous Engineering processes to create a project or design solution, which addressed a specific challenge within their communities.

Throughout the summer program, students were connecting to stories that have been told for thousands of years and learning about how Indigenous knowledge connects to the land, provides perspectives that connect us to the world around us, and creates opportunities for creative problem-solving.

For the first semester of 2022, we had 25 students enrolled in the program being run at WC Eaket. It has been designed as an accessible credit for all students, providing engaging opportunities and experiences to expose students to university pathways. Through this program, students earn a high school interdisciplinary credit in Indigenous Engineering, Technology & Innovation by Design.



"This partnership has come at an opportune time as school boards look for ways to ensure that science curriculum and STEM education is meeting the needs of all our students, in particular our Indigenous students."

~ Director Reece



ENGAGEMENT

SUPPORTING MULTILINGUAL LEARNERS

Become familiar with the many ways ADSB welcomes and supports learners new to Canada. Review the growing numbers of Multilingual Learners in our Board.

ADSB STUDENT VOICE 2022 SURVEY

Find out more about areas that are covered in this survey, why it is important for us to collect this data and how the information helps us in future planning.

PARTNERS WHO SUPPORT OUR STUDENTS & PROGRAMS

Learn more about just some of the community partners who are playing a significant role in supporting our students, particularly in skilled trades, Co-op and Youth Apprenticeship programs.

ENROLMENT

Elementary

The September 9th, 2022 Junior Kindergarten (JK) to Grade 8 enrolment increased by 381 students from the projected numbers contained in the March, 2022 Director's Report. There was an increase of 197 students enrolled in JK and SK for this school year from the projected enrolment and the Grade 1 to 8 enrolment also increased by 184 students from projected numbers in March 2022. To accommodate the increase in enrolment, not only did Administration add twelve classes across the Board, but we also added two Virtual Classes to accommodate our elementary virtual learners.

Secondary

The September 19th, 2022, Grade 9-12 enrolment in composite programs saw an increase of 43 students from the projected numbers in the March 2022 Director's Report. There are 215 students currently enrolled in alternative secondary programs such as the Algoma Education Connection (Prince Charles & Kina Awiiya) and the North Shore Adolescent Centre in Blind River and Elliot Lake, which is 3 students higher than the March 2022 projection. Given the alternative nature of these programs, re-engagement outreach will continue, and enrolment is expected to grow.



We were pleased to welcome **98% of our students back to in-person learning** for the 21/22 school year!

For the 22/23 school year the percentage of **students back to in-person learning was 99.98%**

PROUDLY SUPPORTING MULTILINGUAL LEARNERS

This fall we were very pleased to see a significant increase in the number of Multilingual Learners registered with the Board. In August and September alone, ADSB welcomed **68** students from 13 countries to 23 of our schools speaking 16 different languages.

In November 2016 we were in the very early stages of working with and registering English Language Learners. At that time, ADSB had 21 elementary and 6 secondary students in seven Sault Ste Marie schools, most from Syria.

Today, we have 250+ Multilingual Learners, Kindergarten through Grade 12, located in 25 of our schools district wide representing 44 countries and 35 languages.

Following a family interview, an Initial Assessment of English and Mathematics, and a tour of the school, our English language learners in grades K–8 are attached to an ELL itinerant teacher who works with the classroom teacher to support the student's language acquisition. ELL itinerants check in with students and classroom teachers on a regular basis.



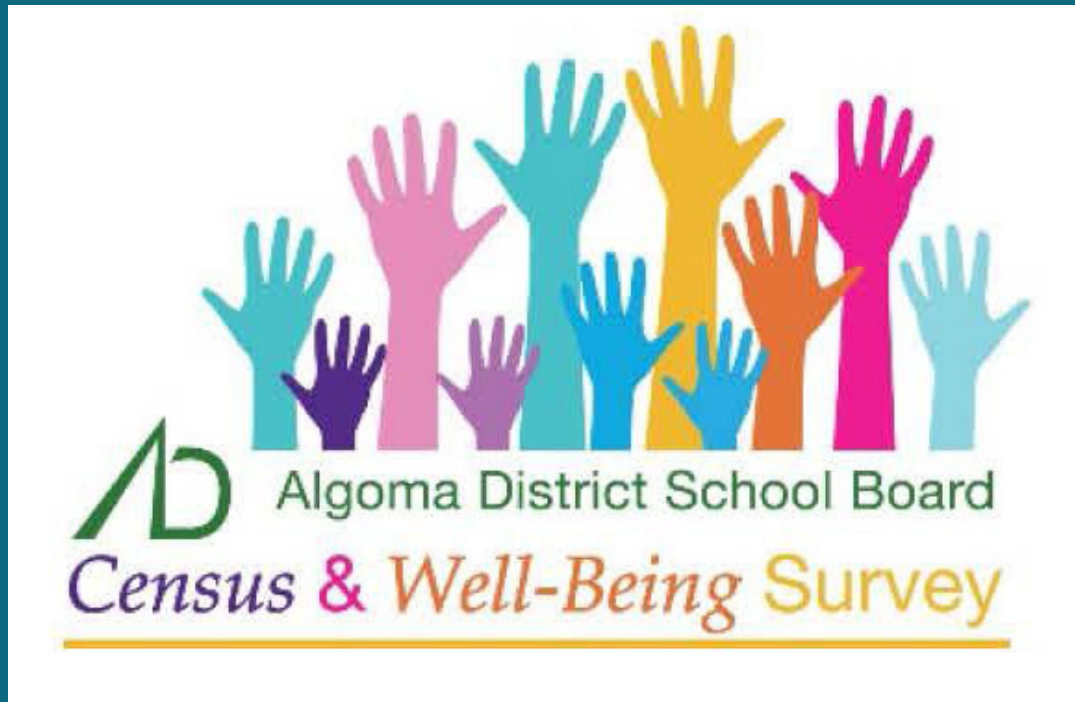
For secondary school students, families visit the Guidance Department during the initial visit to set up timetables. During the first days of school, support is offered to ease the transition of students into their new learning environments. These supports often include multilingual signs around the school and pairing the student with a peer helper. If there is a student in the school who speaks the same language, they are a logical pick as a peer buddy. We have interpretation services available to facilitate communication between school and home where required. This team approach ensures that there is a circle of support around our newest learners and their family.



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.



ADSB STUDENT VOICE 2022 SURVEY



In November our Board reached out to our students through census and well-being surveys.

We invited student participation in this survey to help us identify opportunities to improve our schools and make sure that students' achievement and well-being are at the centre of everything we do. We are committed to fostering an inclusive environment and listening to student concerns and aspirations! The information gathered through ADSB Student Voice 2022 will help us to better understand those we serve and assist us in future planning for resources and program.

Specifically, the survey information will be used to:

- address any barriers to student achievement and success,
- establish effective programs, and
- allocate resources according to student needs.

The survey consisted of a variety of questions about ethnicity, race, languages, religion, gender, sexual orientation, disability and home environment. The Well-Being part of the survey focused on questions related to safe schools, equity and inclusivity, healthy schools and mental health.

As in the past, we look forward to compiling the data and developing action items, focusing on areas of improvement and areas worthy of celebration.

MIND OVER METAL WELDING CAMPS

New this summer, in partnership with CWB Welding Foundation, we offered three Mind Over Metal welding camps for students in Sault Ste Marie and Blind River. As part of an effort to build and sustain a highly skilled Canadian welding workforce, CWB Welding Foundation Mind Over Metal camps encouraged youth to explore the welding skilled trade through hands-on experiences. The camps highlight potential career opportunities available in the welding industry and aim to increase the number of individuals in Canada who are entering welding skilled trades training, and work to address the need for skilled welding professionals. We are very grateful for the partnerships with Tenaris and CWB Welding Foundation whose generosity and funding allowed these camps to take place. We also appreciate the support of the Plumbers & Pipefitters Local Union 800.



“We want our students to graduate from our schools both excited about and prepared for their futures. By offering the Mind Over Metal welding camps, students experienced a new learning opportunity with industry experts and in learning spaces specific to welding. We were excited that this opportunity sparked an interest for a student while creating a potential pathway to employment after graduation.” ~ Director Reece



PARTNERS WHO SUPPORT OUR STUDENTS & PROGRAMS

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.

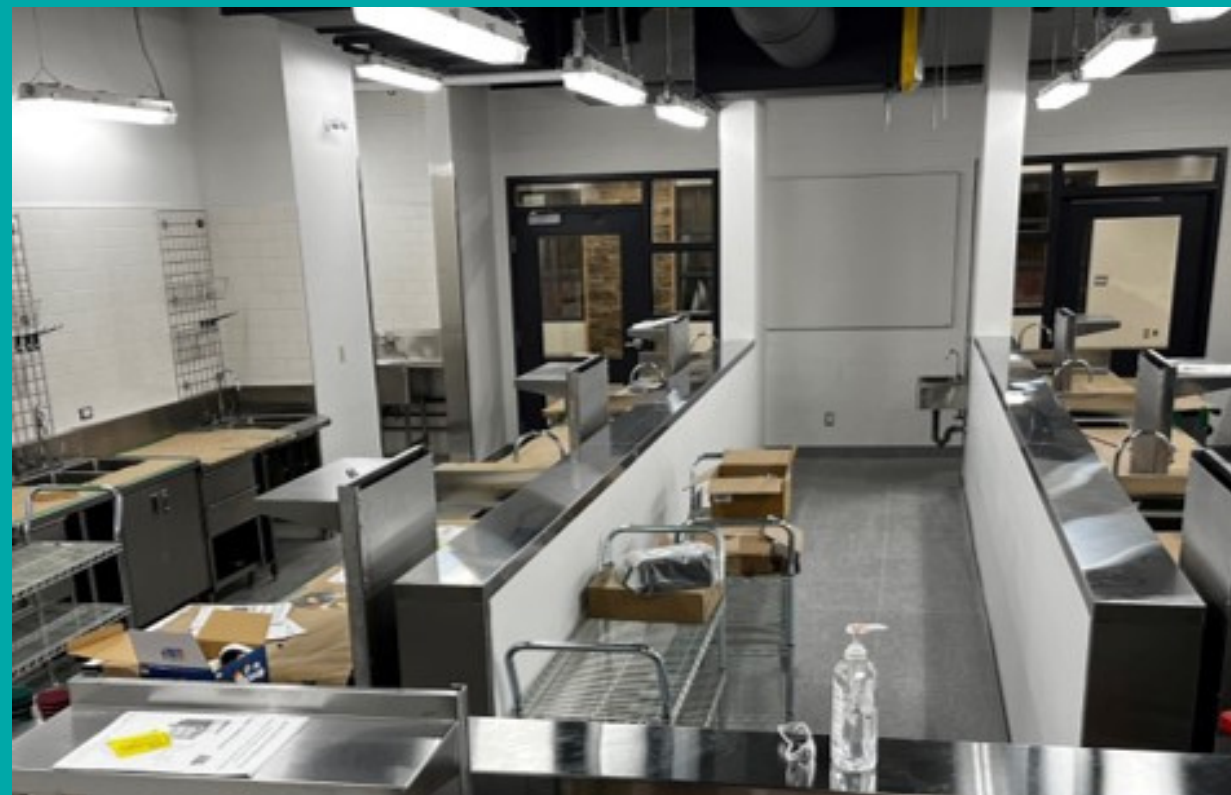
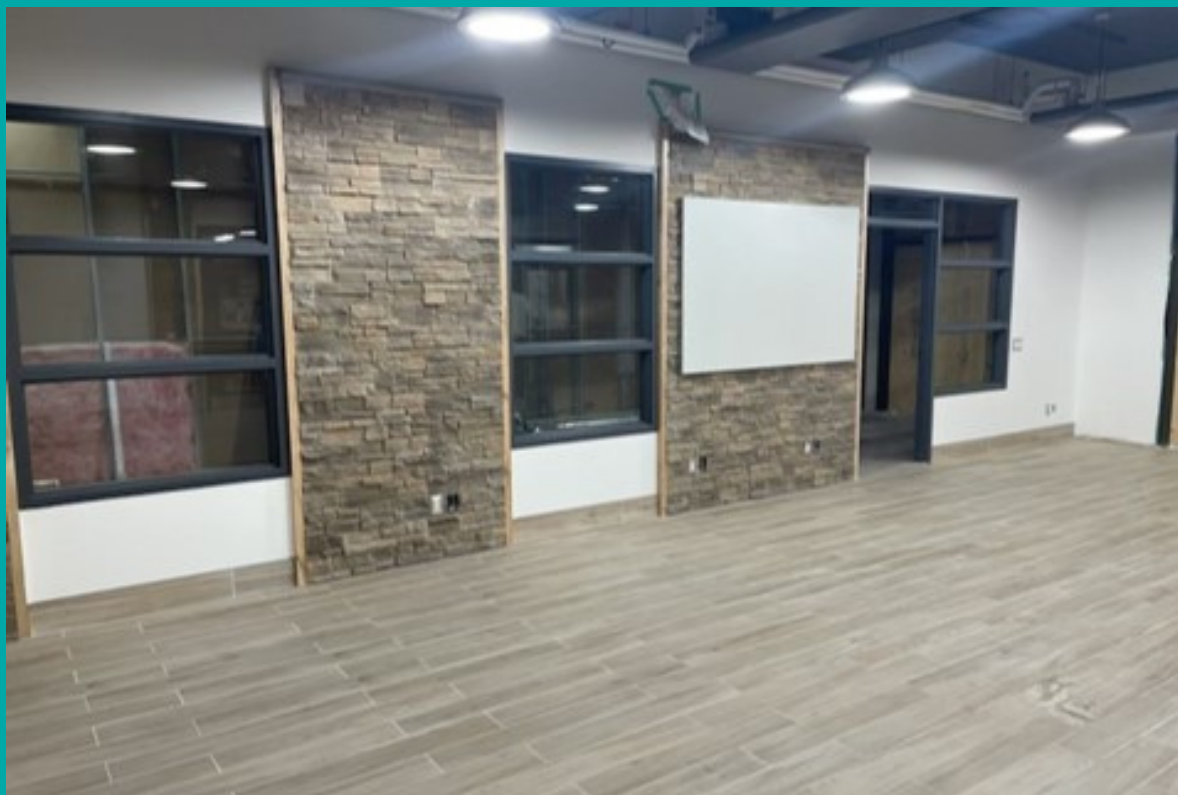
Co-operative Education supports ADSB's 16 Specialist High Skills Major programs, and as one of the pillars of the program, enables students to receive a Red Seal on their diploma indicating they have gone above and beyond the normal graduation requirements.

Our Co-op students who are placed with companies in the Skilled Trades, automatically become registered as "Participants" with the Ontario Youth Apprenticeship Program (OYAP). All Skilled Trades in Ontario fall into one of four categories (Motive Power, Service, Construction and Industrial) and ADSB has students participating in all four.

In May 2022, 182 ADSB students were listed as OYAP Participants (32 female & 150 male). Fifty-one of those students were registered as actual apprentices, meaning they were signed by employers and were in line to continue with their apprenticeships following graduation, leading them smoothly into some very well-paid jobs.



OYAP is growing at ADSB. We average 9% participation by Grade 11 and 12 students versus a 4% average at the provincial level.



We continue with our multi-year project designing, renovating and refurbishing the existing technical shops area at White Pines Collegiate & Vocational School. The completed project will feature a new, state-of-the-art **ADSB Technology Centre**. Progress is also being made on upgrades to the existing cafeteria and the development of a new, on-site Bistro.

We are pleased to be partnering with local, national and international vendors, including but not limited to Sal-Dan, IDEA Inc, and The Holmes Group, all of whom are engaged in sharing their thinking and best practices around creating new and innovative spaces to encourage students to participate and value careers in the skilled trades.



SUPPORTS FOR GRADE 8 TRANSITION TO SECONDARY SCHOOL

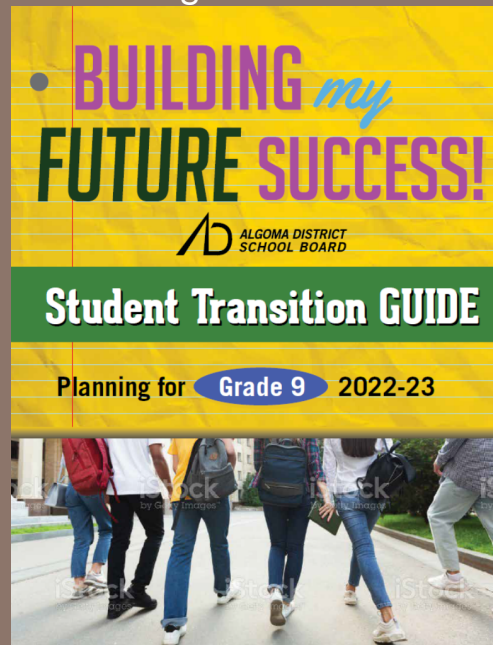
BUILDING MY FUTURE

Grade 8 students from all of our elementary and intermediate schools took part in an event called ***Building My Future***, which was held over three days in October.

Approximately 800 ADSB Grade 8 students were invited to the event which was designed to help students set goals and start making plans for high school. Students took part in hands on activities and accessed information to help support their transition to Grade 9. The timing of this event was ideal as it happened just ahead of Grade 9 course selection which took place in December.

GRADE 8 STUDENT TRANSITION GUIDES

Grade 8 Student Transition Guides have been developed by our Pathways team and distributed to elementary schools this fall. This document includes information to help students, parents and guardians familiarize themselves with secondary school requirements as well other tips for success in high school.



MYBLUEPRINT

New this year Grade 7 and 8 teachers were invited to training sessions to become familiar with myBlueprint and how to navigate both the teacher and student accounts which are designed to help with secondary school course selections, and career planning for youth and young adults.

As an Education Planner, myBlueprint includes personality self-assessments, tools to explore high school courses, post-secondary pathways, and career options. It allows students to work on and build budgets, resumes, and cover letters, as well as create portfolios. As we are focused on helping Grade 8 students become more familiar with this tool, we knew it was beneficial to include educators at the intermediate level to also learn the tool.



Photo Highlights from *Building My Future*

WELL-BEING

STUDENT SENATE

Representatives from Algoma Public Health and Algoma Family Services were invited to the Student Senate fall workshop. These partners helped enlighten students about the dangers associated with vaping and human trafficking. [Learn more...](#)

NUTRIENTS FOR LIFE

Many of our schools – before, during and coming out of Covid – have focused on planting vegetable gardens as a hands-on learning opportunity. [Learn more...](#)

NORTHERN INDIGENOUS YOUTH COUNCIL

ADSB students came together at the Enji Maawnjiding (Where We Gather) Room at Sault College in November to choose the next Vice Chair for ADSB's Northern Indigenous Youth Council (NIYC).

STUDENT SENATE

Student Trustees were pleased to hold their first, in-person Senate event since February 2020 with their Student Senate Grand Opening Workshop in October 2022. This was a chance for Student Senate to reconnect and plan for the upcoming year. Students and mentors from every ADSB high school were in attendance. They heard from past Student Trustees who joined by Zoom and 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 invited representatives from Algoma Public Health (APH) and Algoma Family Services (AFS) to the workshop.

Community partners (APH & AFS) spoke about vaping and human trafficking, sharing resources with and addressing questions from Student Senators.





HUMAN TRAFFICKING A FOCUS OF PROFESSIONAL DEVELOPEMENT SESSIONS

This year, we welcomed Kate Moore (pictured at left), a human trafficking prevention facilitator, who led two sessions on Human Trafficking at ADSB Professional Development Days in May and November 2022. Based on feedback from our staff following these presentations, ADSB developed a Human Trafficking Guide. The Guide has been designed to support coordinated action by all community partners to prevent, identify and recognize human trafficking and to develop responses to facilitate early and appropriate intervention. Information includes local and national resources and contact information; warning signs to look for; and suggested response procedures.

Several online resources were shared during PD sessions including a variety of lesson plans to support curriculum-connected learning regarding Human Trafficking for grades 7-8 and grades 9-12 classes.

**Lesson Plan 3:
Building
Healthy
Relationships**

**Lesson Plan 4:
Bystander
Intervention**

NUTRIENTS FOR LIFE

Many of our schools – before, during and coming out of Covid – have focused on planting vegetable gardens as a hands-on learning opportunity. Parkland Public School was one of only six schools in Canada chosen by Scott's Canada to receive the Nutrients for Life Grant. They planted a variety of vegetables and documented the progress over the spring, summer and early fall of 2022. They also grew Heinz Tomato Plants provided by the Canadian Space Agency's Tomatosphere program. This is a program where students work with the Canadian Space Agency to see how seeds germinate after being in zero gravity for 6 months on the International Space Station.

As the plants grew students had to design and build trellises to hold them up. Eventually they were moved to an outdoor garden and students and staff set up a Parkland Summer Garden Club to ensure the plants would be tended to over July and August.

In September and October, students were able to harvest their goods – plenty of tomatoes, as well as peas, small carrots, lettuce and cucumbers. The majority of the food was donated to Grocer4Good, a charity in downtown Sault Ste Marie which provides low-cost food for people in the downtown core.

Students learned so much through this project. They used math to plot out their garden, calculate how much soil would be needed and to measure grids. They learned about recycling, composting, organic and non-organic matter, pruning and harvesting. And they had the pleasure of giving back to the community by donating fresh vegetables to those in need.



ADSB'S NIYC CONFIDENCE IS THE BEST WAY!

ADSB students came together at the Enji Maawnjiding (Where We Gather) Room at Sault College in November to choose the next Vice Chair for ADSB's Northern Indigenous Youth Council (NIYC) at the annual Leadership Forum.

ADSB Vice Chair and First Nations Trustee Elaine Johnson brought greetings to the group of secondary school students who attended. There was representation from eight ADSB secondary schools including Chapleau, Wawa, Sault Ste Marie, Thessalon, Blind River and Elliot Lake. Once again Turtle Concepts was invited to inspire and motivate students. Dave Jones and his colleagues have a way of connecting with our youth, reminding them that they have the right to be themselves and feel good about themselves socially, emotionally, spiritually and physically. They helped students focus on developing leadership and communications skills, self-esteem and the importance of finding and using their voices. This segued perfectly into presentations and speeches by Vice Chair candidates.



Students selected Desirae Schell-Migwans, a Superior Heights student, as the NIYC Vice Chair for the 22/23 school year (pictured at left in ribbon skirt).



OUR COMMITMENT TO HUMAN RIGHTS, EQUITY & RECONCILIATION



In May, our Board re-affirmed our commitment to facilitate inclusive environments that are supportive and welcoming to all students, staff, families and community partners. Diversity is celebrated and discrimination will not be tolerated in any form that is in contravention of any of the protected grounds under the Ontario Human Rights Code, including but not limited to race, ethnicity, colour, ancestry, disability, creed, sexual orientation, gender identity and gender expression. It is imperative that our schools remain respectful, welcoming and safe environments and that the dignity of every person is protected in our learning resources and activities, on Board property and at all Board-related events.

In support of this commitment, the uttering, writing or use of racial or other discriminatory insults or other slurs or epithets (e.g. the n-word, pejorative terms used to describe Indigenous peoples, race, ethnicity, religion, sex, gender, sexual orientation, and/or disability attributes etc.), including when reading aloud texts, quoting or teaching content, and within classroom resources is not permitted in ADSB learning and working environments by students, staff, family members, community members or school guests. All staff have an obligation to intervene and respond sensitively if they hear racial or other slurs or epithets uttered or used by others.

Our May 2022 Professional Development day engaged staff in this work and helped further the Board's focus on human rights, equity and Reconciliation.

BUDGET

At the Board Meeting held on Tuesday, June 14th, 2022 the Board approved a total budget for expenditures and revenue brought forward by the Operations and Budget Committee of the Board, for the 2022–23 budget year in the amount of \$182,730,165. The Committee, at that time, consisted of Board staff and the following Trustees: Chair of the Operations and Budget Committee, Susan Thayer; Trustees Greg Bowman, Russell Reid; Vice Chair of the Board, Brent Rankin 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 Ministry has advised school boards to be diligent in managing costs during this time, as Provincial budgets remain strained. The budget includes the continuation of:

- Commitments to Supports for Instructional Leadership and the Board Improvement Plan Objectives (Well-Being, Achievement, Engagement)
- Supports for Special Education and Mental Health Programming
- Capital Improvements in Schools and Shop Equipment Upgrade
- Access to Technology
- English Language Learners Supports

The following new enhancements are included in 2022–2023 through a combination of reallocations of existing budgets and new Ministry funding, based on a positive enrolment picture as we approach September 2022:

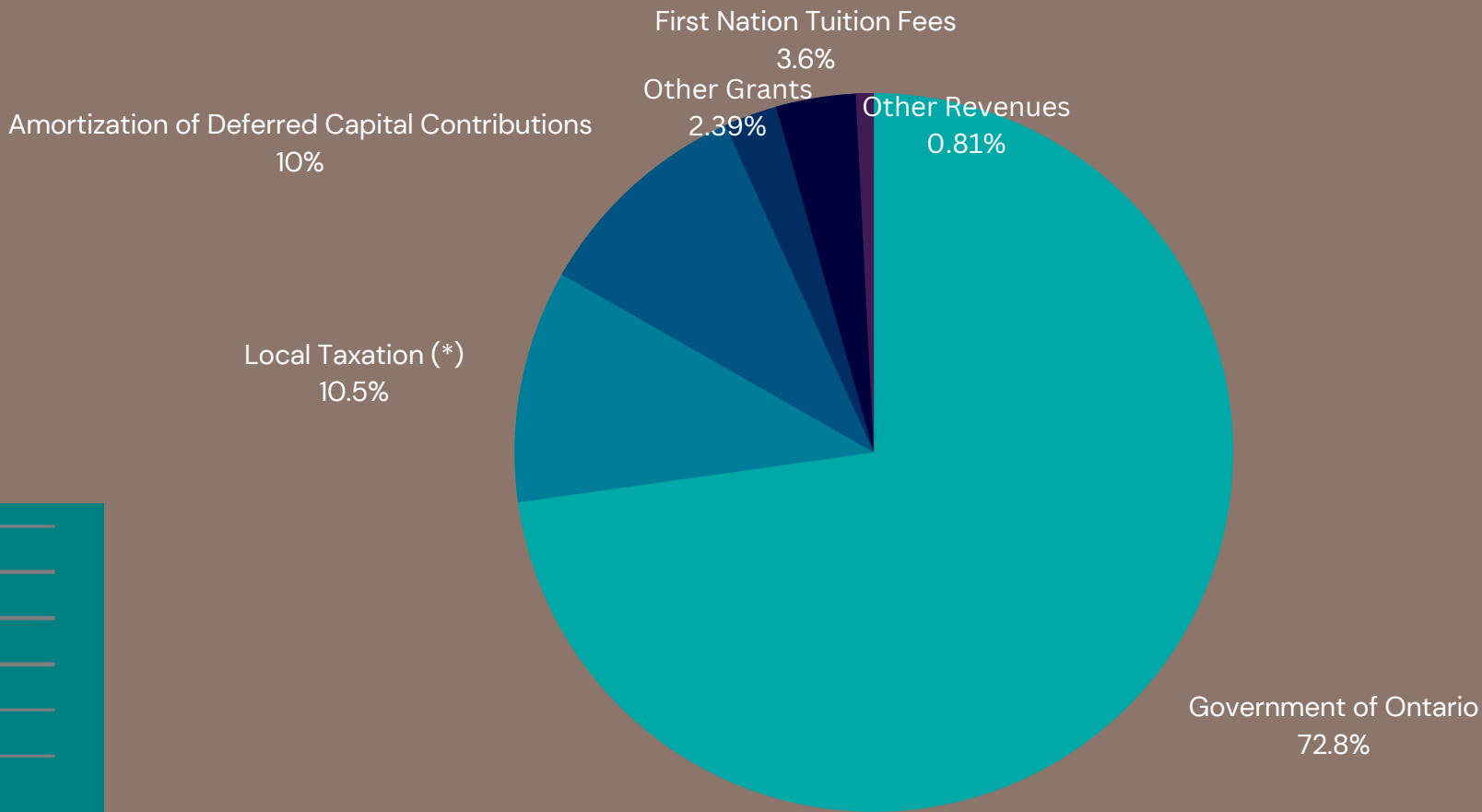
- Student Success and Equity Supports
- Family Math and Literacy Initiative
- Commitments to Trades Programs
- Program Expansions for Specialty Programs and Learning Recovery
- Indigenous Graduation Coach & Elders in Residence Resources
- Capital Improvements – Refreshing Classroom Sites at Many Schools
- Technology Improvements/ Upgrades to Infrastructure & Devices

REVENUE BY MAJOR SOURCE

2022-23 Revenue by Major Source

Government of Ontario	\$131,119,619
Local Taxation (*)	18,871,874
First Nation Tuition Fees	6,441,702
Other Grants	4,311,727
Other Revenues	1,460,779
Amortization of Deferred Capital Contributions	17,971,177
Sub-Total (Operating Revenue)	\$180,176,845
Capital and Approved Debt	2,553,320
TOTAL REVENUE	\$182,730,165

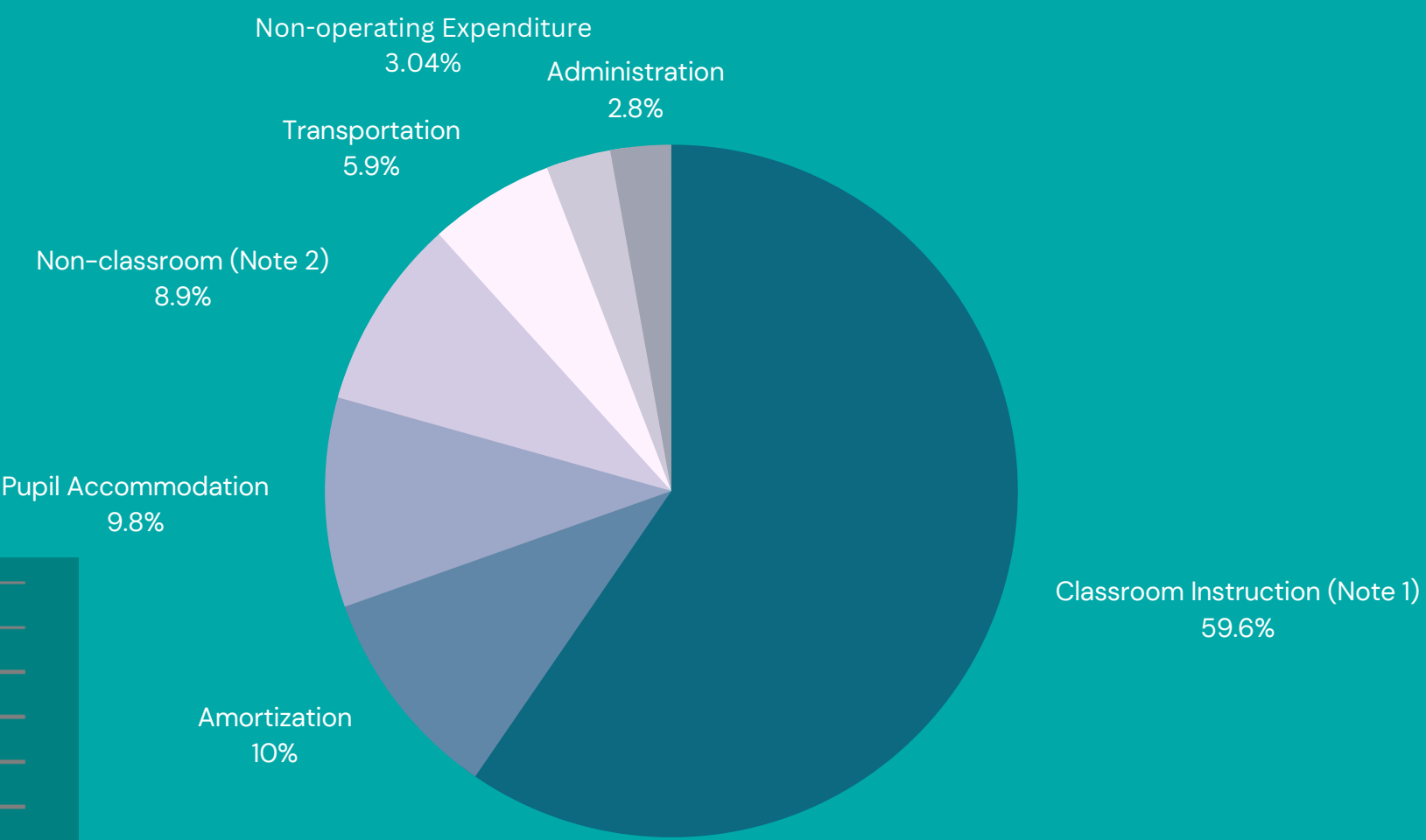
(*) Provincially Determined by the Ministry



EXPENDITURES BY MAJOR FUNCTION

2022-23 Expenditures by Major Function

Classroom Instruction <i>(Note 1)</i>	\$107,036,570
Pupil Accommodation	17,576,393
Non-classroom <i>(Note 2)</i>	14,793,191
Transportation	10,523,469
Administration	5,087,554
Non-operating Expenditure	5,420,464
Amortization	17,971,177
Sub-Total	\$178,408,820
Transfer to Accumulated Surplus	\$ 479,022
Provision for Labour Negotiations (offset in Revenue)	\$ 1,289,001
Capital and Approved Debt	\$ 2,553,320
TOTAL EXPENDITURES	\$182,730,165



Note 1 – Classroom Instruction Detail

Classroom Teachers	\$ 80,326,071
Supply Teachers	3,080,143
Teacher Assistants	9,096,104
Early Childhood Educators	2,467,754
Texts & Classroom Supplies/Equipment	3,885,110
Computers	1,571,600
Professionals & Paraprofessionals	3,955,450
Library & Guidance	2,298,211
Professional Development	356,128
Total Classroom Instruction	\$ 107,036,570



Note 2 – Non- Classroom Detail

Principals and Vice Principals	\$ 6,943,693
Department Heads	162,413
School Office	3,346,130
Coordinators and Consultants	3,425,147
Continuing Education	915,808
Total Non-classroom	\$ 14,793,191

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. Also new this year, EQAO introduced an online assessment format to better reflect today's student experiences.

[Follow this link to Algoma District School Board EQAO Results for 2021/2022.](#)



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 at Christmastime.

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 come up with 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.

ADSB students and staff also honour important occasions such as Truth and Reconciliation Week and Pink Shirt Day and have supported international efforts, for instance raising money for Ukraine at the beginning of 2022.

We are also so proud to have community members join us in supporting important causes throughout the year.

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*.



