



ALGOMA DISTRICT SCHOOL BOARD

2018 DIRECTOR'S ANNUAL REPORT



*Confident learners,
caring citizens.*



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A message from Director Lucia Reece and Chair Jennifer Sarlo



As technology advances, it is drastically changing the quantity of information we receive, how we interact with information and the types of jobs and job skills needed to live, work and thrive in our new, technologically driven world. Yet amongst all the change, two things remain constant: education and strong character. Our changing world underscores the importance of a strong, public education system and reminds us that the need to graduate **confident learners, caring citizens** has never been so critical. Our students need to leave our schools confident that they have the ability to continuously learn, collaborate, innovate and create new knowledge and possessing strong character and an understanding of who they are, as contributing, caring citizens.

We are proud of the breadth of programs that we offer and know that we have a pathway for every learner. Our core priorities of Achievement, Well-Being, Engagement and Equity have kept us focused and motivated to be continuously improving, all while keeping students at the centre of our work. We are proud to focus on the combination of academic excellence and good character, as our students -- whether in classrooms, out in the community or at provincial, national or international events -- make us proud to be ... ADSB!

We hope that you will see, in this report, the collective commitment from the Board of Trustees, Senior Administration and our 2,000+ employees that we are continuously learning.



Board of Trustees

At our Inaugural meeting, Jennifer Sarlo was acclaimed and will continue in her role as Chair of the Board while Russell Reid will be Vice-Chair having been nominated by trustee Rankin and approved by the Board.

Outgoing Trustees



This year we bid farewell to four long-standing Algoma District School Board Trustees. Collectively, they gave **72 years of their time and expertise** to the students and staff of Algoma District School Board. Trustees Gladys Wiggins, Robert McEachren, Karen Morin and Graham Lidstone completed their terms on November 30, 2018.

Gladys Wiggins (pictured above, 2nd from left) became a Trustee with the Algoma District School Board in December 2006, serving the city of Elliot Lake for 12 years. Gladys was elected Vice-Chair of the Board in 2012, a position she held for three years.

Bob McEachren (pictured above, right) was North Shore's representative at ADSB for 15 years, having been elected in 2003. Prior to retirement, Bob was a special education teacher and principal for 34 years, first with the North Shore Board of Education and, following amalgamation, with ADSB.



Karen Morin represented Ward 3 at the ADSB for 18 years. Karen always maintained a strong belief in life-long learning and the importance of a good public education system available to all.

Graham Lidstone (pictured above, left) dedicated 27 years to the Algoma District School Board representing Ward 2. For 20 years he served on OPSBA as the ADSB Director, including several years as Northern Vice President, and has been Chair of the ADSB Audit Committee since its inception. Graham was also a member of the operations and budget committee.

Incoming Trustees



At the December 4, 2018, Inaugural Meeting, we introduced and welcomed four new Trustees for the December 1, 2018, to November 30, 2022, term.

Pictured left to right: Susan Myers was elected as ADSB Trustee for Ward 2; Sheila Nyman represents the North Shore; Greg Bowman was elected to represent Ward 3; Marie Murphy-Foran represents the City of Elliot Lake.



ENGAGEMENT

System Professional Learning

To date this fall, hundreds of Algoma District School Board educators have engaged in professional learning. The areas of Professional Development (PD) and those involved have been widespread, including (to name a few):

78
Specialized Classroom Teams

78 Specialized Classroom Teams (Communication Class, Supported Learning Class, Integrated Behaviour Program) – Teachers / Educational Assistants engaged in developing profiles of individual student's learning needs.

30
Teachers of English Language Learners

30 Teachers of English Language Learners (ELL) engaged in developing a better understanding of the ELL and the role of trauma-informed classroom practices. A trauma-informed practice is defined as an organizational structure and treatment framework that involves understanding, recognizing and responding to the effects of all types of trauma.

41
Educational Technology Leads

41 Educational Technology Leads learning and sharing information about Edsby implementation. Edsby is a cloud-based software application that combines social networking with class and student management features. It is a learning management system with data aggregation and analytics features for K-12 students, teachers and parents.

48
Early Childhood Educators

48 Early Childhood Educators worked on deepening their understanding of relevant next steps for language development around how educators respond, challenge and extend what children say, do and represent.

36
New Teacher Induction Program (NTIP) Teachers

36 New Teacher Induction Program (NTIP) teachers learned about the variety of resources/supports available to support learning.

28
Core French Teachers

28 Core French Teachers engaged in PD to deepen their understanding of Grades 1-3 curriculum expectations.

328
Total number of ADSB educators registered in Professional Development sessions in the fall of 2018.

Information Technology (IT)

33

ADSB schools and/or programs have had substantial bandwidth upgrades. These 33 sites previously had a combined bandwidth of 5,963 MB.

New bandwidth at these 33 sites now totals

18,750 MB!

The focus in 2018 remained on upgrading infrastructure to meet today's constantly changing environment. We outlined an aggressive implementation schedule in September 2017. As of December 2018, IT completed 100% of the implementation plan.

The Ministry of Education's Broadband Modernization Project was instrumental in achieving incredible internet bandwidth increases within ADSB. As we continue to shift to web-based applications, having increased bandwidth will greatly improve connectivity, performance and user satisfaction. Through our partnerships with Shaw Business, Eastlink, and Bell Canada, ADSB has significantly increased internet bandwidth while maintaining a feasible, sustainable cost structure.

ADSB continues to invest in upgrading core infrastructure and increasing student-to-device ratios. This investment has allowed us to advance our multi-year implementation schedule. By December 2018 ADSB improved the average student-to-device ratio from 6:1 to 3:1.



ADSB has now improved its average student to device ratio from 6:1 to **3:1**

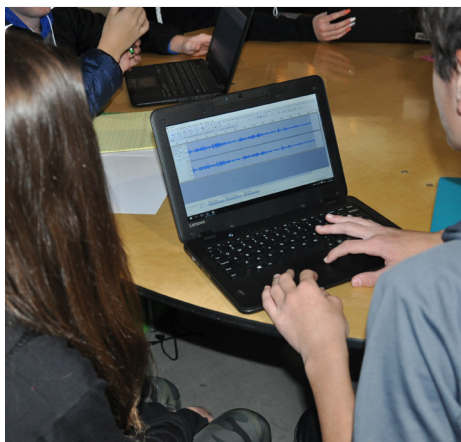
Year of Devices

Device Update

400 Dell All-In-One

636 Dell 2-in-1 Winbooks

200 Apple iPads



662
Junior Kindergarten
students!

Over 600 Junior Kindergarten students began their learning journey with the Algoma District School Board this September!

Eight Classrooms Added as a Result of
Increases in Opening Enrolment

Our Junior Kindergarten
(JK) to Grade 8 enrolment
increased by

223
in September

New Program Options at ADSB

64
students are currently
enrolled in ADSB's HCSA
program. There are
11
female students and
53
male students.

Grades 7/8 Instrumental Music is offered at Central Algoma Secondary School (CASS) for those students wanting to learn guitar. New for the 2017/2018 school year, Korah, Superior Heights and White Pines programs are also offering Grades 7/8 Instrumental Music. As part of the Arts program, students are provided with musical instruments and will receive instruction while being engaged in a hands-on instrumental music experience.

Also new to the Board this year is the **ADSB Hockey Canada Skills Academy (HCSA)**. This program is helping student athletes learn and improve advanced hockey skills and tactics, while developing a lifestyle on and off the ice that emphasizes building character through achieving both athletic and scholastic success.

ADSB has a roster of highly qualified teachers and community skills experts who are delivering the instruction. These experts include former NHL and OHL players, Olympic-level trainers and coaches, and Hockey Hall of Fame inductees.



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New Program Options at ADSB cont.



Parent and student feedback has been exceptional. One student came from Toronto to take part in ADSB's program based largely on the caliber of the coaches and instructors. One parent shared that her child is up, dressed and out the door in the morning with no arguments because of his interest in and commitment to the program. Another mother shared that in the past her child visited the principal's office with some regularity due in large part to an ADHD diagnosis; however, the student is now enjoying success at both the Hockey Canada Skills Academy and homeschool intermediate program.

Students love that much of their day is spent in a non-traditional learning environment. Above all, they love that they are able to spend time on the ice and doing dryland training; many participants spoke about already seeing improvement in their hockey skills.

The **Aviation and Aerospace Specialist High Skills Major Program (SHSM)** is another one of our new offerings. SHSM allows students to focus their high school learning on the aviation and aerospace sectors while meeting the requirements for secondary graduation.

Predictions about future needs in the aerospace and aviation industries help to illustrate the need for this kind of innovative program. The global aviation sector expects to see substantial growth for at least the next 20 years, which translates into opportunities for our students.

ADSB has key staff members in place, as well as exceptional community partners, including the Canadian Bushplane Heritage Center (CBHC), the Ministry of Natural Resources and Forestry, Sault Search and Rescue, the Canadian Coast Guard Auxiliary, JD Aero Maintenance, Springer Aerospace, SSM Airport Development Corporation and Humphrey Aircraft Services. The significant need for young people to be trained in the aviation sector was reinforced by all of these organizations, who have offered their support to the program in a variety of ways.

By 2036, Boeing—currently the world's largest aerospace company—predicts that approximately **2 million jobs** will be needed in this particular sector.



The Air Transport Association of Canada estimates a shortage of approximately

6,000 pilots over the next 20 years.



This Grade 11 and Grade 12 four-credit program includes the Transportation Technology: Light Aircraft course, which has three main areas of study: pilot, mechanics and structure. Students will earn industry recognized certifications and training. They will earn cooperative education credits as they engage in placements with partners within the industry, including aircraft maintenance and repair, avionics, pilot training, engineering, aerospace administration and aircraft mechanics.

This will be an important opportunity for interested students to gain skills, consider career options, enjoy reach-ahead experiences and make connections within the aviation and aerospace industries.

We currently have

248 students

participating in

**12 SHSM
programs in 4**

different high schools across
the Algoma District.

Currently, there are 19 sector-specific SHSM offerings across Ontario, ranging from agriculture and forestry to mining and transportation. Algoma District School Board currently has 248 students participating in 10 SHSM programs in four different high schools across the district of Algoma. The SHSMs we offer are Arts & Culture, Aviation & Aerospace, Business, Construction (2), Energy, Environment, Health & Wellness, Hospitality & Tourism (2), Manufacturing and Sports.

One hundred percent of our students completed the Arts and Culture SHSM and another 100% completed the Energy SHSM demonstrating that these programs are successfully engaging students in learning. Business is one of our newer SHSMs and is expanding quickly.

CO-OP & OYAP

In this calendar year, there have been 141 male students and 99 female students involved in Cooperative Education and an additional 81 male and 20 female students who are/were Ontario Youth Apprenticeship Program (OYAP) candidates.

Three hundred employers took on Co-op and OYAP students this year throughout the district, and we say "Thank You" for your partnership!

240
students involved in
Cooperative Education

101
students are
OYAP candidates

300
employers host our students
- **Thank you!**

Unique Ways to Engage Students in 21st-Century Learning

175

students attended the conference and signed up for

3 out of 9

unique workshops

Our Board hosted a Young Authors' Conference (YAC) in the fall and invited 175 Grade 7 and 8 students to take part. The goal of YAC was to provide students an opportunity to engage in meaningful dialogue around reading, writing, oral communication and media literacy. A variety of interactive workshops was offered that highlighted creativity and innovation in literacy, designed to inspire students and help them better understand the broader definition of literacy.

Many presenters were local to show students the richness of opportunities within our own geographic area. The day began with author and journalist **Joyce Grant**, whose keynote How to Avoid Fake News required students to take a critical look at "news," especially online news. Following the keynote, students broke out into workshops offered by a variety of presenters.

- **Debajehmujig Storytellers** from Manitoulin Island presented a workshop, Nanabush Stories, focused on traditional oral teachings and storytelling.
- **Jasmyn Rowley**, video journalist with a local online news station, engaged students in writing their own news story in her Reporter for a Day workshop.
- Writer **Angie Gallop** set out to answer the question "Can you make a living from your writing?" and touched on how to manage money as an author/writer.
- Local presenters also included ADSB staff members **Tyler Hankinson** and **Mike Poluk** (Creating Radio Commercials), **Greg MacLachlan** and **Christina Foster** (Songwriting) and recently retired teacher and photographer **Sheri Minardi** (A Picture Paints a Thousand Words).



Feedback from students and staff was excellent, and students selected to attend the conference are now acting as ambassadors, bringing back innovative ideas to share with their peers at school. Schools and classrooms are already applying what they learned to their work on school newsletters and with their Student Councils while continuing the conversation about the importance of spotting “fake news.”



Expert Says Faster Isn't Better When It Comes to Math



We were pleased to host Dr. Marian Small for three days as she presented sessions to parents and educators focused on helping students in both elementary and secondary schools succeed in math.

Dr. Small is an international professional development consultant, an author of several math textbooks, an instructor and a renowned speaker at national and international conferences.

During two evening sessions for parents (courtesy of ADSB's Parent Involvement Committee), Dr. Small shared some of the ways in which math has changed since parents were in school and, in doing so, helped parents understand how they could better support their children in math: ***“We used to believe that the best way to learn facts was to sit down and memorize them by saying them over and over, and that being super fast with them was really important. Now we realize that a child is better off if he or she has tools to recall something he or she may have memorized but may forget. There is now research that shows that even though some kids memorize well, for kids who are anxious about math or get nervous having to be quick, old strategies doom them to failure.”***



72
ADSB Participants

Dr. Small also spent a full day with ADSB elementary and secondary Vice-Principals, Superintendents, elementary Math Learning Partners, secondary Instructional Support Teachers and program team members.



ACHIEVEMENT

Success Over the Summer

A total of
247
 Summer School Credits
 earned
148
 e-Learning Credits
15
 Co-op Credits
84
 Day School Credits
 So many ways to LEARN!



117
 Students enrolled in SLP



Over the month of July, an impressive **247** credits were earned by students in a variety of summer school environments.

ADSB teachers granted **148** credits for e-Learning; **124.5** of those credits went to ADSB students. **Twenty-two** different courses were accessed by ADSB students.

ADSB students from all Sault Ste. Marie high schools earned a total of **15** Co-op credits. Many community organizations have committed to overseeing student cooperative placements in the summer and throughout the school year, and ADSB is appreciative of these partnerships to support student learning. Some of the employment partners this summer included the Ministry of Natural Resources and Forestry – Junior Rangers (in SSM and Thessalon), Canadian Carver, Art Gallery of Algoma, Sault Ste. Marie Museum, Metro and McDonald's.

The Culinary Arts program ran at Superior Heights through the month of July. Students cooked daily and provided lunches and snacks for summer school students and staff. They also produced a recipe book.



Elementary Summer Learning Program Success

Algoma District School Board's Summer Learning Program (SLP) for Elementary students ran seven Primary Literacy Classes and one English Language Learners (ELL) class this summer. The program had 117 students attend from July 17 to August 3 with 8 teachers, 2 program support teachers and 11 support staff. Four community partners shared their time and resources, including Algoma Public Health who did presentations on Healthy Eating, Handwashing and DrumFit Kits. Jingle Dancers from Sault College did a presentation, and 4 All Yoga shared yoga and stretching skills with the students and staff.

66%
 of students improved one reading level

Vex Robotics Summer Successes

Ninety-six students took part in the Vex Robotics summer camp. Four sessions took place, one-week each, from July 9 to August 3 including a Garden River First Nations robotics camp. There were 24 students in each session. There was an increase in female participation this year from last, and the majority of participants are looking to join teams at their home schools this year.

100%
capacity with
waiting lists.

Adult Learners

Thirteen individuals took advantage of summer learning opportunities at Northland Learning Centre which was open for July. Students worked on Literacy & Basic Skills (LBS), Math, English, Computer Studies and/or English as Second Language (ESL).

ADSB Graduate Creates a Tool Which Helps Replace Jargon with Everyday Language



Melissa Kargiannakis is an ADSB graduate and the Founder & CEO of **skritswap**, a company designed to make the internet easier to understand. Where “Google Translate” changes text to different languages, **skritswap** adjusts information to different reading levels.

ADSB saw an opportunity to partner with Melissa as they looked at their Career Studies course, specifically the recently added financial literacy pillar. Melissa is working with ADSB Grade 10 Careers teachers to help make the careers and financial literacy content accessible to ADSB students by simplifying the language.

ADSB Grade 10 Careers students are looking at a variety of “financial” scenarios, everything from credit card usage, hourly wages and pay cheque deductions, to student loans and the simple but important difference between a loan and a grant. Melissa’s **skritswap** application has helped to simplify the language so students are better able to understand these sometimes complex concepts.

444
Grade 10
Careers
students are part
of a pilot using
skritswap

ADSB + ACPI = A New Ontario DELF Centre

We have partnered with the Association canadienne des professionnelles de l'immersion (ACPI) to open a new DELF Centre to support Ontario English language school boards across the province. The new centre is in addition to the existing three centres, as the number of school boards offering DELF to students is increasing.

The DELF (Diplôme d'études en langue française) is recognized internationally as an official certification of second-language proficiency, and tests the ability of students to use skills such as listening, speaking, reading and writing in French in real-life situations. The new centre will liaise with the International Centre of Pedagogical Studies (CIEP) and the French Embassy on behalf of participating English-language school boards who offer the DELF "scolaire." The centre will also offer training sessions and refresher sessions for those who organize and conduct the testing sessions and will liaise with the other Ontario centres and the Ministry of Education.

The new DELF Centre is located in ADSB's newly renovated Boréal French Immersion School.

ADSB currently has over 40 educators trained to administer the DELF exam and continues to provide teachers with professional learning focused on developing language skills to support students in obtaining a DELF certification. Four educators who completed training this past summer attended the November 13 Committee of the Whole Meeting to receive their DELF certificates. They included Joanne Atkinson (retired French Immersion Principal pictured on left with Nancy Rancourt), pictured above (left to right) Alex Ivorra (teacher at Superior Heights), Elizabeth Ralph (new teacher at FH Clergue), and Raeanne VanDaele (teacher at Korah Collegiate).



ADSB currently has over

40

educators
trained to administer the
DELF exam.



Success Again for All DELF Students

This is the second year that Grade 12 students in the Algoma District School Board could participate in the DELF exam and the second year we have seen

100%
success

The ADSB Class of 2018 included Grade 12 French Immersion students who are also celebrating successful completion of the DELF examination. Twenty-seven ADSB students, many of them in the French Immersion program at Superior Heights and several others in the International Baccalaureate at Korah Collegiate, took the DELF exam this past May, and all 27 students were successful in passing the Level B1 or Level B2 language proficiency exam.

We are very proud of our students and staff who work hard to prepare students for the DELF exam. Achieving a 100 percent success rate for the second consecutive year is exciting; more importantly, it is what our young people can do with this skill set in real life situations that is even more exciting. Being proficient in conversational French will set these young people apart because the DELF rating is recognized by universities and employers worldwide. An employer looking at a student who has achieved a Level B1 on the DELF can know, with confidence, the defined skill set and proficiency the student has achieved.

61
students
have
successfully
obtained a
DELF
certification

Celebrating 40 Years of French Programming



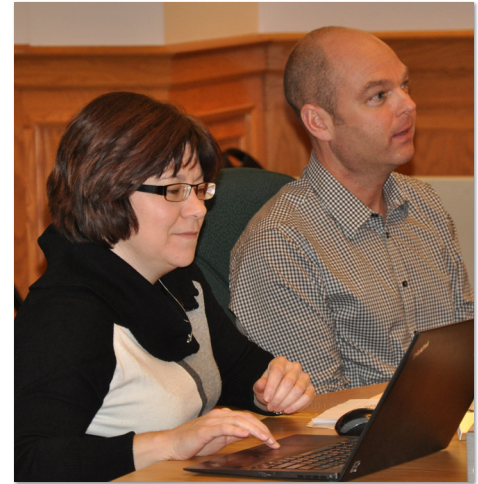
This year ADSB is celebrating 40 years of French programming. It began in September 1978 when the Sault Ste. Marie Board of Education implemented a French Immersion (FI) Program in two of its elementary schools: Cody PS and Queen Elizabeth PS.

In September 1981 the program expanded to Francis H. Clergue with the addition of two Grade 3 classes. During the spring of 1982, the entire immersion program came to be housed under one roof at Collegiate Heights Public School—the new home of the French Immersion program in SSM. In 1978 there were 59 students enrolled in French Immersion in Sault Ste Marie. By 1994 the program had grown to include FI at Sir James Dunn C & VS, and the total number of students enrolled in FI grew to 1,127.



We proudly offer French Immersion to over
1,100
 elementary students at Esten Park in Elliot Lake, FH Clergue and Boréal FI PS and to nearly
200
 secondary students at Superior Heights C&VS.

Now, we proudly offer French Immersion to over 1,100 elementary students at Esten Park in Elliot Lake, FH Clergue and Boréal FI PS. Superior Heights C&VS offers the French Immersion program to 186 students in Grades 9-12.



Award-winning Speech



Neveah Pine, a Grade 6 student at East View Public School, placed second in Ontario in the Royal Canadian Legion's annual public speaking contest. The winning speech was about her Jingle Dress. **"When I put on my regalia, I feel proud and strong,"** said the Garden River First Nation member. **"The very act of dancing in this dress creates prayers and healing."**

2nd Place among 1868 competitors
 (in the Grades 4-6 category in Ontario)

Korah Intermediate Student Wins Gold at Canada-Wide Science Fair



In May, Shail Giroux, a Grade 8 student at Korah Collegiate's Intermediate program, made a huge impression at the Canada-Wide Science Fair in Ottawa. The competition showcased Canada's top 500 young scientists who presented their science, technology, engineering and math projects and exhibits. Shail won the Excellence Award in the Junior Division and took home the gold medal, sponsored by Youth Science Canada. Not only did he take the top prize, Shail won a \$4000 Entrance Scholarship to Western University!

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Korah Intermediate Student Wins Gold *cont.*

Shail created a GPS Guided Autonomous Transport System (GATS). The transport system was designed to assist small family orchards during the hand-picked fruit harvesting season. His robot, carrying a bin to hold the fruit, follows an app installed on a phone that the worker carries. The app sends the GPS coordinates of the phone to the robot via Bluetooth streaming. The phone moves, the robot will follow, and all of this assists with harvesting.

*1st place
among
Canada's
top 500
young
scientists.*



Shail's inspiration for his project came from hearing about the struggles of a small family farm in the news. He reached out to two small family farm owners. Through interviews and consultation to determine needs, and considering his own abilities, Shail came up with the idea for the Autonomous Transport System. He plans to add other features to this robot, including obstacle avoidance with an Ultrasonic Distance Sensor and movement between GPS waypoints.

Students Test Themselves at Various Skills Ontario Competitions



45
Students
participated in a Skills
Ontario competition at a local level (37 male
and 8 female).

Skills Ontario hosts events to help bring attention to Skilled Trades as a potential career. There is a large need for skilled tradespeople in a variety of trades.

Students interested in pursuing a career in Welding or Pipefitting took related courses in school and were able to test their skills at a **Skills Ontario Welding Competition** held in Sault Ste. Marie. The road to the Provincial Skills competition begins with this local competition, which was sponsored by the United Association of Journeymen and Apprentices of Plumbing and Pipefitting (UA Local 800).



Students completed a welding task in the morning and were judged on safety, fitting, shielded metal arc welding (SMAW) and gas metal arc welding (GMAW) by experienced local mentors who are members of the union. They spent the rest of the day participating in demonstrations and mentoring sessions with local journeymen as their results were tallied.

There is a significant need for apprentices in this field to support a declining number of journeymen, and so this competition allows the local association to become aware of students who may soon be looking for co-op and/or eventually employment opportunities.

Algoma District School Board hosted a District Skills Competition where students took part in an **Individual Carpentry** competition. Students were challenged to build a doghouse. Ten ADSB students competed, including two female students.

The top three students from this competition qualified for the regional competition in North Bay in April. Last year one of our students, **Josh Sidwell from White Pines, placed first at the provincial competition and second in Canada at the national competition in Winnipeg.**

Lyons Timber Mart and Soo Mill generously donated some of the lumber and materials to be used at the event. A number of the finished dog houses were donated to the Sault Ste. Marie Humane Society. Former ADSB House Building students, who have graduated and have gone on to careers in the skilled trades, acted as judges.



700
elementary students
graduated!

Nearly 700 Grade 8
students in the Algoma
District School Board
entered secondary
school this September.

508
The number of Grade 12
students who crossed
the stage at graduation
ceremonies in June 2018.



WELL-BEING

Update on Well-Being in ADSB

Parent voice across the system resulted in the following ranking of what we as a school board do best:

Equity and Inclusivity
3.5
out of a possible 4 point ranking.

Algoma District School Board is focused on four key areas in our Well-Being Strategy:

1. Equity & Inclusive Education
2. Safe & Accepting Schools
3. Positive Mental Health
4. Healthy Schools

We coordinated Community, Culture Care Visits at each of our secondary schools to gather data in these four key areas. Student, parent and staff focus groups were engaged in order to hear all the voices of the school community. The three stakeholder groups met separately, and board personnel facilitated the same discussion/guiding questions.

The groups were asked to rank the four key areas of well-being from “What We Do Best” (ranking of 4) to “Least” (ranking of 1). All stakeholder groups ranked equity and inclusivity as the strongest well-being area. As well, all stakeholder groups ranked mental health the lowest. Parents and staff ranked safe schools second and healthy schools third, while students had these reversed.

All of the focus groups were asked to indicate which well-being area they felt most impacted student achievement. Mental health weighed in as the most impactful with all of the stakeholder groups. An interesting note is that none of the students felt healthy schools would most impact student achievement. With respect to staff voice, over two-thirds of staff indicated mental health as the most impacting area. The parent group was the only stakeholder group where mental health was within 10 points of the next most impactful area, in this case, safe schools.



When reflecting on this data in conjunction with the “What We Do Best” rankings, an interesting trend emerged. All of the stakeholder groups showed the averages for mental health as the “least successfully addressed/implemented”; while at the same time, all of the groups also feel that this area has the most impact on student achievement. The correlation of this data uncovers a definite gap and area of need as a system: mental health.

Supporting Our Students

Our Mental Health Lead, Darryl Fillmore, has completed 42 transition meetings with students and their families transitioning from Sault Area Hospital (SAH) back to their school. He has completed 54 transition meetings with students who are transitioning back to school from other hospitals and/or for other mental health reasons.

Separate from his SAH referrals, Darryl completes Mental Health Consultations with schools and families. He has completed 108 Mental Health Consults this year and suggests that the majority of these have anxiety presentations and often struggle with multiple co-morbid mental health challenges in addition to anxiety.

Mental Health Lead has transitioned

96 students

back to their respective schools following stays in Sault Area Hospital or other hospitals for a variety of mental health reasons.

Behaviour Management Systems (BMS)

Approximately
375
staff members received BMS
training in the 2017-2018
school year.

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; BMS also teaches personal safety techniques for the rare instances when they are required.

Over the 2017-2018 school year, ADSB trained or re-certified many employee groups including teachers of Grades 1-8 classes, Primary teachers (Grades 1-3), Junior/Intermediate teachers (Grades 4-8), school and attendance counselors, mental health staff, Math Learning Partners, Special Education Resource teachers across northern and eastern sites. Senior Administration, Principals, Vice-Principals and several other employee groups were trained the previous year.



Approximately
23%
of enrolled students have
received Special Education
programs and/or services.

The total number of students with an Individualized Education Program (IEP) in our 2017-2018 special education plan was 1,995. Of these students, 1,672 were identified via the IPRC process, and 323 were non-exceptional. This represents approximately 23% of our student population.

ADSB School Counsellors supported
approximately
720 students
with a range of issues.

School Counsellors

Algoma District School Board's 12 counsellors work between several schools and support approximately 720 students across the district.

Student Senate Focuses on Well-Being

The fourth annual Bon Soo Olympics was hosted by the ADSB Student Senate in February. This annual event began as a Project ABCD initiative (Action for Building a Community That Is Drug-Free). Students who were part of Project ABCD stressed how important it was not to be told "don't do drugs" but to provide healthy alternatives to obtaining natural highs. Bon Soo Olympics was born out of this thinking. Student teams were challenged to compete in various winter carnival type events, all played outdoors. Feedback from students and staff following the event was very positive. There was a range of athletic and non-athletic challenges, and the Healthy Holla competition was a favourite (this is a cheer that schools must come up with on the spot that advocates health and well-being).

Bon Soo
Olympics 2018 was
the most
successful to
date with over
200
students and
20 teams
from **9**
highschools
taking part.





The goal of this year's Student Trustees (Molly Taylor and Sarah Fisher) was to effectively communicate with all schools in the Algoma District School Board and to create action plans personalized to meet the needs of their respective schools. Molly and Sarah defined the areas of focus for this year and, at the Senate Planning Day in October, got Senate Members thinking about what they might do at their schools through a series of questions.



Environmental & Atmosphere

Promoting nature, climate change, outdoor activities, recycling and other environmental-related projects throughout the school, students were asked the following questions: How can you improve the overall atmosphere and environment of your school? Do you enjoy walking into your school each day? Could this feeling be improved?





Mental & Physical Health

Promoting health and wellness by raising awareness for mental health through student-led projects and events throughout the school year, students were asked the following question: How can you provide mental health education to the students in your school, so they know how and where they can receive help if they need it?

Social & Global Change

Promoting change throughout the community, country and across the globe; and planning projects directed toward positive change beyond the classroom, students were asked the following questions: How can you take action to make a difference in your school, community or world? Are there organizations you can seek out to help a cause or contribute to a project?



ADSB Parent Involvement Committee

Our Parent Involvement Committee (PIC) took the lead on an initiative in November encouraging families to "Power Down and Play." They challenged families to turn off their electronic devices, reduce screen time and spend some family time engaged in activities that supported physical literacy and skill development. Families were invited to submit photos and videos of parents and children playing games, going for walks and taking part in various physical activities. Names were entered, and the winning family received four tickets to a Soo Greyhounds hockey game. Dozens of photo entries were received showing children and teens chopping wood, sewing cushions, skating, hiking in the woods, playing cards, making snow angels, baking and cooking, raking and playing in the leaves. PIC is looking forward to promoting the message of healthy, active living and may do other contests in the future to engage ADSB families.





EQUITY / INCLUSIVITY

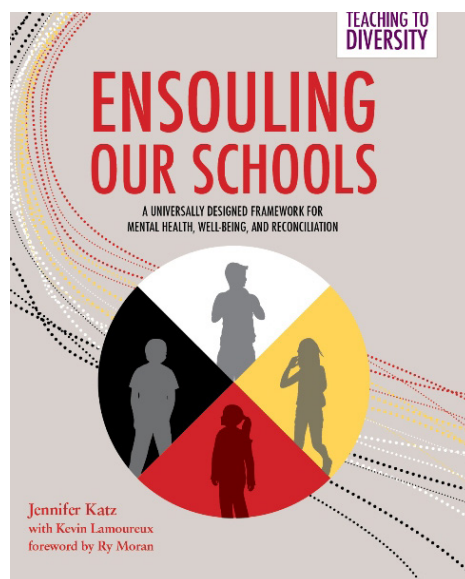
Self-Identification

1,581
Students
78
Staff

Our Board passed its voluntary Aboriginal self-identification policy in March 2007. Since then, we have seen a steady increase in Aboriginal students who have chosen to self-identify. In September 2018, well over 1,500 Aboriginal students and parents 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 Aboriginal staff could act as mentors, share their Aboriginal culture and help foster an environment where Aboriginal students can reach a high level of achievement.

Leadership Learning – Sharing Our Reflections



Our Senior Administration team, along with Carol Trudeau-McEwan (Indigenous SAT) and Joel Syrette (Indigenous Student Re-engagement & School Support), are continuing to work with Kevin Lamoureux. Kevin formerly served as the Education Lead for the National Centre for Truth and Reconciliation. He is a well-known speaker, writer and co-host of the popular podcast The Frank and Kevin Show: In Colour. Kevin worked with Jennifer Katz on the book, "Ensouling our Schools: A universally designed framework for mental health, well-being, and reconciliation." ADSB Principals and Vice-Principals have received the book and several schools have requested staff copies.

Work with Kevin began last year and will continue until the end of June 2019 with monthly sessions. Mid-October was the first session with Kevin for this school year, and it explored the concepts of "What is culture? What is 'normal'? " and "What do we do (in classrooms and out) when our 'normal' is different than someone else's 'normal?'"

Superintendent Joe Maurice shared that the book includes very good information and practical ways to approach the 94 Calls to Action recommended in the Truth and Reconciliation Report. ADSB hopes that Kevin will work with staff in the future.

Indigenous Student Leadership Council



3 student trustees in ADSB



In the spring of 2018, ADSB hosted an Indigenous Student Leadership Forum. It was a day for students and staff to dig into some of the data that was collected in a well-being survey. This was followed up in October with an ADSB Indigenous Leaders' planning day held at Sault College. Nine of ten ADSB high schools sent Indigenous student representatives to the event. The day began with key messages from ADSB Indigenous Trustee Elaine Johnson (also Chief of Serpent River First Nation) and Elder Ted Recollet. Quinn Meawasige, former ELSS student and current Algoma U student, shared his view on the importance of student voice and engagement -- a message which resonated with students who are not too much younger than Quinn. Students spent time in cross-school teams to come up with a name for the council. From five proposed names and following a vote, ADSB Northern Indigenous Youth Council is the name students have chosen.

1st ADSB Indigenous Student Trustee

In the afternoon students were asked to put their names forward if interested in becoming Chair and Vice-Chair of the new council. Five students put their names forward for Chair and seven for Vice-Chair.

The Chair of the new ADSB Northern Indigenous Youth Council, Katelyn Wildgoose (pictured above between Sarah Fisher and Molly Taylor), was elected in November and will sit as ADSB's first Indigenous Student Trustee alongside our two current Student Trustees for the remainder of the 2018-2019 school year.

Katelyn is currently a Grade 12 student at W.C. Eaket Secondary School in Blind River, and she resides on Mississauga First Nation. She was part of her school's student senate last year and felt that most schools could improve Indigenous inclusion in their plan to make their schools better.



School Effectiveness Visits Assist Schools to Understand Strengths and Areas of Need

**From March to December
2018**

**24
School Effectiveness visits
were completed. In that
time,**

**317
classrooms were visited by
the team.**

We are in the middle of our District Review Process, visiting each one of our elementary and secondary schools over a two-year cycle. This is to support school staff in their self-assessment processes, to provide feedback and to assist schools to better understand their strengths and areas of need.

These school visits are intended to promote a culture of reflection, collaborative inquiry and shared responsibility for continuous improvement at both the Board and the school. The District Review Team includes superintendents, administrators, program team members and federation representatives.

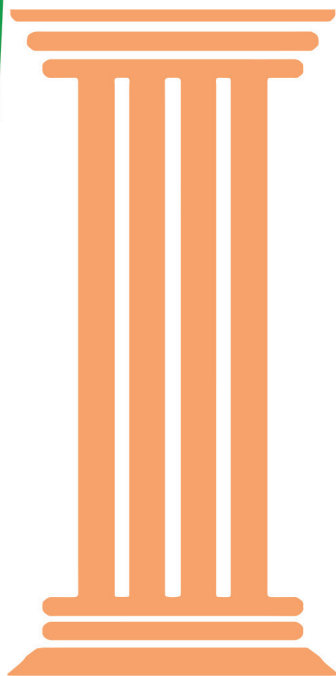
While individual school environments are unique, at the core of all School Improvement Plans (SIPs) and Professional Learning Communities (PLCs) is improved student learning, achievement and well-being. The SIP is the starting point for the District Review Process and helps to provide the context for the visit. At the start of a school visit, the District Review Team meets with the staff to discuss the goals of the SIP, the current Problem of Practice and the school's actions and learning to date.

During the first half of the school visit, team members visit classrooms. They make notes of what they see and hear and may engage with students if the opportunity is available. Immediately following the classroom visits, the team reviews and analyzes the observations to look for patterns and trends across classrooms and the school and provides suggested next steps for the school to consider. At the end of the day, the Superintendent meets with the school staff to provide a verbal debrief and to answer any questions. A formal written report is provided to the school following the visit.

Algoma District School Board's District Review is building on the concept shared by professor and author John Hattie that ***"The most powerful single modification that enhances achievement is feedback."*** The visits are supportive rather than evaluative. To be successful, the District Process must be collaborative, collegial, equitable and inclusive and generate respectful interactions. Schools will review the written report, review the findings and determine their next level of school improvement work.



EQAO



EQAO

Earlier in September, the Education Quality and Accountability Office (EQAO) publicly released the school board's results for the 2017–2018 school year:

- 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.

The number of Algoma District School Board's Grade 3 students achieving Levels 3 & 4 was 61% in reading, 55% in writing and 52% in mathematics. This compares to provincial results which showed students across Ontario achieving 75% in reading, 72% in writing and 61% in mathematics. The minor increases and decreases in ADSB results from last year are reflective of provincial trends.

The number of Algoma District School Board's Grade 6 students achieving Levels 3 & 4 was 72% in reading, 62% in writing and 38% in mathematics. This compares to provincial results which showed students across Ontario achieving 82% in reading, 80% in writing and 49% in mathematics. Grade 6 students showed improvement in all components with a five-point increase in reading, one-point increase in writing and two-point increase in math.

Math continues to be a focus in the Algoma District School Board and at the provincial level. The continued ADSB commitment and allocation of funds for Math Learning Partners in every elementary school will support the ongoing work in math instruction.

The Algoma District School Board is focused on assessment and will be using data to drive the next steps in learning in response to student needs in reading, writing and math.

Grade 9 EQAO Math Assessment Results

Seventy-one percent of ADSB students enrolled in Academic level math achieved at or above provincial standard. The provincial result was 84%. In Applied level math, 37% of ADSB students achieved at or above provincial standard while the provincial result was 45%.

With the system focus of assessment, secondary schools in the ADSB will use assessment 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 65%, which was a decrease of 1% from last year. Secondary schools in ADSB will bring together intermediate teachers (Grades 7-10) to develop reading skills. As well, creative programming and interventions to target those students at risk of not being successful will be explored to promote student success.

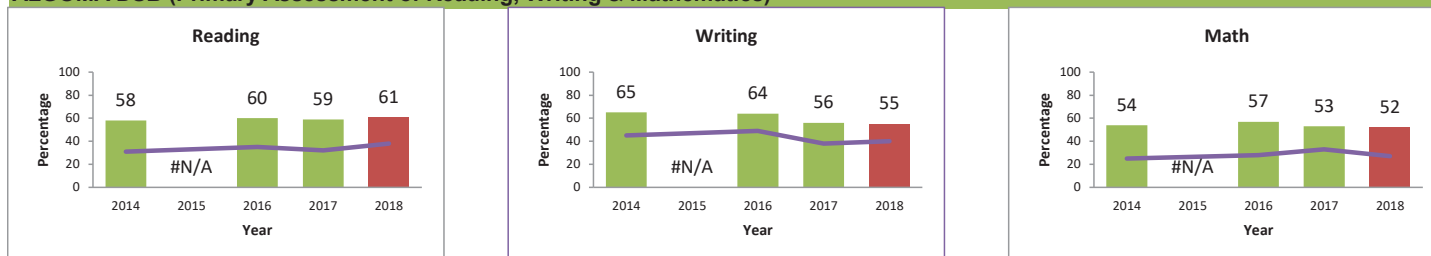
Provincially, the percentage of Grade 10 students who were successful on the OSSLT decreased by 2% from last year to 79%.

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

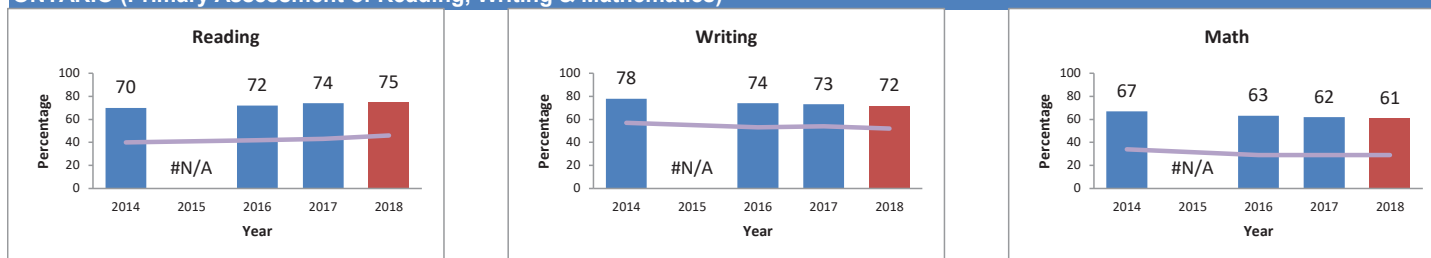
Comparison of Results Over Time

PRIMARY RESULTS

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

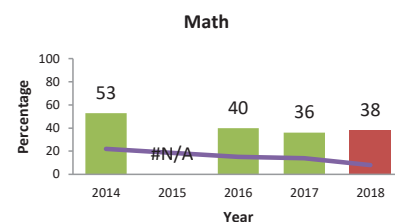
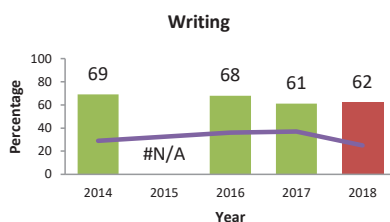
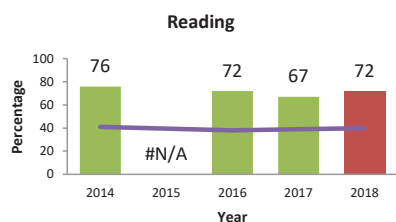


ONTARIO (Primary Assessment of Reading, Writing & Mathematics)

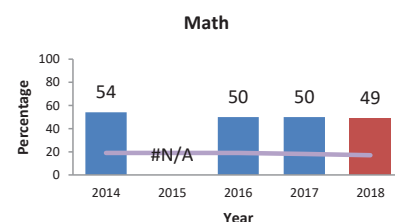
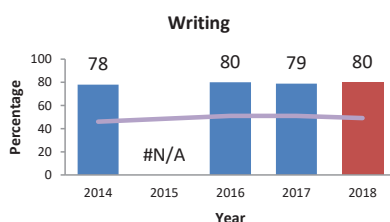
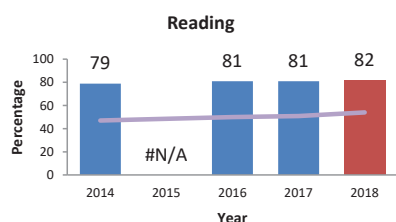


JUNIOR RESULTS

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

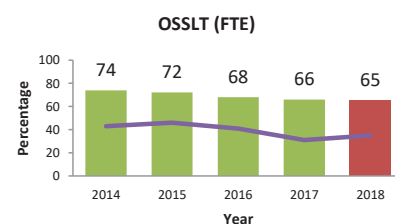
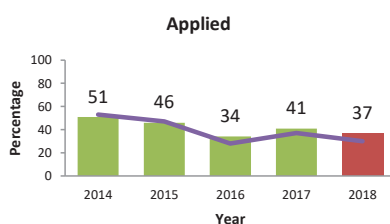
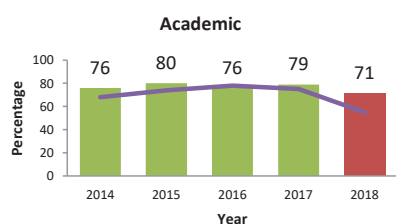


ONTARIO (Junior Assessment of Reading, Writing & Mathematics)

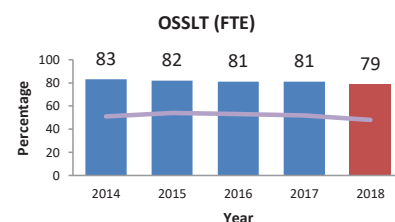
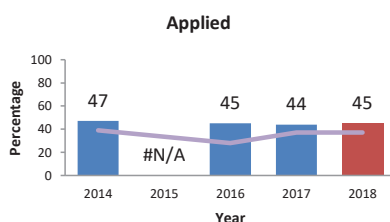
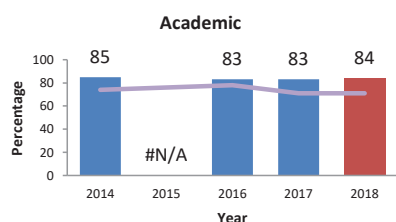


SECONDARY RESULTS

ALGOMA DSB (Grade 9 Assessment of Mathematics and OSSLT)



ONTARIO (Grade 9 Assessment of Mathematics and OSSLT)



Students with special education needs



BUSINESS

Total Dollars Spent on Capital Construction Projects

A number of Facility Renewal Projects, Capital Priorities Projects, School Condition Improvement Projects and Early Years Capital Projects have moved ahead this year. Some highlights included:

- **CASS** Front Entrance, Science Classroom Upgrades, Washroom & Change Room Upgrades (Phase II)
- **East View P.S.** Heating and Classroom Upgrades
- **Grandview P.S.** Washroom Upgrades
- **Kiwedin P.S.** Exterior Upgrades
- **Korah Locker** Replacement, Entrance Upgrade & Music Room

\$13,908,493
invested for capital renewal



- **White Pines** Ceiling and Lighting Upgrades, Ventilation Upgrades, Digital Signage
- **Prince Charles** Gym Ventilation
- **Chapleau JK-12** Replace Building Management System
- **Central P.S.** Parking lot, Refurbish Washrooms

Boréal French Immersion Public School

Boréal French Immersion Public School is our Board's latest facility to house its growing French Immersion population.

In 2016 we embarked on a major construction project: repurposing the former Alexander Henry High School into two updated structures. Boréal French Immersion Public School is the larger of these structures. It is a Junior Kindergarten to Grade 8 school with nearly 500 students and staff. It also houses a daycare, operated by the YMCA. The second structure will house the Sault Ste. Marie Public Library, Transportation Consortium and ADSB's Plant Department.

cont. next page...

Boréal French Immersion Public School cont.

This fall we hosted a ribbon cutting ceremony at Boréal FI Public School with VIP guests in attendance. The afternoon ceremony was followed by a public open house from 4:30 to 6:30 pm. Those who toured the school commented on the bright and welcoming spaces full of colour and innovative designs. The architectural, engineering and construction teams completely renewed the 53-year-old building with updated exterior facades and restructured interiors.



53-year-old building refurbished now houses
456 students



Total cafeteria sales in
all secondary schools
\$415,834

Total investment in learning
spaces
\$24,831,904

Total community use
participant visits
439,077



Number of ADSB employees
2,299

Number of students
transported throughout
ADSB in the 2017-2018
school year.

6,102
students

We are supporting

64 New Hires

through NTIP.

Currently we are supporting 64 new hires through NTIP (New Teacher Induction Program); there are 40 Long Term Occasionals (LTOs) (elementary) and 24 LTOs (secondary) who will be supported through NTIP after 80 days of service.

Last year the NTIP sector spent \$76,408.00

This year's projected spending is \$144,000.

This primarily involves:

- Providing three days for NTIP teachers to foster their professional development.
- PD and release time for mentor/training and release to co-plan and co-teach



Budget Highlights

The Board approved a total operating budget for revenue and expenditures for the 2018–2019 budget year in the amount of \$159,097,433.

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.

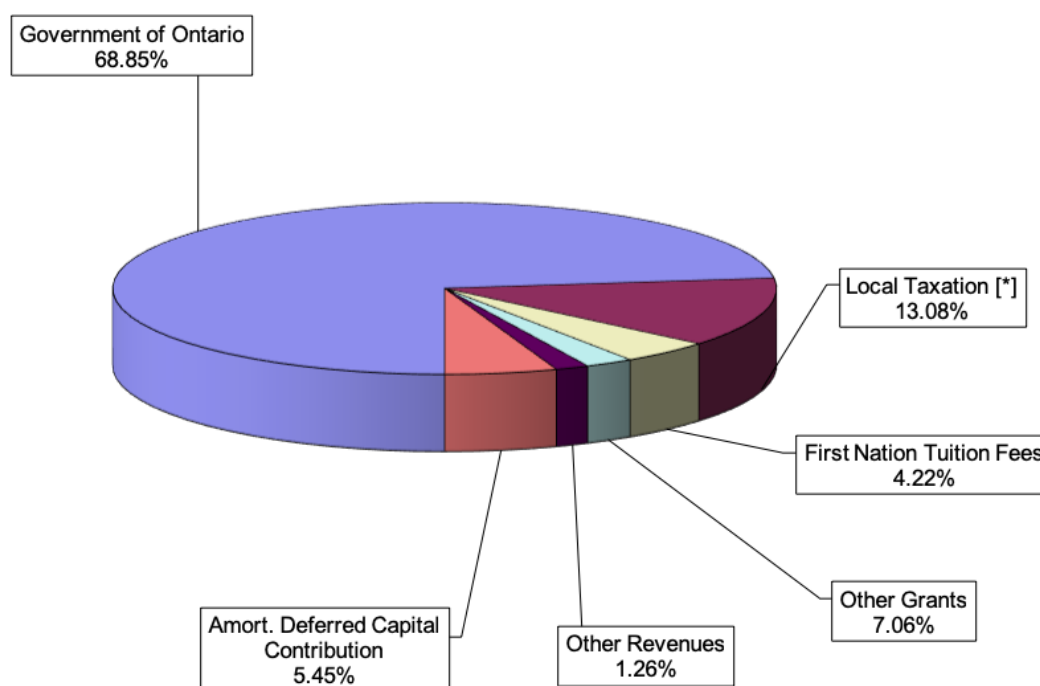
The following enhancements were included in the 2017–2018 budget through a combination of reallocations of existing budgets and new Ministry funding:

- 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 approximately \$13,908,493 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
\$159,097,433

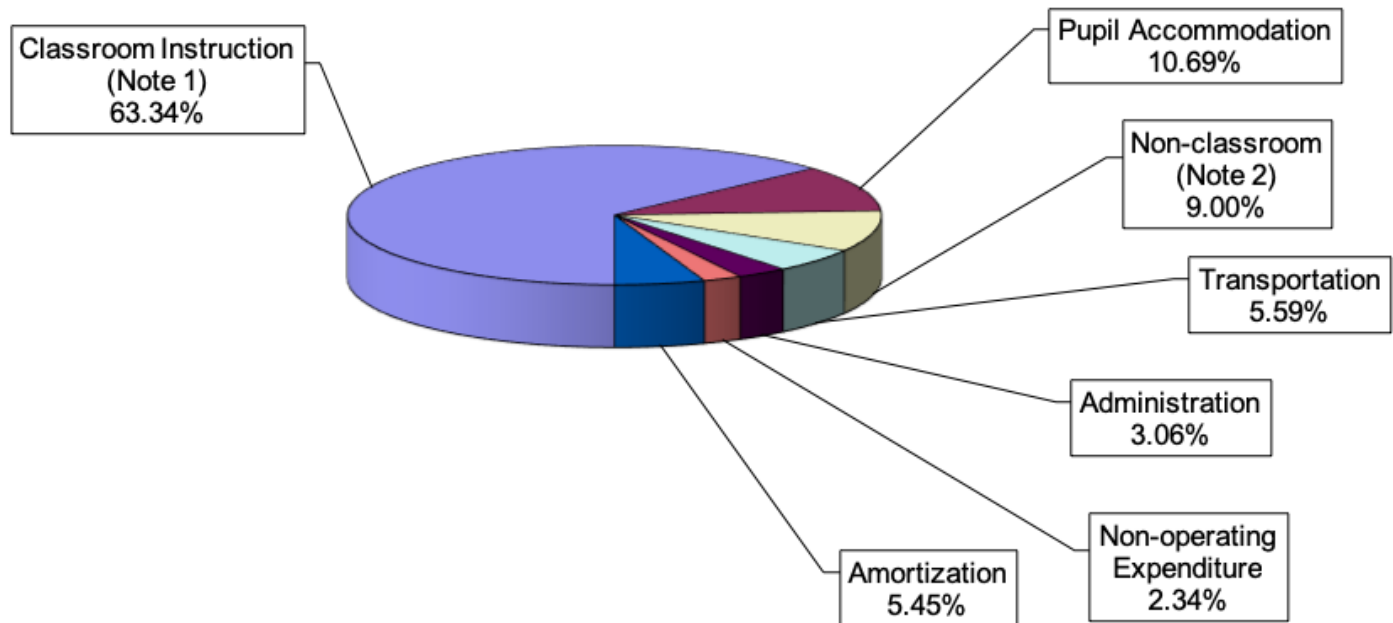
Revenue by Major Source



[*] Provincially determined by the Ministry

Revenue Source	Amount
Government of Ontario	\$114,008,698
Local Taxation [*]	\$20,387,655
First Nation Tuition Fees	\$6,916,924
Other Grants	\$3,648,453
Other Revenues	\$2,524,035
Amort. Deferred Capital Contribution	\$8,508,064
Sub-total	\$155,993,829
Capital and Approved Debt	\$3,103,604
Total	\$159,097,433

2018-19 Expenditure by Major Function



Expenditure	Amount
Classroom Instruction (Note 1)	\$98,802,044
Pupil Accommodation	\$16,670,877
Non-classroom (Note 2)	\$14,864,350
Transportation	\$8,726,181
Administration	\$4,773,860
Non-operating Expenditure	\$3,648,453
Amortization	\$8,508,064
Sub-total	\$155,993,829
Capital and Approved Debt	\$3,103,604
Total	\$159,097,433

Note 1 - Classroom Instruction Detail	
Classroom Teachers	\$72,550,019
Supply Teachers	\$3,404,985
Teacher Assistants	\$10,284,397
Early Childhood Educators	\$1,892,011
Texts & Classroom Supplies/Equipment	\$2,731,221
Computers	\$1,148,060
Professionals & Paraprofessionals	\$3,855,330
Library & Guidance	\$2,171,964
Professional Development	\$764,057
Total	\$98,802,044

Note 2 - Non-classroom Detail	
Principals and Vice Principals	\$7,310,559
Department Heads	\$177,439
School Office	\$3,360,944
Coordinators and Consultants	\$3,164,188
Continuing Education	\$851,220
Total	\$14,864,350

Confident Learners, Caring Citizens in Action in Our Communities!



ADSB schools fundraised throughout the year and the December focus has become an annual endeavor. It is heartwarming 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.

To capture a sampling of the caring and strong character evident in our schools, here is a description of some of the wonderful acts of kindness and fundraising efforts that took place, mostly throughout December 2018.



Twenty-eight of our schools provided data on their school fundraising. Collectively, Algoma District School Board students and staff throughout the district raised approximately **\$24,670** 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
- Adopting Special Olympic Athletes





Collected approximately **16,815 canned food** items PLUS **25 boxes and 2½ shopping carts** worth of non-perishables and essentials for delivery to various district food banks and Christmas Cheer outlets. Students and staff also collected approximately **3,799 toys** along with 85 stockings and nearly 100 books for donation to holiday cheer.



Twenty-eight schools provided information and indicated that approximately

\$24,670

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

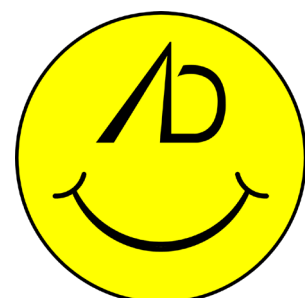
Approximately

\$57,343

had 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. This wide range of community partners donated approximately **\$57,343** to the 28 schools who supplied data. In addition to financial support, community partners have donated items as far ranging as picnic tables, school supplies, toques, mittens, food items (yogurt, apple sauce), art and décor supplies, and books.







*Confident learners,
caring citizens.*



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