

**LEARNING TOGETHER
SUCCEEDING TOGETHER
BUILDING OUR
FUTURE TOGETHER**



**2011
DIRECTOR'S
ANNUAL
REPORT**

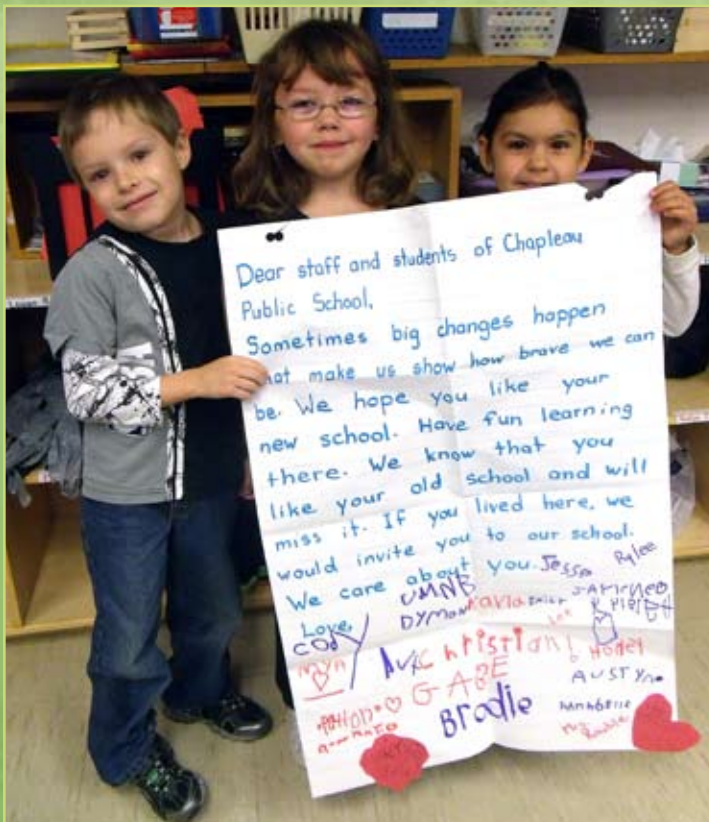




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Message from Director



As a School Board, we are becoming more precise at defining what we do and how we do it. Our Strategic Plan to improve student learning by Raising the Bar, Closing the Gap, Increasing the Retention Rate and Maintaining Public Confidence is what we do. Our Board Improvement Plan is how we do it. Our focus has been on how to continuously improve instruction in the areas of

Literacy, Numeracy, Assessment, and Pathways to ensure all students are successful and to maintain Public Confidence.

This year, we are emphasizing a focus on exploring the answer to why we do what we do. We feel it is important that as a School Board we understand why we spend the time, the effort and the resources doing what we do.

As Director, I do what I do because I believe all students can learn if they are provided the best opportunities to be successful. I believe that when all students succeed, we succeed as a society. I believe our Ontario Education System is the driver that enables our society to continue to maintain its competitive edge, allowing us to enjoy the quality of life to which we have become accustomed. I believe that our students are our future.

I challenge all who read this - all of our staff throughout the Algoma District and my colleagues throughout the province - to ask the same question and to try to find their own answer. Why do you do what you do? Why are you passionate about this work of public education? Why did you become a teacher, a vice principal, a principal, a superintendent, a director, a trustee? Why have you chosen to work

in schools as an EA, secretary, carestaff or other crucial support staff? Why do we depend on parents/guardians and community partners to join us on our journey to develop all students to reach their full potential? Because we want and recognize that all students must succeed. We want all students who enter our schools to be able to tell their own, unique success story. That is why parents and community also play a crucial partnership role in this quest to educate our youth. Our tomorrow depends on our successes of today. What is learned, developed and encouraged within our schools, our homes and our cities and towns will be felt within our communities, our province and our country. We know that by **learning together, and succeeding together, we are building our future together.**

It is an honour and a privilege to work in public education and to play such a critical role in helping our youth succeed.

We hope this Director's Report will help you to see not only what we do and how we do it, but more importantly, why we do what we do.

M. F. Turco

Mario F. Turco
Director of Education



DID YOU KNOW?

At our Inaugural Meeting on December 6th, Jennifer Sarlo was elected as Chair of the Board while Wanda McQueen, who has served as Chair for 10 years, was elected to the position of Vice Chair.

CAPTION: SENIOR ADMINISTRATION Back Row (left to right) Joe Santa Maria, Superintendent of Business; Mario Turco, Director of Education; Joe Maurice, Superintendent of Education. Front Row (left to right) Lucia Reece, Kime Collver, Asima Vezina, Superintendents of Education.





It gives me great pleasure to be able to, along with Director Mario Turco, showcase some of this year's highlights. In short, the numbers have worked in our favour over and over again this year!

Our School Climate survey told us that 87.2% of our Grade 6 to 12 students are satisfied or extremely satisfied with their school overall. Nearly 4,000 students completed

the survey in the spring which is a 67% completion rate. The ADSB Satisfaction Survey from 2009 showed very similar results with an 89.3% overall satisfaction rate. We're very proud of these responses.

The numbers continue to tell the story as we have seen our enrolment numbers this year grow beyond our projections. As of September 2011, there were a total of 1,316 students enrolled in JK and SK for this school year, an increase of 149 students from the projected enrolment outlined in April 2011. This was an increase of 129 JK students and an increase of 20 SK students from the April projections. Grades 1 to 8 saw an enrolment of 5,031 students, an increase of 49 students from projected numbers in April 2011. For the Regular Secondary Program as of September 19, 2011 there were a total of 3,926 students registered, an increase of 143 (Head Count) or 98.9 (Full Time Equivalent) students at the secondary level.

The picture continues to be painted with our EQAO results. In Literacy, Numeracy, Grade 9 Math and OSSLT and of the 48 indicators that are used as identifiers of improvement, we as a Board have shown an improvement in 37 indicators in the last three years.

We're very pleased with these gains. We're also very proud of the community, parent and student engagement that took place this year. There were numerous events that began within our schools and reached out well beyond into our communities. Pink Shirt Day with its "Bullying Stops Here" message and Project Action for Building a Community that is Drug Free (ABCD) were two such events that were initiated by our students and staff and saw active involvement from parents, community partners and individual citizens.

I'm very proud of our staff, students and schools who have been acknowledged as you will read about in the following pages. I encourage you to go through this report and join me as I thank all who have played a part in helping our students reach to the future.

Wanda McQueen

Wanda McQueen — Chair

CAPTION: STUDENT TRUSTEES **Chrisinda Gordon** (left) from W.C.Eaket Secondary School and **Daniel Rankin** (right) from Central Algoma Secondary School (CASS) are our 2011/2012 Student Trustees. Christina represents the District Schools and Daniel represents Central Area Schools.



CAPTION: BOARD OF TRUSTEES Back Row (Left to Right) Harry Jones, First Nation Representative; Russell Reid, Michipicoten, Chapleau, Hornepayne; Larry Pallot, Prince & Unorganized Townships; Joel Robert, Central Algoma; Graham Lidstone, SSM Ward 2; and Robert McEachren, North Shore, Hwy 17. Front Row (Left to Right) Gladys Wiggins, Elliot Lake; Vice Chair Jennifer Sarlo, SSM Ward 1; Chair Wanda McQueen, SSM Ward 6; Karen Morin, SSM Ward 3; Susan Thayer, SSM Wards 4 & 5.



Literacy

The ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas.

Fountas & Pinnell Pilot – Benchmark Assessment System

This year, 18 elementary schools will be participating in a pilot project using the *Fountas & Pinnell Benchmark Assessment System*. This standardized assessment tool measures students' reading levels and behaviors from Kindergarten to Grade 8 and provides teachers with information to:

- identify levels for independent and instructional reading
- form flexible groups for reading instruction
- select texts that will be productive for a student's instruction
- plan efficient and effective instruction
- identify students who need intervention and extra help
- diagnose particular areas of reading difficulty

Administered during a one-on-one, student-teacher assessment conference, the student reads aloud and talks about a series of benchmark books while the teacher notes that reader's behaviours and gathers information about each student's processing strategies, fluency and comprehension – all of which provide valuable insights about how to target future teaching. The assessment documents student progress across a school year and across grade levels, allowing for teacher dialogue and collaboration.

DID YOU KNOW?

Over 90% (90.51%) of our Primary Classes are at 20 students or fewer.

Learning is Teaching, Teaching is Learning - Elementary Share Fair

Our first annual Elementary Share Fair was held on May 6. The theme of the day was "*Learning is Teaching, Teaching is Learning.*"

Eleanor Newman, Senior Executive Officer with the Literacy and Numeracy Secretariat, was the guest speaker. She highlighted that the hard work and dedication of ADSB teachers aligned with the Ministry of Education's initiatives and goals.

Over half of our elementary schools showcased their learning journey for a specific literacy or numeracy initiative in which they participated during the 2010-2011 school year. Displays included Collaborative Inquiry for Learning in Math, Literacy Collaborative Inquiry, Early Learning Kindergarten Program, Schools in the Middle, and Parenting and Family Literacy Centres. Schools chronicled their learning journey throughout each initiative, specifically focusing on the changes in teacher practice which lead to improved student learning.

Every Elementary Principal and up to two classroom teachers from each school attended the Share Fair. It was a wonderful celebration of collaboration, sharing and professionalism within ADSB.

DID YOU KNOW?

In looking at our EQAO Grade 6 Trend (2006/2007 to 2010/2011) we are on track to achieve by 2012 the target of 75% on EQAO assessments of Grade 6 reading. We are just below the target for Grade 6 reading. We are just below the target for Grade 6 writing and Grade 6 math.

CAPTION: Training in the Fountas & Pinnell Benchmark Assessment System was provided by Dale Severyn (1) for our K-Grade 8 teachers and administrators. (2)



Collaborative Inquiry

“Collaborative teacher inquiry is becoming a commonly held stance in teacher practice in Ontario. Through collaborative inquiry, teachers integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice. Characteristics of collaborative inquiry include:

- Relevant. *Student learning guides the inquiry.*
- Collaborative. *Teacher inquiry is a shared process.*
- Reflective. *Actions are informed by reflection.*
- Iterative. *Progressive understanding grows from cycles of inquiry.*
- Reasoned. *Analysis drives deep learning.*
- Adaptive. *Inquiry shapes practice and practice shapes inquiry.*
- Reciprocal. *Theory and practice connect dynamically.” **

(* From *Capacity Building Series: Collaborative Teacher Inquiry*, Literacy and Numeracy Secretariat, September 2010).

ADSB has been involved in a variety of teacher collaborative inquiries, supported by the Ministry of Education. These include Collaborative Inquiry for Learning in Math, Early Primary Collaborative Inquiry, Literacy Collaborative Inquiry, Schools in the Middle Collaborative Inquiry and Student Work Study Inquiry. School-based Professional Learning Communities (PLCs) continue to move toward a collaborative inquiry stance.



Comprehensive Literacy

Comprehensive literacy is purposefully planned, focused, and explicit instruction in all four strands of the Language curriculum; Reading, Writing, Oral Language and Media Literacy. Ongoing assessment information is used to identify students' needs, determine their starting points, and monitor their ongoing literacy development. Comprehensive literacy includes a balance of instructional approaches that scaffold instruction to provide the appropriate amounts of support to students based on their individual needs until they can independently demonstrate the intended learning. These include Modeled Reading and Writing, “Show me how”, Shared Reading and Writing, “Let me join in”, Guided Reading and Writing, “Help me read and write” and Independent Reading and Writing, “Let me read and write.” Language and Word Study are also components of a comprehensive literacy program. This intentional approach helps students become strategic, motivated, and independent learners.

CAPTION: (3) Eleanor Newman (left) meets with ADSB teachers at their Share Fair in May. (4) On behalf of the Sault Ste Marie Real Estate Board, Karina Orziatti presented Director Turco with a cheque to go towards the ADSB Breakfast Programs. (5) Pinewood PS teacher K. Scott shares information about the school's Collaborative Inquiry focused on writing in the Primary Division.



Professional Learning Cycles

This September, secondary teachers began a school wide, cross-curricular Professional Learning Cycle (PLC). Using the short writing task as a diagnostic, teachers began the PLC with a moderated marking session. Within their professional learning teams, teachers set targets of instruction and discussed instructional strategies to address the needs of their students. Throughout the months of October and November, teachers implemented various strategies, observed student learning, provided descriptive feedback and adjusted instruction. During our PD Day in November, teachers collected samples of student work and analyzed the data. Reflecting on student progress, plans for the next Professional Learning Cycle were made. The PLC of planning, acting, observing and reflecting will be an ongoing process that takes place within all secondary schools throughout the school year as teachers seek to improve literacy skills within their classrooms.

Bette Stephenson Award

We were very proud that the Education Quality and Accountability Office (EQAO) recognized the principal, staff, parents and students of Elliot Lake Secondary School and presented the school with the Dr. Bette M. Stephenson Recognition of Achievement Award. The award recognized the community's dedication to student achievement and use of provincial assessment results to improve student learning. EQAO acknowledged the school's leadership, positive attitude and sincere effort to help every child succeed.

This recognition program was established as a tribute to Dr. Bette M. Stephenson's lifelong commitment and contribution to education and public service. Dr. Stephenson was minister of both Education and Colleges and Universities from 1978 to 1985 and was an original member of EQAO's Board of Directors.

CAPTION: (5) Elliot Lake Secondary School accepts their Dr. Bette Stephenson Award of Recognition. Pictured Back: Jasper Naus Middle: Marguerite Jackson (CEO, EQAO), Jon Young, Karen Houle-Tymeczko, Jan Marrelli, Joe Maurice, Jerry Ponikvar (Vice-Chair, EQAO) Front row: ADSA Trustee Gladys Wiggins, Dr. Stephenson, Mark Robinson.
Photo Credit: Michal Tomaszewski/Pinpoint National



From 3 To 3[©]: Developing Literacy Through Story

To succeed in school children need to be proficient in language, social understanding and narrative. For this reason, the From 3 To 3[©] Program introduces rhymes, oral stories and books that are chosen for their increasingly complex pattern of language, narrative, and level of social reasoning.

Rhymes and chaining rhymes help children to practise sound, rhythm and pattern of language. Oral stories help to develop narrative, oral language, increased attention and working memory. Reading stories to support social reasoning increases the ability to think about what someone else (character) thinks, knows, believes, feels, helping to provide perspective. Asking open ended / higher order questions supports thinking about the underlying meaning. Drawing a picture of a rhyme or oral story helps a child's working memory.

DID YOU KNOW?

Due to its growth and popularity, we have expanded our 7/8 Intermediate Program to White Pines Collegiate, where these students are from.



CAPTION: (6) Drawing a picture of a rhyme or oral story helps a child's working memory. This student from Northern Heights is working on a drawing.



6

DID YOU KNOW?

The following schools are offering full-day early learning in Phase One (as approved by Ministry of Education):

- Anna McCrea PS
- Ben R. McMullin PS (2 classes)
- East View PS (3 classes)
- Northern Heights PS
- Pinewood PS
- Tarentorus PS
- William Merrifield PS

...for a total of 258 students.

The ADSB, since 2003 has offered full-day SK throughout the district and since 2011 full-day JK in all schools.

DID YOU KNOW?

Our Board continues to be a leader in promoting school-based mental health programming and community partnership for children and youth experiencing mental health problems. Three initiatives in 2011 included:

1. introduction of a Mental Health First Aid Training Program for staff in schools;
2. implementation of a resiliency program called AI's Pals for JK and SK;
3. student-led, community-based youth engagement program called Project ABCD (Action for Building a Community that is Drug Free).

Numeracy

The acquisition of skills in reasoning, justifying conclusions and expressing quantitative / qualitative ideas clearly for application in daily life and in future workplaces.

Collaborative Inquiry Learning - Mathematics

Four schools from our Board were involved in the Collaborative Inquiry for Learning Mathematics (CIL-M) this year. They were William Merrifield, Northern Heights, Queen Elizabeth and Echo Bay. This job-embedded professional learning opportunity involved co-planning, co-teaching and co-debriefing of the 3-part problem solving lesson. It included a vertical cross-section of staff members including teachers, school administrators, program team, Supervisory Officers and the Director of Education learning together as they planned lessons and taught them together. This year our work focused on how to effectively organize and lead the discussion in the third part of the lesson using the Bansho consolidation strategy. Students were very engaged in this active learning process. We look forward to the expansion of this project in 2011/2012.

3-Part Problem-Solving Mathematics Lessons

The 3-part problem-solving lesson is a framework which research has found to be an effective learning format for students. It is predictable and provides the scaffolding that students require as they are learning challenging concepts in mathematics. The structure of the lesson involves activating prior knowledge, working on a problem, consolidating the learning and then practising. The math congress, gallery walk, and Bansho are a few consolidation strategies that we have been working on with students this year. Independent practice of skills and additional problems are another important component of the 3-part problem solving lesson. This lesson format is part of our 2010-2011 Board Improvement Plan for Student Achievement and we are working towards full implementation in all mathematics classrooms.

Schools in the Middle – Mathematics

The Schools in the Middle initiative is designed to support the work of elementary schools that are identified as “good schools with the potential to move to greatness.” This year, twelve schools were involved in Mathematics sessions that focused on the implementation of the 3-part problem solving lesson. Teachers were provided with the opportunity to deepen their professional understanding of a problem-solving approach to Mathematics, and co-plan lessons with the support of others in a small group setting. After implementing these lessons in their classrooms, teachers met again to share artifacts of student learning, their successes, and next steps to improve student achievement in Mathematics. Feedback from those involved indicated an improved confidence in the understanding and use of this approach, and an appreciation for the opportunity to create a network of colleagues for planning lessons using the 3-part method.

CAPTION: (1) Teachers Sherry Appleton (l) and Christina DiValentin (r), both of HM Robbins took part in Schools in the Middle training in the spring. (2,3) These grade 2/3 students from Echo Bay Central Public School were very engaged in the active learning process behind Collaborative Inquiry Learning in Math.



Homework Help

Our students continue to access the Homework Help, a website that provides math tutoring at no cost to Grade 7 to 10 students during the evenings. Tutors are certified Ontario teachers from across the province, including some teachers from our own Board. Students can log in at homeworkhelp.ilc.org in the evenings for one-on-one, anonymous help. They can enter online chat rooms with the tutors to ask questions and receive support through interactive whiteboard and audio interfaces. Students can also tag favourite sessions and explore interactive tutorials 24-hours per day, 7 days per week. Parents can try out the site as guest users as well, and more information can be found at Ontario.ca/homeworkhelp.

Math Professional Learning Cycles

Intermediate math teachers board-wide, participated in school-centered Professional Learning Cycle (PLC) projects as part of a new initiative to expand collaborative teaching practice. Focusing on "Open Response" styles of math questions for the first of two PLC cycles each semester, each PLC team examined common strengths and weaknesses in student approaches to rich multi-step questions that are reviewed as part of the grade 9 EQAO assessment process. Once the first cycle was complete, each school math team chose a school-initiated focus for their second cycle, identifying areas of need for their individual schools, and initiating school-driven responses to answer these needs. This was repeated in second semester with new teacher teams focusing, again, on Open Response questioning and individually identified school numeracy needs.

CAPTION: (4) Teachers take part in training in the 3-Part Math Lesson with ADSB's 3-6 Numeracy Facilitator, Kerri Grasley (5) Grade 9 math teachers at Korah make use of manipulatives as part of school-centered Professional Learning Cycles project.



DID YOU KNOW?

Former ADSB Trustee William (Bill) Hall was awarded the Bernadine Yackman Memorial Award recognizing his dedication, commitment and outstanding contribution to education in Ontario particularly to or on behalf of education in Northern Ontario. Bill Hall served as school board trustee consecutively for 18 years.



DID YOU KNOW?

ADSB staff and students raised approximately \$15,000 to support the Red Cross relief efforts in Japan following the devastating tsunami in that country. The money was raised jointly through the sale of tickets at a benefit concert called "Hands Across the Ocean" and individual school fundraisers.



Pathways

The learning needs and interests of all students are supported as they transition between home to primary / junior / intermediate / senior divisions to the varied destinations beyond secondary school.

Early Learning Program

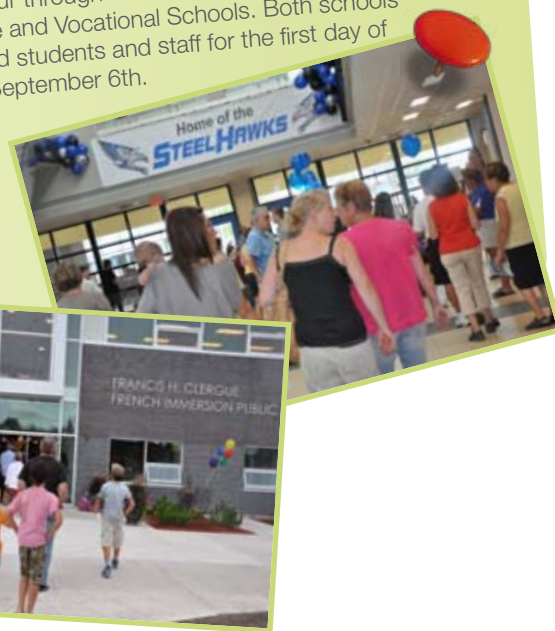
In September 2010, our Board implemented the first phase of the full day Early Learning Program model. In phase one, five of our schools implemented the Early Learning Program model. In phase two (September 2011), two of our schools implemented the Early Learning Program model.

Certified teachers and registered Early Childhood Educators work together to help young students learn and grow during the regular school day. These educators complement each others' skill sets and create a learning environment able to adapt to the unique needs of each child. With two qualified professionals in the classroom for the full school day, more students will get one-on-one attention and opportunities to learn together in small groups.

By 2015, all 4 and 5 year olds will attend the Ministry of Education's Early Learning Kindergarten Program with both a certified teacher and registered Early Childhood Educator working together in the classroom. Therefore, ADSB is pleased to announce full day learning for all our early learners in all our schools until implementation is complete.

DID YOU KNOW?

This August we had over 2,000 people come through our new Francis H. Clergue French Immersion Public School and over 4,000 people tour through our new Superior Heights Collegiate and Vocational Schools. Both schools welcomed students and staff for the first day of school, September 6th.



CAPTION: (1,2) Students from the Early Learning Program at Northern Heights PS demonstrate the learning goal "we are learning about the natural world." (3) At our PFLC's, including this one at Etienne Brule PS, families are welcomed and familiarized with the school system. Parents and their children interact with qualified Early Years Facilitators.



Parenting and Family Literacy Centre

Parenting and Family Literacy Centres (PFLCs) are warm and welcoming places in an elementary school filled with a diverse group of parents, grandparents, and/or caregivers with their children from birth to 6 years old. Adults and children from culturally diverse backgrounds engage in activities which promote language development, socializing, and encourage problem solving through play.

Each Centre has its own schedule of activities which include access to the school gymnasium or outdoor play area. Other activities include sand and water play, table top toys such as puzzles, and learning materials that can be easily reproduced at home. These activities support the development of literacy and numeracy concepts that are necessary for kindergarten entry.

Parents interact with their children and have the opportunity to meet other parents and share informal discussions around parenting issues such as toileting, sleep, feeding and discipline. A qualified Early Years Facilitator who has extensive knowledge of child development facilitates the Centre and can provide information on various parenting topics and community resources. The Early Years Facilitator can also assist in the early identification of special needs conditions such as hearing loss or speech delays and suggest community agencies that could help.

At the Centres, families are welcomed and familiarized with the school system. Their comfort level with the school environment is increased and in turn, they gain the confidence to support their child's learning.

CAPTION: (4) This pre-schooler and her mom enjoy the activities provided at Welcome to Kindergarten Orientation at Thessalon Public School.



Welcome To Kindergarten

Welcome to Kindergarten (WTK) is a very important and unique aspect of Early Learning and first school entry experiences for so many families and their children as they prepare to enter school. WTK also supports establishing a strong home and school connection, parent engagement component, as well as, strong community partnerships. Twenty-eight elementary schools were involved in the WTK Program in 2010-2011.

Before starting school, parents and caregivers are invited to attend a Welcome to Kindergarten Parent and Child Orientation at their neighbourhood school where they receive early literacy resources and learn strategies for using the resources with their child. These resources and experiences assist families in connecting to the school community, Kindergarten teacher, community partners, and other children and families critical for school success and lifelong learning.

The goal of WTK is to provide pre-school children with the resources and experiences to begin their formal education with a foundation in literacy nurtured in their home. A WTK Registration Bag is supplied to all families and during the Welcome to Kindergarten Orientation, we share activities that parents/caregivers and children can do together at home. Through games and play, families help their children develop listening, speaking, alphabet awareness, print awareness, and number awareness. The parent is the first and most important teacher.

DID YOU KNOW?

Ms. Jackie Barrett, a grade 4/5 teacher at Grandview Public School was the winner of the 2010/2011 Parks Canada's Ambassador for Education Award recognizing the important role she has played in helping Canadian youth connect with our country's natural and cultural heritage through supporting education programs at national parks, national historic sites and national marine conservation areas.



Preparing Students for Post-Secondary Options

We continue to improve experiences and learning for our students as they consider the variety of options open to them as they transition from high school to the next stage of life.

Level 1 Truck and Coach

Grade 11 and 12 students took advantage of a cost-free semester in partnership with Sault College that allowed them to earn their Level 1 Apprenticeship training in Truck and Coach Technician / Heavy Equipment Technician. This program is in addition to the Cook and Hair-styling Level 1 Apprenticeship programs that continue to provide our senior students with post-secondary, trade-specific education and work experience to help them make informed decisions about their career pathway.

DID YOU KNOW?

Superior Heights students excelled in the French Language AP Exam. Written in May 2011, 92% of students who wrote the French Language AP Exam at Superior Heights scored Level 3 or higher. In comparison, only 60% of the students who wrote this exam worldwide, and 78% who wrote this exam in the province of Ontario, scored Level 3 or higher.

Specialist High Skills Major (SHSM)

Specialist High Skills Major programs are expanding across ADSB as students choose to focus their learning in sector-specific areas. Elliot Lake Secondary School offers Construction and Landscaping, Superior Heights offers Health and Wellness and Environment, White Pines offers Arts and Culture and Construction and Korah offers Manufacturing and a new SHSM program in Energy. The schools have carefully designed course offerings to provide maximum benefit to students in these programs, including Cooperative Education experiences, sector certifications and college dual credit choices.

DID YOU KNOW?

Our total enrolment as of October 31, 2011 is 10,121. This number represents Full Time Equivalent students (secondary and elementary students).

Our Actual (Headcount) number for Secondary = 3,810

Our Actual number for Elementary = 6,485

Total = 10,295

As well, we have 1,379 **Self-Identified students** in our Board. There are 1,040 First Nation students, 328 Métis students and 11 Inuit students.

CAPTION: (5) These students are part of the Truck and Coach / Heavy Equipment Apprenticeship Training Program offered at Sault College. (6) The Specialist High Skills Major in Horticulture and Landscaping is offered at Elliot Lake Secondary School.



New Sectors in Cooperative Education

Cooperative Education learning opportunities for ADSB students continues to expand. Specifically, renewable energy businesses are partnering with our schools to offer experiential learning for SHSM students. The new Sault Area Hospital site welcomed our co-op students even before the building was open for public use and co-op placements continue at medical facilities across the district.

Co-op experiences have allowed many students at all of our high schools to be registered as apprentices through O.Y.A.P. (Ontario Youth Apprenticeship Program). A variety of career pathways have been “jump-started” for grade 12 students registering to O.Y.A.P. in carpentry, mechanical work, horticulture, cook, electrician, welder, etc. Our House Building program in partnership with Sal-Dan construction enhances student learning with hands-on experience in residential construction and other trades. The learning is furthered in the classroom with blueprint reading content and mathematics for the trades.

CAPTION: (7) Outdoor Education students from Superior Heights Collegiate & Vocational School experienced an overnight camping trip at the top of King Mountain this fall. (8) ADSB Director Mario Turco (right) is pictured with (left) Dave Maki, Carpenter Foreman from SalDan Construction, Apprentice Justin Link, White Pines House Building SHSM Grad and Jim Fitton, ADSB Construction Teacher. Justin has been brought on as an apprentice with SalDan. (9) Rebekah Edmonds-Bayliss receives her OSSD from Elliot Lake Secondary School Vice Principal Mr. Juuti. Rebekah returned to Late School at ELSS.



Re-engagement

Under the Re-Engagement Initiative, the Ministry of Education provided our Board with additional support to get “Late Leavers” back into school. Late Leavers are students who have left school without an Ontario Secondary School Diploma (OSSD) in their grades 12 or 12+ year, either during the school year or during the summer between school years. A large proportion of Late Leavers have 24 or more credits, of the required 30 credits for an OSSD, when they leave.

Over 600 former students were contacted in 2010-2011 under the Re-Engagement initiative. As a result of these contacts, over 300 re-engaged students earned credits throughout the year and 67 re-engaged students graduated by the end of June 2011.

This year, staff at each school and alternative program continue to contact Early and Late School Leavers in an attempt to welcome them back into a secondary program, either within the school or at another program within the Board, so that they can complete their OSSD requirements. Throughout the year, students who have returned will be counselled and monitored closely by staff to ensure they remain in a program. The goal of this initiative is to increase the number of students who graduate with an OSSD.



Assessment

Utilizing assessment for, as and of learning to understand how students learn, their motivation to learn and how teachers teach.

Student Work Study Teacher Inquiry

The Student Work Study Inquiry is a professional learning opportunity sponsored by the Literacy and Numeracy Secretariat. It is a co-learning model whereby the adults learn from student thinking and work and incorporate these findings into effective teaching practices. Classroom teachers work collaboratively with the Student Work Study Teacher to learn more about students' thinking and perspectives regarding their learning, how students approach their work, as well as about the types of tasks and teaching prompts that result in increased student achievement. Five schools in the Algoma District School Board were involved from January until June and the study is continuing for the current school year in five different schools.

DID YOU KNOW?

The percentage of ADSB students who had achieved **16 or more credits by age 16** has improved from 53.94% in 2004-2005 to 57.2% in 2010/2011.

Student Portfolios

ADSB teachers in all elementary and secondary schools made it a priority this year to begin implementing the use of student portfolios in their classrooms. A portfolio is a purposeful collection of student work samples that display evidence of student learning over a period of time. Students, with teacher support, engage in self-assessment, reflection, and goal-setting to help identify their own strengths and areas for growth in achieving specific learning goals. Using information gathered from student portfolio reflections, teachers can make informed decisions about student needs and make necessary adjustments to teaching strategies and learning goals. During student-led conferences at some of our schools, students share their reflections about their own learning by discussing carefully selected pieces of evidence from their portfolio to illustrate their achievements, areas for growth, improvements, and future goals. A portfolio is a very powerful assessment tool to provide evidence of student learning and empower students to continually reflect and monitor their own progress.

CAPTION: (1) Allison Corbett is our Board's Student Work Study Teacher. She is working here with a student at Isabel Fletcher. (2) Grade 3 students Dominique (l) and Eric (r) from FH Clergue work together using peer and self-assessment to discuss strategies to meet their learning goals in reading. (3) Justin (left) reviews his Student Portfolio with his teacher Mr. Iozzo in the Grade 4/5 class at Kiwedin Public School.



Assessment in the Early Years

Young children show their understanding by doing, showing, and telling. Early Learning-Kindergarten teams use assessment strategies of observing, listening, and asking probing questions in order to assess and evaluate children's achievement.

Observation, as well as documentation of observations, is the most important method for gaining assessment information about young children. Observation is the primary assessment strategy used in the early learning program. Daily observation should include both planned observations and on-the-spot observations.

Observations are captured through notes, pictures, videos and supplemented by the child's own representations (say, do, represent - show).

Educators thoughtfully and intentionally plan activities based on assessment gleaned from previous observations. Assessment is celebrating what young children can say, do, and show us.

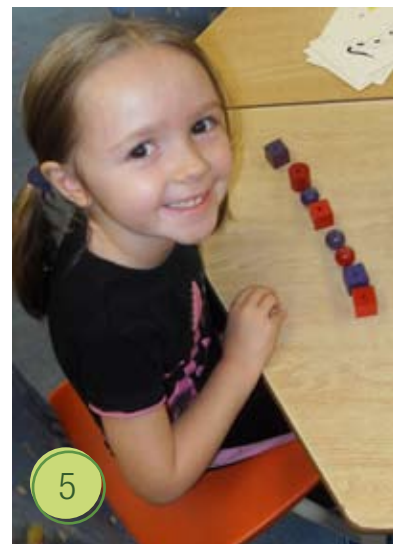
Deepening Our Understanding of Assessment

As we continue to be committed to improving learning and achievement for every student, we have been deepening our understanding of assessment. We believe that the primary purpose of assessment is to improve student learning and our board improvement plan once again includes assessment as a fundamental pillar to ensure we are utilizing best assessment practices in our classrooms. All elementary and secondary teachers extended their knowledge about assessment during school-based professional development in November 2011.

Teachers establish and share learning goals, brief statements in student-friendly language that describe for a student what he or she should be able to do by the end of a period of instruction. Using learning goals, the teacher and students develop and list specific success criteria that are used to determine what success will "look like".

By using assessment *for* learning, teachers provide students with timely, specific and descriptive feedback and coaching to help students make necessary adjustments to achieve success. Teachers encourage students to assess their own progress towards achieving the learning goals through peer and self-assessment of success criteria. Teachers using assessment *as* learning encourage all students to become independent learners who are able to set individual goals, use descriptive feedback and success criteria to monitor their own learning, determine next steps and reflect on their own thinking and achievement. By deepening our understanding of assessment we realize the importance of both students and teachers sharing a common understanding of what is being learned and what is required to ensure that all students work towards success.

CAPTION: (4,5) These students from the Northern Heights Early Learning Program are demonstrating the learning goal, "We are learning about patterns and "we are learning to sort".



Community, Culture & Caring

Providing positive, safe school and work environments and modelling good character that is conducive to learning and to fostering positive relationships with students, parents and the community.

Tutors in the Classroom

The Literacy and Numeracy Secretariat partnered with boards to provide the Tutors in the Classroom program. Post-secondary students enrolled in Sault College and Algoma University work as tutors in Grades 3 and 6 classrooms. Post-secondary student tutors are a valuable resource, offering additional support to students and modelling the importance of lifelong learning and strong literacy and numeracy skills. As well, this program provides the tutors with an opportunity to enhance their educational experience through applying their academic learning in a practical environment.

The tutors will support the work of classroom teachers through working directly with students to reinforce previously taught skills and concepts. The goal of this intervention is to assist in closing the gap in achievement, and increasing success and confidence for specific populations.

School Climate Survey

In the spring of 2011, ADSB students in Grade 6 through to Grade 12 took part in a School Climate Survey. In June a preliminary report was shared with Trustees. This report indicated that of the 4,000 students who completed the survey (a 67% completion rate), 87.2% were “satisfied” or “extremely satisfied” with their school overall.

A full review of the survey results took place this summer. The results helped to shape and were incorporated within the Board and School Improvement Plans, developing strategies to address students’ needs even further.

This year, all of our schools will establish School-Level Bully Prevention Plans which, among other things will: provide support for students who have been bullied; address incidents of bullying in a timely manner; incorporate teaching strategies that focus on healthy relationships by including bullying prevention throughout the curriculum; and provide a process for parents to follow if they feel their child is being bullied.

All Safe Schools Teams will complete a School-wide Bullying Prevention & Intervention Plan. These Bullying Prevention and Intervention Plans will be reviewed annually and submitted to the Superintendent responsible for Safe Schools.

Anti-Bullying / Pink Shirt Day

Algoma District School Board invited school communities to join us as we stood up and said “Bullying Stops Here”! For the third year in a row students, staff and school communities wore pink on February 23rd to show support for “Pink Shirt Day” – a national anti-bullying campaign. It was a huge success.

The Algoma District School Board is committed to building bully-free schools and communities all year long. With our on-going focus on Character Education, students, staff and administration demonstrate through actions and words that tolerance, kindness and inclusiveness is at the forefront and that bullying is not tolerated. The Board aims to foster self esteem, academic success, inclusion, acceptance, respect for self and others, and connection to community – all of which are key elements of bullying prevention.

CAPTION: (1) Jordyn (back to camera) is a student enrolled at Algoma University, working as a tutor in the Grade 5/6 class at Kiwedin Public School. He works directly with students to reinforce previously taught skills and concepts. (2) Of the 4,000 students in Grade 6 to 12 who completed a School Climate Survey nearly 90% indicated they were satisfied or extremely satisfied with their school, including these students from Korah Collegiate.



Dr. Roberta Bondar and the Bondar Challenge

This October students from the ADSB were invited to the Art Gallery of Algoma to listen to Dr. Roberta Bondar speak about her photography exhibit *Within the Landscape: Art Respecting Life*. Dr. Bondar's work combines both photography and science and highlights the diversity of species and their ecosystems. The Bondar Challenge was an excellent way for students in Algoma to showcase their work. Students combined art and science by taking digital photographs of the environment and writing a 250 word essay on the scientific elements of their photographs related to the Biodiversity and Extinction theme. The chosen art pieces will travel with the Foundation's Traveling Exhibition and Learning Experience to other communities, as well as being posted on The Roberta Bondar Foundation website. Winning submissions came from students at Korah, White Pines and Superior Heights.

CAPTION: (3) ADSB Administration and Staff including Superintendent Lucia Reece (2nd from l), Director Mario Turco (3rd from r) and Character Lead Teacher Kerry Grbich (2nd from r), were joined by OPP Acting Staff Sergeant Dan Esposto (l) and SSM Police Sergeant Rob Gioia (r) to promote the Character qualities of Pink Shirt Day. (4) All ADSB Trustees kicked off the Pink Shirt Day Campaign by wearing their Bullying Stops Here shirts at a Board Meeting prior to the February 23rd official date. (5) Students from White Pines had a chance to meet Dr. Roberta Bondar at the Art Gallery of Algoma, where she had an exhibition of her photography on display.



DID YOU KNOW?

Since 2006, the Goulais Search & Rescue have supported ADSB's Character program by posting our Character Peacock on their Medical Rescue vehicles.



DID YOU KNOW?

In Elliot Lake a local business "Viking Fish & Chips" also supported Pink Shirt Day by purchasing pink shirts for their employees. They wore them while serving customers.



Roberta Bondar Foundation presents the theme of Biodiversity and Extinction



Toronto Symphony Orchestra

In September, music students from ELSS, Korah, Superior Heights and White Pines were treated to a brass trio performance by members of the Toronto Symphony Orchestra. The orchestra members delighted students with their talents and thrilled them with their passion for music. Students were also fortunate enough to take part in four instrumental master classes -- saxophone, flute, clarinet, and brass instruments. Students were able to ask questions and learn many useful techniques from master teachers.

DID YOU KNOW?

Each year our Board collectively raises over \$100,000 which is donated to community, national and international causes. This holiday season, our Education Centre staff presented the local Soup Kitchen with over \$1600 for fresh fruit and vegetable baskets.



French Cinema, Shadows of the Mind & ADSB French Students

In March this year, 234 secondary school French students went to the movies at the Galaxy Theatre to see the French Film "Le journal d'Aur lie Laflamme."

The comedy offered by the Film Festival group Shadows of the Mind was very popular in Quebec and definitely targets the interests of teens.

Donna Boston, Co-director along with Annette Katajamaki and Bill MacPherson of Shadows of the Mind, said, "We are very happy to involve young people (and...) thankful for our partnership with the ADSB. It allows us the opportunity to bring awareness of mental health addictions and other prevalent social issues to the students through a medium that they love - film!"

Students were pleasantly surprised at how easily they were able to understand the French dialogue. ADSB thanks Shadows of the Mind for providing this cultural experience for the past six years and looks forward to continuing this tradition into the future.

CAPTION: (6) Mayors from Central Algoma, MPP Michael Mantha, and ADSB Board Staff met to review Capital Planning in Central Algoma. (7) Elliot Lake Secondary Students had a chance to meet and learn from members of the Toronto Symphony Orchestra who visited their school this fall. (8) 234 secondary school French students from ADSB had their French comprehension skills tested by attending a French Film "Le journal d'Aur lie Laflamme."



Project ABCD – Action For Building

a Community that is Drug Free

Project ABCD is a collaborative effort involving police services, school boards and community partners from the Algoma Region. It is a community-based initiative targeted at deterring drug use in our upper elementary and secondary schools.

Throughout the 2010/2011 school year, student leadership teams in all secondary schools throughout the Algoma Region developed Youth Engagement Strategies to build awareness and to focus on drug prevention and education.

Over the year the teams focused on three main areas:

1. Establishing ABCD Planning Teams in all Secondary Schools (Gr. 9-12).
2. A Theatre Production written and delivered by students to Grade 9 and 10 students throughout the Algoma region.
3. Grade 7 and 8 Elementary Outreach Pilot – presentations developed in collaboration with the Algoma Public Health Unit, Sault Ste. Marie Police Services and Algoma Family Services to educate and build awareness of the health/legal risks and dangers associated with drug use.

Project ABCD student-led initiatives were highly successful for 10/11 and the project is continuing for the 11/12 school year. A planning meeting was held in early November with students from ADSB and HSCDSB to help determine what initiatives worked last year and what will be implemented for this year.

DID YOU KNOW?

Parents Reaching Out (PRO) Grants

Applications for the 2011-2012 Parents Reaching Out Grants program were awarded to 9 Algoma District School Board schools for projects totalling just over \$8,000. Project proposals ranged from a Healthy Lifestyle Fair for families to encourage learning about nutrition to pamphlets to inform parents about school programs and school council events and activities; a calendar of important 2011-12 school events to encourage parent engagement in supporting student success to development of videos and/or school websites to enhance communication between school and home.

CAPTION: (8) A mix of students from ADSB secondary schools took part this fall in a planning session held along with our co-terminus board, police partners, Algoma Family Services and Algoma Public Health unit. (9) Riley Roth of Korah (left) and Alex McKee of CASS (right) present Laird PS students, Caleb Orr and Ashton Evoy with prizes for their Project ABCD video project at the 10/11 year end Project ABCD Symposium.



Technology

ADSB recognizes that Technology today plays an integral part in engaging students and improving student learning.

Netbooks

For the 10/11 school year, six ADSB elementary schools took part in a Keyboarding Research Project to determine the impact of Netbooks on the improvement of keyboarding skills for Grade 4 students. Each of the six schools had access to a classroom cart of Netbooks for one third of the school year.

Students were very proud of their development in keyboarding skills and to see their speed on the keyboards increase. Other students commented that they felt more confident in their abilities and that they were able to look away and not have to watch their fingers on the keyboard, which was excellent progress. Teachers also commented that students' accuracy was improving. Teachers made use of the Netbooks at various times of the day to integrate technology into their daily practices. They used the Netbooks for Internet research, writing and for making presentations.

For the 11/12 school year we've expanded the Netbook initiative to include all elementary schools in our board. Every classroom with Grade 4 students now has access to a cart of Netbooks. As with the pilot group, the primary focus is the development of proper keyboarding skills. We are encouraging teachers to utilize this technology throughout the day and across all subject areas. Support will be provided to teachers in the use of the Netbooks and their various applications.

Assistive Technology

Students in all our schools have access to assistive technology. Premier tools is installed on all classroom computers allowing students to work independently. Students on IEPs as part of their accommodations are able to access computer technology to assist with their learning and any provincial testing. We continue to provide in-service for classroom teachers, SERTS, teachers and EAs on the use of Assistive Technology to support our students.

e-Learning

e-Learning has experienced tremendous growth in Northern Ontario during the last few years because of the programming opportunities it provides, particularly to students in small schools and remote communities. Along with an increase in the number of courses, there are many more subject areas and pathways represented in the newest course offerings. The Board is also sharing students and courses as part of the Northern e-Learning Consortium (NeLC), a group of northern boards supporting each other in the e-Learning. For ADSB students, e-Learning is providing program opportunities and choices that allow them to pursue their needs and interests with excellent tools and great flexibility.

CAPTION: (1) Students in the Grade 4 class at Grand View Public School invited their parents and family into their classroom to demonstrate what they had learned to do on their Netbooks. (2) Nicky is a student at Johnson-Tarbutt Central school pictured here with his EA, H. Littleton, as they read from the computer. (3) e-Learning training was held in January 2011. Seated is C. Wootton, Math Subject Area Head from CASS and Martha Walli (standing), Regional e-Learning Contact (ReLC) from Sudbury. (4) D. Robinson (left) from CASS and M. Adamson-Barber (right) from Johnson-Tarbutt speak to Trustees about the benefits they've enjoyed in using Blended Learning at the January 2011 Committee of the Whole Meeting.



Blended Learning

The Board has participated in the Blended Learning Pilot Project from 2009 to now, gathering information about how online tools can be used to enhance instruction in face-to-face classrooms. Students who used the online environment in their studies have demonstrated an increased level of engagement and improved writing, as well as improved computer skills. Initially only available to classes in Grades 7 to 10, Blended Learning is now available in a wide range of classes at almost any grade level. The secure website and the tools it provides have been used to connect students between schools and to connect teachers across the province.

FIRST Lego League

ADSB has been supporting teams in the International FIRST Lego League (FLL) for the past five years. For 2011, ten ADSB elementary school teams competed in this world-class circuit, which had an estimated 17,000 teams from 61 countries vying for a spot at the World Robotics Championships. Teams of up to ten students from age nine to fourteen had to design, build, and program a Lego MindStorms™ robot to accomplish various game tasks on a custom-built Lego game mat. Student teams also researched and then created a team presentation about the game theme – which always involves important current world issues. For 2011, the game theme was “Food Factor” and required teams to choose a specific problem in the field of food safety

and world food issues. In partnership with Sault College, which hosted the regional qualifying event, ADSB teachers and Education Centre staff, as well as ADSB secondary school robotics team members, worked as judges and referees for this prestigious and exciting event.

Robotics

Currently in its eleventh year, ADSB’s “Knights of Alloy” robotics team competes in the secondary school World FIRST Robotics Competition circuit, along with an estimated 2300 teams from fourteen countries. Consisting of students from ADSB secondary schools, this team of fifteen to thirty students has 44 days to design, build, program and test a custom-built robot to match the needs of the unique game design for each year. The robot measures approximately 70cm x 100cm x 150cm, with a mass of up to 60kg. Typically, this robot requires about 5000 student-hours to build, and is entered in a series of regional qualifying tournaments which lead to the World Robotics Championships. Assisting the students are four ADSB teachers and ten professional engineering and technology mentors. Team members also maintain a team website (www.knightsofalloy.ca), create a thirty-second animated video, and also compete for Character, Spirit, Engineering and Total Team Structure awards. In its history, this group of talented secondary school students has represented Sault Ste. Marie at the Canadian National Championships twice and at the World FIRST Robotics Championships four times.

CAPTION: (5,6) The Gators of Greenwood PS (Photo #6) performed well at the FIRST Lego League (FLL) held at Sault College in November. The winners of the competition were Aweres PS (Photo #5) who will go on to compete at the Provincials in Oshawa. (7) Three students of the Knights of Alloy ADSB Robotics team, plus a mentor, made up the drive team for the World FIRST Robotics Championships in St. Louis.



Leadership

We are committed to developing leadership at all levels of our organization. By focusing on deepening our leadership strategy we are able to provide more intentional and focused opportunities for our personnel.

Teacher Learning and Leadership Program

The Teacher Learning and Leadership Program (TLLP) is an annual project-based professional learning opportunity for experienced classroom teachers.

The program funds proposals from classroom teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers. The three goals of the program are to create and support opportunities for teacher professional learning, foster teacher leadership and facilitate the sharing of exemplary practices with others for the broader benefit of Ontario's students.

Elementary TLLP – Oral Language Development and Social Reasoning in the Early Years

Since January 2010, the Algoma District School Board has partnered with Dr. Mary Thelander from the University of Toronto, and storyteller, Ruth Danziger. Dr. Thelander is Program and Research Director of the "From 3 To 3⁺" program which develops literacy through story. The goal of this program is to improve literacy through the development of oral language (vocabulary, grammar, syntax), narrative, and social reasoning (the ability to interpret the perspective, thought, knowledge and beliefs of others). Our TLLP project will allow us to continue our partnership with Dr. Thelander and to focus with greater depth on representation and written retell.

Secondary TLLP – Students At Work, CASS

Students-At-Work is a project at Central Algoma Secondary School (CASS) designed to improve the literacy skills of students with learning disabilities through the use of assistive technology. A group of grade nine students was selected based on student profiles to be a part of this targeted and focused year long pilot. Students are scheduled into a Learning Strategies course first semester in which they are taught specific strategies to effectively use assistive technology and electronic resources to support their needs. This teacher then continues with the same group of students into their Grade 9 Applied English course in semester two. The English curriculum will be delivered using assistive technology and on a daily basis, students will utilize electronic tools and resources to support their development of content knowledge and literacy skills. They will be given the opportunity to practice and apply the skills they learned in the Learning Strategies course throughout their English class, while being encouraged to regularly utilize assistive technology in all of their classes. This hands-on, integrated approach provides an opportunity for identified students to improve their literacy skills, while developing lifelong strategies and self advocacy skills.



DID YOU KNOW?



In the last five years our Board has seen the following results:



Up 13% in Grade 6 Reading

Up 12% in Grade 6 Writing



Down 2% in Grade 6 Math

Up 3% in Grade 9 Applied Math

Up 10% in Grade 9 Academic Math

CAPTION: (1) Dr. Mary Thelander of OISE works with a young student on representation and written retell. (2) These Grade 9 Central Algoma Secondary School (CASS) students are learning to use assistive technology to support their needs.



Summer Institutes

During July and August, ADSB hosted several successful summer institutes with over 140 participants. Educators from across the district, representing a variety of grade levels participated in the workshops. Topics included Mental Health, Early Literacy Learning: Using Data to Inform Instruction, Using Technology to Support Literacy and Numeracy Learning, Student Engagement: The Inclusive Classroom, Bansho, and Portfolio Assessment. In addition, many teachers attended other professional development opportunities both locally and across the province. The dedication to ongoing professional growth and commitment of our staff is commendable.

DID YOU KNOW?

Annually, we support Christmas Cheer and canned food drives throughout the District, including these Christmas Cheer items collected at our Board Office.



CAPTION: (3) Mary Jean Gallagher, Assistant Deputy Minister of Education, Ontario Student Achievement Division, joined our Administrators and Senior Administration this summer during a 2-day workshop. (4) New Teacher Induction Program (NTIP) teachers and mentors at FH Clergue French Immersion Public School, review the ADSB New Teacher Handbook.



New Teacher Induction Program

The Algoma District School Board continues to foster the learning and growth of teachers entering the profession. This year, there are 19 first-year contract elementary and secondary teachers participating in the New Teacher Induction Program (NTIP).

Differentiated supports are also provided for our beginning long-term occasional teachers and for those entering their second year as a contract teacher. To align with the Ministry's key priorities, three induction elements are included in the NTIP:

- orientation to the Board and School
- mentoring for new teachers by an experienced teacher
- professional development that is tailored to meet the needs of new teachers

Ministry and Board resources are available to our new teachers, mentors and administrators. These serve as a valuable opportunity for professional growth, reflection and dialogue.

Upon completion of the New Teacher Induction Program, the Ontario College of Teachers recognizes this success with a notation on the teacher's Certificate of Qualification and Registration.

Each year, feedback from teachers involved in the program is used to guide the direction of the NTIP for the following year.

School Effectiveness Framework

The K-12 School Effectiveness Framework is a tool that helps schools and School Boards identify areas of strength, areas for continued growth and next steps for supporting continuous improvement in student learning. The practices and strategies included in the framework are based on provincial research for both elementary and secondary schools.

Each year, based on a continuous cycle, a number of elementary and secondary schools participate in a School Effectiveness Framework visit. A team (comprised of administrators, program staff and trustees), called a District Review Team, visits classrooms and gathers assessment data directly related to the goals identified by school personnel in their School Improvement Plan. Feedback is then provided to the school to assist with future improvement planning. Similarly, the information gathered from all schools in a given year is then reviewed at the Board level, to determine strengths, areas for growth and next steps for the Board Improvement Plan.

The School Effectiveness Framework and the school visits have played a key role in making school and Board improvement planning more strategic and focussed as well as ensuring that our Strategic Plan and Board Improvement Plan for Student Achievement is aligned with Ministry goals and expectations.

Differentiated Instruction Workshops

In April, subject area heads participated in differentiated instruction workshops. Emphasis was placed on knowing the learner, and the various learning styles. Teachers reflected on their teaching practices to better understand which learning style the majority of their lessons catered. The principles of differentiated instruction, were also emphasized throughout the workshop. As leaders within their school, the subject area heads were able to take information gained during this session and share it amongst their department members.

Professional Boundaries Workshops

In April, Bob Fisher from OSSTF presented a series of professional boundaries workshops. Fisher emphasized the role of the subject area heads within the school and the importance they play as leaders in the educational system. As well, Fisher addressed social media protocols and communication standards for teachers to maintain when dealing with students and parents. The workshops were well received by staff throughout the ADSB.

DID YOU KNOW?

This year, our Board reviewed and updated our Workplace Violence Policy, Food & Beverage Policy, Video Surveillance Policy, Travel, Meals & Expenditures Policy and our Purchasing Policy. These policies can be found at www.adsb.on.ca/policies.

DID YOU KNOW?

As part of implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework, our Board was selected as the North East Regional Board to provide professional learning opportunities for Native and Native as Second language teachers.

CAPTION: (5) In June, Principals and Vice Principals reviewed the Board's Strategic and Board Improvement Plans for the 2011/2012 school year.



Trillium Demonstration School Presentation

In November, Shelly Gladu and Erlene Shea from the Trillium Demonstration School in Milton made a presentation to SERTS, Student Success teachers, Literacy Leads and classroom teachers. Their presentation entitled "The OSSLT and Students with Learning Disabilities," provided various visual, kinesthetic, and oral strategies that could be used to help students be successful on the OSSLT. The format and vocabulary of the test, as well as the marking scheme and the format of answers were included.

Teachers participating had the opportunity to deconstruct questions, and create sample questions of their own that could be used in the classroom. All in attendance were very enthused with the presentation and eager to bring this information back to their schools for further discussion.

Ted Nolan Leadership Camp

Ted Nolan Leadership Camp had 130 students from across the north eastern region this year. This is the 3rd year that Aboriginal students from ADSB and HSCDSB have attended the camp. Students participate in personal and team challenge activities as well as cultural activities. It has been an interesting 3 year experience, watching as students develop positive leadership skills, learn to work and play cooperatively. Miigwech to both Ted and Sandra Nolan for giving our students this opportunity.

DID YOU KNOW?

ADSB continues to welcome First Nation Northern students who have moved to the Sault Ste. Marie area to continue their education. In partnership with Batchewana First Nation we have introduced the students to Indian Friendship Centre, Métis Nation of Ontario office and other sites in the Sault. Separation from family and friends is a major factor when they leave their home and communities. Plans for the year to keep them involved and engaged are ongoing.

DID YOU KNOW?

Blind River Public School Grade 8 student David Watts, achieved a Silver Award at the Provincial Public Speaking competition held in Orillia in April, sponsored by the Royal Canadian Legion. His award-winning speech was titled "The Significance of Water".

CAPTION: (6,7) Students from ADSB and our co-terminus board were participants this fall at the Ted Nolan Leadership Camp, hosted by Tim Horton's Children's Foundation at their Onondaga Farm camp near Cambridge, Ontario.



Equity & Inclusive Education

Different people; different beliefs; different hopes; different dreams; we have become not just a melting pot but a beautiful mosaic.

Parent Involvement Committee

Algoma District School Board's Parent Involvement Committee (PIC) hosted a very successful event in October that was attended by nearly 500 parents, PIC members, staff and community members. Best-selling author and internationally-recognized speaker Barbara Coloroso did a 2 hour presentation in Sault Ste Marie which was also videocast to Chapleau, Wawa and Elliot Lake. She shared her insights on parenting, bullying, raising healthy kids and Parenting with Wit & Wisdom.

In her presentation Barbara spoke about "parenting children to think and act ethically". She helped distinguish between Discipline and Punishment and provided alternatives to the one word parents seem to use the most: "No". She offered clear and manageable tips for building nurturing relations with children and teens.

Community Education at Superior Heights

The new Community Education facility at Superior Heights Collegiate & Vocational school has provided a very inclusive learning environment for the group of about 30 students enrolled in this program. Students are able to access the gymnasium, weight room, dance studio, and other specialty rooms within the school and take part in all school events. Their classrooms and their common areas are outfitted specifically to meet the needs of these students. Everything is accessible in their environment.

Student Engagement; Speak Up

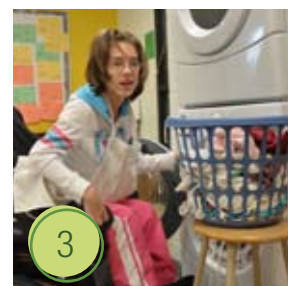
A diverse group of 100 Grade 9 to 12 students from ADSB high schools throughout the Algoma District and our co-terminus board were invited by the Ministry of Education to take part in a day-long *Speak Up* forum. Their task for the day was to explore two questions:

1. *What ideas do you have to make Student Council more engaging for you and all students?*
2. *What are your ideas to ensure all student voices are heard by your Student Council?*

The ideas students generated at this forum were shared with the Minister of Education. What students had to say was exactly what was recorded and reported to the Minister.

The group worked in a format called Open Space, allowing everyone equal opportunity to give their perspective on the questions. This forum was one of 12 held throughout the province this year.

CAPTION: (1) Following her presentation Barbara Coloroso met audience members and signed copies of two of her best-selling books. (2,3) Jordan, Zeegwon and Chanda along with their teacher Mrs. Gardiner learn skills, like baking and laundry, that allow them to become more independent. Their space at the Superior Heights Community Education program is fully accessible for them. (4) ADSB Students took part in a Speak Up Forum in March. It was the objective of the Ministry of Education to hear from students of various backgrounds and of varying levels of engagement in their school community.



Circle of Light Conference

The Circle of Light Conference had a wonderful message this year *"Learning Together for Student Success."* The highlight of the conference was the student voice component. Christine Bob was our student representative from our Urban Aboriginal Alternative High School. Her message about her resiliency to continue her education despite personal setbacks in her young life was powerful. Anne Wabigwan from Central Algoma Secondary School also attended the conference and shared her experience as a First Nation student and how the cultural room in her school is supporting students and their learning.

The Aboriginal Education Committee

The Aboriginal Education Committee continues to meet throughout the year. We work with our Aboriginal partners to focus on Aboriginal student success in our schools. Looking at our data will assist in understanding where support may be needed. The Aboriginal Education Committee is comprised of FN Education officers, Metis Nation of Ontario education rep, North Shore Tribal council rep, Indian Friendship Centre, HSCDSB reps, Algoma University Indigenous student office, Sault College of Applied Arts and Technology, and local community members.

CAPTION: (5) Christine Bob of the ADSB Urban Aboriginal Alternative High School addressed the plenary session of 1,000 educators at the Circle of Light Conference held in Toronto in November.



DID YOU KNOW?

Completing 7 mandatory courses, an extended essay and 150 hours of community service, the 29 graduating students who wrote IB exams at Korah in May 2011 earned an average grade of 5.13 out of 7. This exceeded the world average of 4.5. Based on an internationally designed, evaluated and recognized curriculum, each IB student can earn up to 45 points upon graduation. The average for Korah IB graduates was 31 points – exceeding the world average. Korah's IB graduates earned a combined total of over \$125,000 in Entrance, Faculty and other university scholarships. In addition, many of the IB graduates earned "Advanced Credits" for first year university courses, and several went directly into second year university programs.

DID YOU KNOW?

We have 436 enrolled in Alternative Secondary Programs. We have 301 students enrolled in our Adult Education Programs.

DID YOU KNOW?

Our Board congratulated 45 of our students who won the Province's Queen Elizabeth II Aiming for the Top Scholarships. These are students who graduate with top marks and plan to continue their studies at an Ontario college or university.

The Algoma Education Connection (AEC)

When Sir James Dunn and Bawating Collegiates closed their doors ADSB united all the Sault Ste. Marie alternative education programs into "one school." In September of 2010, the staffs from Prince Charles Secondary, The Co-op School, The Urban Aboriginal School and the School College Connection Program came together as one team providing four unique programs operating out of four separate locations. In the school's inaugural campaign, the four sites collectively welcomed over 700 students who weren't able to attend a composite school.

DID YOU KNOW?

The Algoma Education Connection's first graduate, G. Herriman, suggested the name Algoma Education Connection (AEC) to reflect the new school's ability to connect with students and provide them with a viable option to continue their education and graduate with an OSSD.

AEC #1 Prince Charles Secondary

In the year 2010-2011, Prince Charles Secondary, a continuous intake program, experienced a consistent growth rate and allowed students to access a wide array of courses in all streams, including dual credits at Sault College. School improvement initiatives included the introduction of a very popular Physical Education program, teacher certification in Mental Health First Aid, and the Green Apple Program which allowed for the beautification of the student courtyard. Prince Charles continued its partnerships with Ontario Works and Algoma Family Services, as well as offering the YMCA babysitting service, counselling support and their nutrition program which was highlighted by the Healthy Eating & Living Food Fair during Education Week. The year concluded with an impressive graduation ceremony for twenty-one proud students and an overall 426 credits earned with the support of a caring staff and a progressive approach to alternative education at Prince Charles.

AEC #2 The Co-op School

The Co-op School provides a highly flexible program in the board as a viable educational option for working students, young parents, expectant mothers and fathers, and disengaged students who may be struggling for a variety of reasons. This alternative educational site provides individualized programming for every student which includes options such as assisted learning through independent study courses and a Co-op program where students can earn up to four credits through traditional Co-op or by undertaking new learning at their place

CAPTION: (6) In its seventh year, the Urban Aboriginal Program celebrated its largest graduation to date with 20 students earning their OSSDs including this daughter, mother and son who all graduated together. (7) The impressive year-end graduation saw twenty-one Prince Charles Secondary students graduate with a total of 426 credits earned. (8) During its inaugural year, the Co-op School celebrated with 20 graduates during the first Aboriginal Education Connection grad in a combined ceremony with Prince Charles Secondary.



of work. The Co-op School's warm and nurturing environment offers a variety of services through our community partners; it is a place where students can access information through counsellors and get a hot breakfast. The school celebrated with 20 graduates during the inaugural AEC graduation in a combined ceremony with Prince Charles. The Co-op School recently added an Arts program as well as a teacher-delivered Physical Education program in September with the hope and intention of expanding course offerings and social supports throughout the school year.

AEC #3 The Urban Aboriginal School

In June 2011, in its seventh year of existence, the Urban Aboriginal Program enjoyed the largest graduation ceremony to date with 20 students earning their OSSDs and 200 total credits being earned school-wide. This alternative education program infuses culture into all areas of the curriculum including Aboriginal literature in the English program and cultural opportunities in the Outdoor Education Program and the Foods/Hospitality course. This year the Urban Aboriginal School offered the highly popular Expressing Aboriginal Culture course where 18 students not only earned an elective credit, but also demonstrated outstanding talent and ability producing high quality art projects reflecting and celebrating their culture as well as other Aboriginal cultures across Canada. This unique school is a partnership between the Algoma District School Board and the Indian Friendship Centre and it provides a healthy breakfast and hot lunch every day to nourish the students in order to help them with their learning.

AEC #4 School College Connection Program (SCCP)

The SCCP offers assisted learning independent study courses and dual credit courses (college courses that count as both high school credits and college credits). Each student will take at least one dual credit course to experience the college's academic program as well as school atmosphere and climate. Many academic options are available through the Sault College's course calendar. Students have the opportunity to sample courses based on their interests before applying to college. Eligible students must be within 4-6 credits of graduating. The warm and welcoming classroom environment is open from 8:30 a.m. until 5:00 p.m. or later depending on student needs. A Student Support Worker is available to students. A Snack Program is also available. Last year the program saw 36 successful grads (18 from ADSB and 18 from our co-terminus board) walk across the stage in the impressive Multi-Media Centre within Sault College.

The Aboriginal Focus Group

The Aboriginal Focus Group is comprised of principals, teachers, support staff and senior administration. This team continues to research and purchase resources needed for our Aboriginal students. We look for aboriginal authors' works to support literacy, printed and human resources to support teachers and student learning. Pathways for students are also a focus for this group as we look for ways to support and engage our Aboriginal learners.

CAPTION: (9) Last year eighteen ADSB students graduated from the School College Connection Program, pictured here in the Multi-Media Centre at Sault College, with fellow graduates from our co-terminus board.



Grade 9 Math Assessment, OSSLT & Credit Accumulation:

Since 2004, our secondary students continued to deliver strong outcomes in the EQAO Grade 9 Mathematics Assessment. In particular, students studying at the academic level made significant gains in the 2010-2011 school year resulting in our best results to date. For students studying at the academic level, the number of students achieving Levels 3 & 4 increased to 79%, an increase of 6%. In comparison the Province showed an increase of 1% to 83%. For students studying at the applied level, the number of students achieving Levels 3 & 4 decreased to 38%. In comparison, the Province showed a 2% increase to 42%. While results from students studying at the applied level have levelled off over the past few years, significant improvement has been demonstrated since 2004.

In 2010-2011, results for the Ontario Secondary School Literacy Test (OSSLT) showed a decrease compared to 2009-2010. The Province showed a slight decrease. Despite a dip in 2010-2011, since 2004 our secondary students have made steady gains in results for the Grade 10 OSSLT.

In an effort to improve our EQAO results and credit accumulation, individual school improvement plans have been aligned with the Board Strategic Plan to improve student learning. This includes the strategic selection and implementation of strategies and resources.

Elementary Reading, Writing & Mathematics Results

ADSB has demonstrated significant improvement in student achievement in the Primary Division. The results in Reading, Writing and Mathematics showed an increase in all three areas of assessment. The percentage of students achieving at Levels 3 & 4 in Reading improved to 62% (an increase of 7%), from the previous year. The percentage of students achieving at Levels 3 & 4 in Writing showed the greatest improvement to 70% (an increase of 11%) and Mathematics results showed a slight increase to 67% (an increase of 2%) as compared to 2009/2010. The Province showed a slight increase in Reading (65%) and Writing (73%). Provincial results showed a slight decrease to 69% in Math.

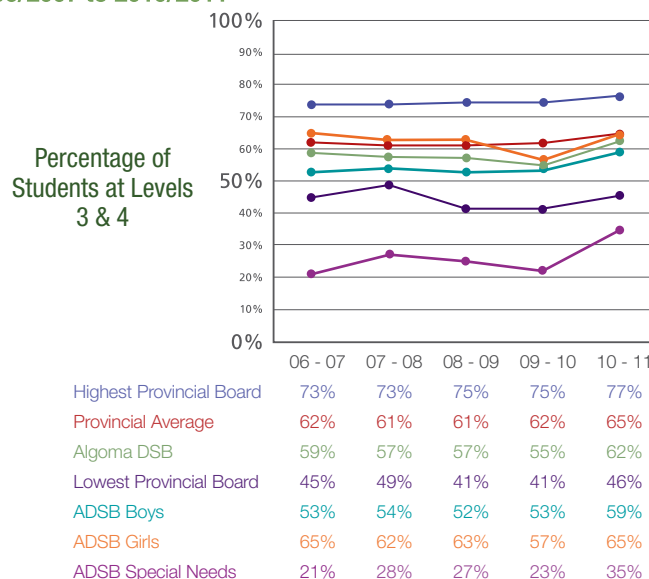
The Junior Division assessment results indicated that ADSB maintained the previous year's gains in both Reading and Writing.

The percentage of students achieving at Levels 3 & 4 in Reading remained at 70% and Writing remained at 62%. The percentage of students achieving at Levels 3 & 4 in Mathematics declined to 49% (a decrease of 9%). This compares to Provincial results which showed the Province achieving 74% in Reading (an increase of 2%), 73% in Writing (an increase of 3%) and declining to 58% in Math (a decrease of 3%).

ADSB and the Province recognize that the EQAO Junior Division Mathematics results are an area of concern and are committed to supporting student achievement. Junior Division Mathematics is a key area of focus in the 2011/2012 ADSB Board Improvement Plan for Student Achievement. The Ministry of Education, through the Literacy and Numeracy Secretariat, has also committed to supporting Boards in the area of mathematics.

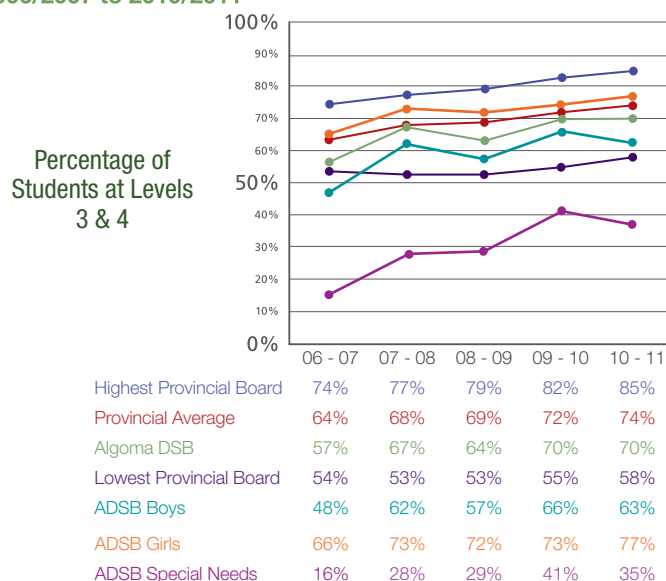
Grade 3 Reading Results

2006/2007 to 2010/2011



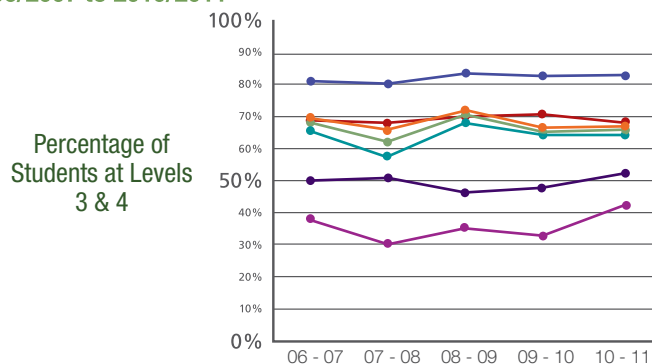
Grade 6 Reading Results

2006/2007 to 2010/2011



Grade 3 Mathematics Results

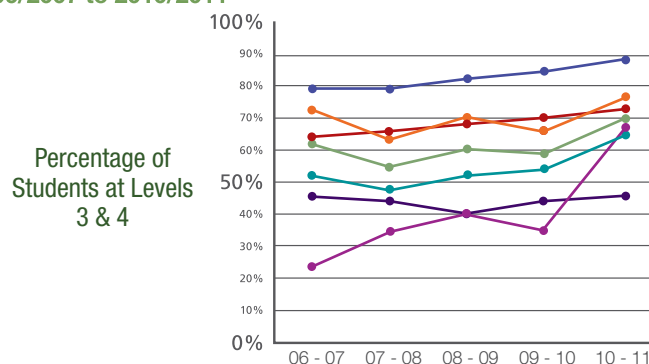
2006/2007 to 2010/2011



Highest Provincial Board	81%	80%	84%	83%	83%
Provincial Average	69%	68%	70%	71%	69%
Algoma DSB	68%	62%	71%	65%	67%
Lowest Provincial Board	50%	51%	46%	48%	52%
ADSB Boys	67%	58%	69%	64%	65%
ADSB Girls	70%	66%	72%	66%	68%
ADSB Special Needs	38%	30%	36%	32%	42%

Grade 3 Writing Results

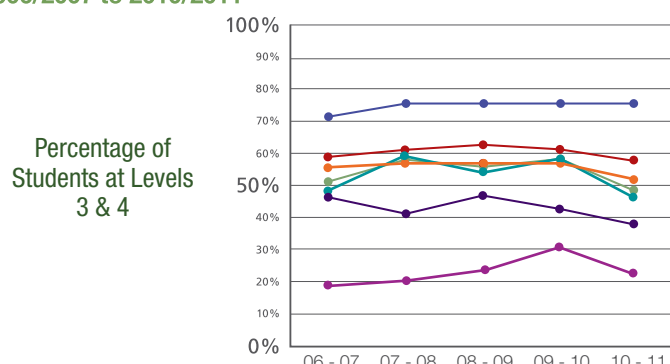
2006/2007 to 2010/2011



Highest Provincial Board	79%	79%	82%	85%	89%
Provincial Average	64%	66%	68%	70%	73%
Algoma DSB	62%	55%	60%	59%	70%
Lowest Provincial Board	46%	44%	40%	44%	46%
ADSB Boys	52%	48%	52%	54%	65%
ADSB Girls	73%	63%	70%	66%	77%
ADSB Special Needs	24%	35%	40%	36%	67%

Grade 6 Mathematics Results

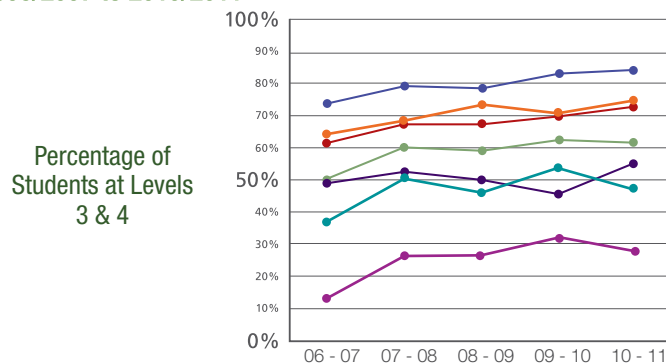
2006/2007 to 2010/2011



Highest Provincial Board	71%	76%	76%	76%	76%
Provincial Average	59%	61%	63%	61%	58%
Algoma DSB	51%	58%	56%	58%	49%
Lowest Provincial Board	46%	41%	47%	43%	38%
ADSB Boys	48%	59%	55%	58%	48%
ADSB Girls	55%	57%	57%	57%	51%
ADSB Special Needs	19%	20%	24%	31%	22%

Grade 6 Writing Results

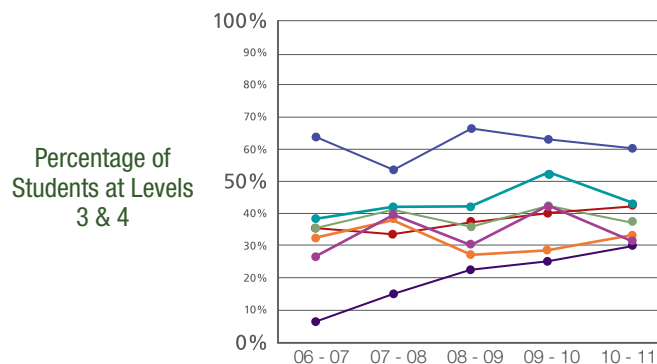
2006/2007 to 2010/2011



Highest Provincial Board	74%	79%	78%	83%	84%
Provincial Average	61%	67%	67%	70%	73%
Algoma DSB	50%	60%	59%	62%	62%
Lowest Provincial Board	49%	52%	50%	46%	55%
ADSB Boys	36%	51%	46%	52%	49%
ADSB Girls	65%	69%	73%	72%	76%
ADSB Special Needs	13%	28%	28%	32%	29%

Grade 9 Applied Mathematics Results

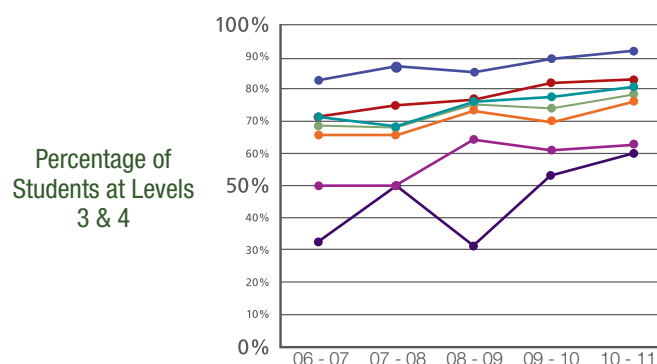
2006/2007 to 2010/2011



Highest Provincial Board	64%	53%	67%	63%	60%
Provincial Average	35%	34%	38%	40%	42%
Algoma DSB	35%	41%	36%	42%	38%
Lowest Provincial Board	7%	15%	23%	25%	30%
ADSB Boys	37%	42%	42%	52%	42%
ADSB Girls	32%	39%	27%	28%	33%
ADSB Special Needs	27%	41%	30%	42%	30%

Grade 9 Academic Mathematics Results

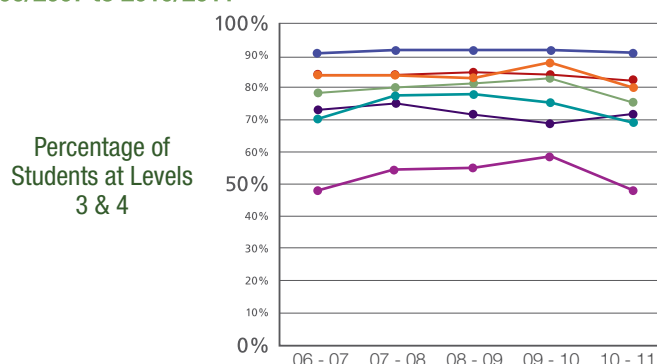
2006/2007 to 2010/2011



Highest Provincial Board	83%	88%	86%	90%	92%
Provincial Average	71%	75%	77%	82%	83%
Algoma DSB	69%	68%	75%	73%	79%
Lowest Provincial Board	32%	50%	31%	53%	60%
ADSB Boys	71%	68%	77%	76%	80%
ADSB Girls	66%	67%	74%	70%	77%
ADSB Special Needs	50%	50%	65%	61%	63%

Grade 10 OSSLT First Time Eligible

2006/2007 to 2010/2011



Highest Provincial Board	91%	92%	92%	92%	91%
Provincial Average	84%	84%	85%	84%	83%
Algoma DSB	78%	80%	81%	83%	76%
Lowest Provincial Board	73%	75%	72%	69%	72%
ADSB Boys	72%	77%	78%	77%	71%
ADSB Girls	84%	84%	83%	88%	81%
ADSB Special Needs	47%	54%	55%	58%	46%

DID YOU KNOW?

Elementary Principal Al Harnden was a 2011 Inductee into the Sault Ste Marie Sports Hall of Fame being acknowledged for his curling achievements over 40 years.



The Board approved a total budget for expenditures and revenue for the 2010-11 budget year in the amount of \$143,641,328.

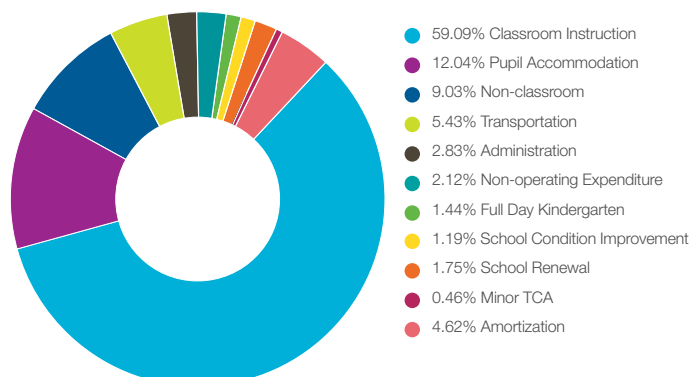
During the budget process a detailed review of revenues and expenditures was conducted by Trustees, the Finance Audit Committee, Principals and Administrative Council. This budget also reflects the Board's commitment to the Ministry of Education to be fiscally responsible during a challenging economic environment. Due to the decline in Provincial revenues, the Ministry has implemented temporary restraint measures in the following areas: Computers, Transportation, Staff Development, Board Administration and School Operations.

The Ministry provided for the following enhancements in order to help manage cost pressures: Labour Framework Agreements, increased Educational Assistants and Community Use of Schools. The Ministry has provided School Renewal and Good Places to Learn funding in order to ensure our existing facilities are improved and maintained.

The Board included enhancements to programs in the following areas: expansion of our Early Learning Kindergarten Program, Wireless technology in all schools, increased laptops and projectors for secondary school classes, netbooks in all elementary schools and full day Junior Kindergarten in all elementary schools board wide.

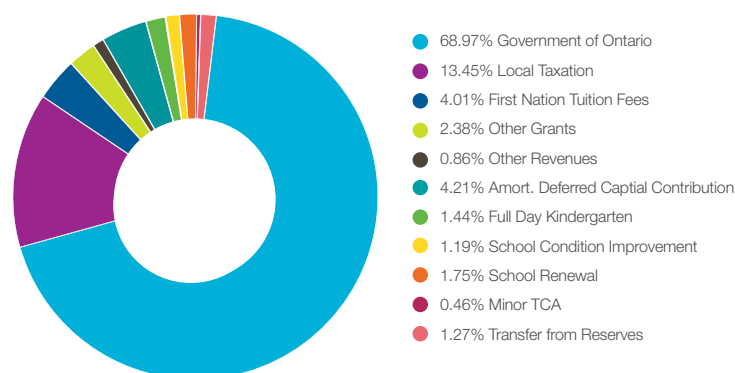
We are very pleased that the Ministry has given us the opportunity for capital funding to build a new French Immersion elementary school, a new secondary school in Sault Ste. Marie and a new JK -12 school in Hornepayne. These are the first steps in an ambitious Board capital plan to replace our old capital infrastructure.

2010-2011 Estimated Expenditure by Major Function



Classroom Instruction	59.09%	\$90,182,933
Pupil Accommodation	12.04%	\$18,381,185
Non-classroom	9.03%	\$13,788,129
Transportation	5.43%	\$8,281,756
Administration	2.83%	\$4,316,597
Non-operating Expenditure	2.12%	\$3,237,487
Full Day Kindergarten	1.44%	\$2,220,940
School Condition Improvement	1.19%	\$1,820,553
School Renewal	1.75%	\$2,673,667
Minor TCA.....	0.46%	\$696,511
Amortization.....	4.62%	\$7,052,249
Total		\$152,632,007

2011-2012 Estimated Revenue by Major Source



Government of Ontario.....	68.97%	\$105,277,524
Local Taxation	13.45%	\$20,522,460
First Nation Tuition Fees	4.01%	\$6,128,151
Other Grants	2.38%	\$3,628,134
Other Revenues	0.86%	\$1,316,308
Amort. Deferred Capital Contribution	4.21%	\$6,421,823
Full Day Kindergarten	1.44%	\$2,200,940
School Condition Improvement	1.19%	\$1,820,553
School Renewal	1.75%	\$2,673,667
Minor TCA.....	0.46%	\$696,511
Transfer from Reserves.....	1.27%	\$1,945,936
Total		\$152,632,007

DID YOU KNOW?

Our Board was invited to present and showcase at the KidsFirst Conference – a conference dedicated to increasing awareness on the topic of children's mental health. Our Student Support Leadership Initiative (SSLI) and Algoma Model website were highlighted.



Board Profile

Vision

Our schools will provide a welcoming environment where the focus is the well-being of each student. In preparation for the future, students will be encouraged to reach their potential through quality programs delivered by highly trained, caring staff in an atmosphere of respect for individual needs of each learner. To enhance learning experiences, we will work collaboratively with our community partners to ensure the effective use of all available resources.

Mission

The Algoma District School Board exists to provide positive learning opportunities of the highest standard for all learners to realize their full potential.

Values and Beliefs

We value learning and the learner. We are dedicated to providing a public education system that is open and accessible to all. Through Character Education, we work to meet the needs of all learners within an environment of respect, integrity, sensitivity and fairness. We believe that all students can learn, given sufficient time and support. We believe it is our role to uphold the highest standard of achievement with positive learning experiences that encourage students to become lifelong learners.



CAPTION: Seated (L-R) Manager of Human Resources T. Vavala and Manager of Finance E. Harris. Standing (L-R) Superintendent of Business J. Santa Maria, Manager of Plant D. Steele and Manager of IT P. Pottekkat.



Schools and Facilities

Elementary Schools	39
Secondary Schools	10
Section 23 Programs	8
Adult Education Centres	6
Continuing Education Centres.....	7
Alternative Education Sites.....	
Co-op Schools.....	1
Late Schools.....	5
Field Schools.....	2
Urban Aboriginal Alternative High School.....	1
Child Care Centres.....	5
Parenting and Family Literacy Centres	4

Number of Employees
2100 Permanent and Casual

Geographic Area
70,534 square kilometers

DID YOU KNOW?

You can find our Board's Strategic and Board Improvement Plan For Student Achievement at www.adsb.on.ca/Strategic & Board Improvement Plan.

Our Board has worked hard to incorporate Bullying Prevention Plans within all our schools. Parents and students are noticing the positive impact:

"Just wanted you to know how impressed I am with the school's efforts to deal with bullying. The Code of Conduct is excellent and it definitely pays off. Our child is very happy at your school and has commented about the absence of bullying. Good work to you and to the other teachers."

- Parent to a teacher at one of our Elementary Schools

One of our Secondary Schools offers a Media Studies program. They designed and created a beautiful 2012 calendar for the Sault Ste Marie Down Syndrome Society. They did the photography, the graphic design and the layout of the calendar.

"I want to congratulate you and your students on the production of a first-class calendar! You and your students need to pat yourselves on the back for a truly professional, beautiful, and very emotionally-stirring calendar. It is difficult for me to comprehend that this was not produced by an established publishing company. Those that operate such a company should be in awe of you!! Your students are indeed fortunate to have a teacher of your caliber."

- A proud and impressed grandparent

"I have been meaning to send this e-mail since the end of last school year to recognize an excellent job done by one of your primary school teachers."

My wife and I have always been pleased with the teaching staff at our child's school but there was something special about last year. In addition to teaching the curriculum and helping our child to improve her grades, this teacher's influence helped to build our daughter's self-esteem and instil some new and positive values.

As the school year progressed, our daughter became more confident and social and seemed to be developing leadership skills. Tangible examples include her participation in school activities. Less tangible but more important were the changes in her daily outlook towards school, friends, exercise and participation in new and interesting things.

This teacher had a positive impact on our daughter's general outlook which will surely benefit her ongoing development as both a student and a person. From a parent's perspective, this is the highest achievement that can be expected from a teacher and we are greatly appreciative."

-Parent regarding a teacher at one of our Elementary Schools

DID YOU KNOW?

Tarentorus Public School recently held an official ribbon-cutting (in this case a paper chain cutting) to open the Eric Nystedt Memorial Playground honouring fallen OPP officer Eric Nystedt who was a former student at Tarentorus.



"I'm writing to express my gratitude and appreciation for all of the good things going on at my children's high school. The staff, the principal and the vice principal are continually gracious and kind, often going far beyond. One can see in them a calling, and commitment to our young people. You are a fortunate "captain" to have such good people assisting you to lead. These people extend themselves daily and they are building great things into our young people. They celebrate the victories and they give a gentle touch when things are tough.

The leadership is visible and accessible to students and their families. Their commitment to community I am sure calls for a lot of sacrifice on their own parts and on the part of their families. But they do even this with grace. Mr. Turco, people are quick to complain. I wanted to say thank you and mean it."

- Letter written to Director Turco from a parent of secondary school students.





2011 DIRECTOR'S ANNUAL REPORT

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