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Confident Learners, Caring
Citizens

DIRECTOR'S MESSAGE

As the lead learner of the Algoma District School Board, I am proud to share this Director's Report and to celebrate another year of confident learners, caring citizens in action. From the Boardroom to the Classroom, we maintain our focus on the core of our work: ***Student Achievement, Equity and Well-Being***.

In August, our system leaders engaged in professional learning with Dr. Michael Fullan who shared examples of the relentless and collaborative work that we, in education, undertake to ensure students become "good at learning, good at life." His words – like our mission statement – acknowledge we must foster deep and authentic learning, such that we are not only connecting our students to the world, but helping them see themselves in it, and providing opportunities for them to be contributing to it.

Throughout this report, you will see positive, caring, and welcoming places to work, learn and succeed. You will see quality, innovative programs and learning opportunities that allow our students to demonstrate their learning while developing, promoting, and celebrating good character and responsible citizenship, locally and beyond. No one succeeds alone, and we are most grateful for the many stakeholders and community partners who support and contribute to our students' success. Together, we make a difference!

We have a pathway for every student, so as you explore these pages, I'm sure you will discover that whether students are learning through cooking, robotics, arts, construction, drumming, athletics, co-operative learning, music or in another language, they are engaged in learning and in developing themselves. This report provides a snapshot of the exciting learning and character development that happens every day across our district and reflects the commitment and dedication of our staff, who keep student achievement, equity and well-being at the forefront of all we do. I trust that as you review the report, you will understand why we are so Proud to be ... ADSB!

~ Lucia Reece



CHAIR'S MESSAGE



It is important to take time to reflect on and celebrate the many successes of the past year throughout the Algoma District School Board (ADSB). With the strategic priorities of ***Achievement, Well-Being, and Equity*** at the forefront of the work of the Board, we are proud to support policies, programming, and budget investments that drive innovation and which lead to greater outcomes for students as they grow as confident learners and caring citizens.

Another year of enrolment growth is an indicator that more families are choosing the ADSB because of the modern, welcoming learning spaces, professional staff, specialized programming, and focused support available to meet the needs of our diverse student population.

The photos of the past year contained in this report give you the “highlight reel” of the numerous and varied learning opportunities available to our students. Through countless hours, inside and outside the classroom, our dedicated staff prioritize and ensure the well-being and growth of our students. You will see students engaged in their learning, leading the conversations, and being encouraged to share their unique perspectives and experiences.

We are proud of the caring citizenship shown by our school communities as they engage in activities and events that support many local charities while meeting the needs of their own student population who may be struggling.

Enjoy the report as we look back on the past year and you will know why we are, Proud to Be ADSB!

~ Jennifer Sarlo

BOARD OF TRUSTEES



Chair Jennifer Sarlo



Vice Chair Elaine Johnston



Trustee Nick Apostle



Trustee Greg Bowman



Trustee Sheryl Evans



Trustee Susan Johnson



Trustee Sara McCleary



Trustee Marie Murphy-Foran



Trustee Susan Myers



Trustee Debbie Shamas



Trustee Heather Whitley



STUDENT TRUSTEES

Pictured left to right:

Addy McEachren (Michipicoten High School)

Georgia-June Abel, Indigenous Trustee & Northern Indigenous Youth Chair (White Pines C&VS)

Cameron Ciotti (White Pines C&VS)

SENIOR ADMINISTRATION



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

Algoma District School Board

CONFIDENT LEARNERS, CARING CITIZENS



Mission

Confident learners, caring citizens.

Vision

In partnership with our stakeholders, the Algoma District School Board will create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning and as caring citizens who value good character and contribute positively to our communities.

Values

We are guided by:

- ❖ ADSB character traits
- ❖ lifelong learning
- ❖ empathy
- ❖ ethical relationships
- ❖ equity & inclusion
- ❖ accountability



*Confident learners,
caring citizens.*

STRATEGIC PRIORITIES



ACHIEVEMENT

- Utilize evidence-based strategies and data-based decision-making to improve instruction and assessment practices, in response to individual student needs, within a tiered approach to intervention
- Provide students the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary to a post-secondary pathway (apprenticeship, college, community living, university or the workplace)
- Engage students, families and community members as respected and valued partners to enhance learning and achievement

WELL-BEING

- Support students' well-being, mental health and engagement by fostering a sense of belonging in healthy, safe and caring school environments
- Implement timely and evidence-based resources that support mental health and the domains of well-being (physical, cognitive, emotional, social, self/spirit)
- Enhance the personal well-being of staff through skill development, job satisfaction and leadership development, through learning/training opportunities and the promotion of personal mental health management strategies
- Promote and model good character and responsible citizenship in all learning/working environments

EQUITY

- Ensure learning environments provide students equal opportunity to succeed, thrive and reach their full potential
- Address systemic discrimination and eliminate disparities in the educational experiences for students, notably as revealed by the collection and analysis of a variety of data (ie. demographic data, student voice, parent and community feedback)
- Deepen collaboration with First Nation, Métis and Inuit partners to further inform our actions and implementation of the Truth and Reconciliation Calls to Action

STRATEGIC PRIORITIES AND SYSTEM IMPROVEMENT WORK

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

We are committed to teacher professional learning, through classroom-embedded practice, staff meetings and/or Professional Development days. Every ADSB teacher, Kindergarten to Grade 12, has their own Classroom Improvement Plan in which they articulate what they’re going to implement to impact learning, and what adjustments they plan to make in their classrooms and with their learners.

We are working with all our teachers and asking them to think intentionally about their instructional and assessment practices, to think about who the learners are in their classrooms, and how they are going to be relevant and responsive to learner needs.

To date this school year, Professional Development Days have provided opportunities for our staff to:

- engage in learning and conversation about their Classroom Improvement Plans,
- review assessment data,
- continue training with tools to support literacy and mathematics,
- review new Mental Health modules from School Mental Health Ontario,
- engage in sessions around “Cultivating & Sustaining Intentional Spaces of Belonging in Schools”,
- participate in training on the updated “Safe Practices for Staff Working with Students with High Needs Guidelines”,
- participate in training on the revised ADSB Code of Conduct including the revised Policy and new Procedures related to personal mobile devices, vaping and bullying interventions,
- engage in Behaviour Management Systems (BMS) training focused on prevention measures and safety when responding to behavioural needs.

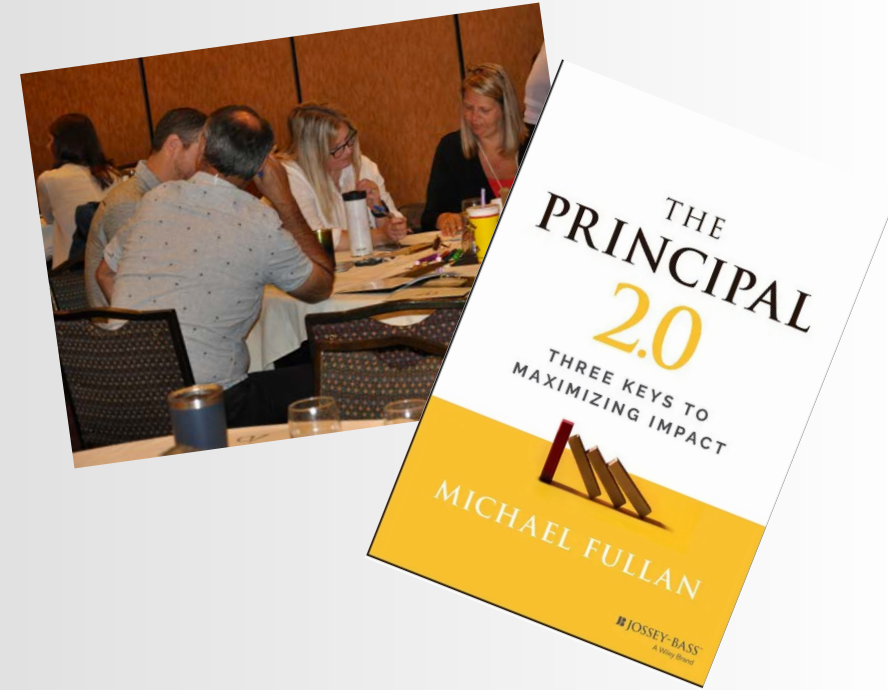


DEVELOPING OUR ADMINISTRATIVE LEADERS

In late August, ADSB's Senior Administration, Principals, Vice Principals and Managers engaged in two days of professional learning centered around the theme, "**Lead Learner...Lead Team Builder.**"

Renowned author, speaker and educational consultant Dr. Michael Fullan joined the group virtually for an opening keynote address, inspiring our leaders with strategies to ultimately ensure our students become "**good at learning, good at life.**" Fullan shared three key strategies to support our work as we develop our "internal systems" that will create better futures not only with respect to student learning and achievement, but for society and the world at large.

Following the presentation, our school administrators set to work, connecting Fullan's ideas and insights into their school improvement work for the year ahead, identifying areas where they would recalibrate their thinking, strategies and professional learning.



Michael Fullan, Professor Emeritus,
OISE/University of Toronto

Michael Fullan, Order of Canada, is the former Dean of the Ontario Institute for Studies in Education, and Professor Emeritus of the University of Toronto. He is co-leader of the New Pedagogies for Deep Learning global initiative (www.deep-learning.global).

Fullan served as former Premier of Ontario Dalton McGuinty's Special Policy Adviser in Ontario from 2003–2013. He received the Order of Canada in December 2012 and holds five honorary doctorates from universities around the world. His 'interim autobiography', *Surreal Change*, covers his pre-Covid-19 Pandemic period to 2018. Michael and his colleagues are now working diligently on field-based comprehensive system change in several countries. The goal of this work focuses on the 'humanity paradigm' —a deep care and commitment to all living things including equity and equality in the service of helping all humans cope and thrive in complex societies of the 21st century.

LEADING & LEARNING AT SUMMER SYMPOSIUM

In late August our Senior Administration and Program Team put together two days of learning and exploring to kick off the 24/25 school year. We invited two renowned key note speakers to address our educators: Dr Jean Clinton and Dr. Marian Small.

Building Relationships in our K-12 Classrooms

with **Dr. Jean Clinton**

Child Psychiatrist / Knowledge Translator

As educators learn and change their interactions with children/youth, both their brains and our brains are changed. It is never too late. When we change the way we think, we change how we feel AND how we act. Dr. Clinton helped our educators explore the way they think about their interactions with children/youth, and how they can spend more time connecting and less time correcting. She focused on children/youth's natural competence and capacity for learning, curiosity and desire to LEARN and EXPLORE their world.



Making a Difference in Your Child's Attitude Towards Math

with **Dr. Marian Small**

Mathematics Educator, Author, Consultant



Dr. Marian Small writes and speaks about K-12 math across the country. Her focus is on teacher questioning to get at the important math, to include all students, and to focus on critical thinking and creativity. She proposed 10 steps that teachers can take that will really make a difference in their students' attitudes towards math and facility in math. Dr. Small engaged in a Q&A session following her presentation where she responded to staff members' questions and wonderings.

LEADING & LEARNING AT SUMMER 2024 SYMPOSIUM

Thirty-seven sessions were offered, designed for JK–12 teachers, Special Education Resource Teachers (SERTs), Early Childhood Educators (ECEs), teachers involved in the New Teacher Induction Program (NTIP) and aspiring system leaders.

37 Sessions Offered at Summer 2024 Symposium

- Well-Being Classroom Supports
- Verb Voyage: Digging into Curriculum
- Co-Regulation
- Es-tu PRO avec Echos et Mon réseau, ma vie
- Navigating New Secondary Curriculum
- Multilingual Language Learners: Program Planning
- Effectively Implementing Bug Club Morphology in Classrooms x2
- Book Discussion: Strive for Five
- Book Discussion; Shifting the Balance x2
- Outcome Based Assessment OBA
- Point de connexion et Jusqu'au Bout
- Kinder Foundations: Creating Conditions for Growth & Learning
- Reverse Planning & Forward Thinking
- Tech Trailer Program Overview
- Building an Inclusive Learning Community
- Using Declarative Language in Classrooms
- Accessing & Utilizing Classroom Support / Strategies for Students with Exceptionalities
- EduGems: Sharing Sparkling Strategies
- Using Children's Literature / Picture Books to Promote Diversity & Inclusion
- Enhancing Learning with Effective Feedback
- Supporting Growth of Bilingual Identities
- Supporting Student Engagement with Technology
- Psychological-Educational Assessments & How They Apply to the Classroom
- Tower Gardens in the Classroom
- IDELLO
- Culturally Confident Teaching: Empowering Educators to incorporate Indigenous Learning within their Learning Communities
- La Littérature jeunesse au service de l'apprentissage c'est gagnant
- Getting Started with Knowledgehook
- Inclusive Classroom Design: Spaces that Support All Learners
- Artificial Intelligence for Beginners: A Conversation about ChatGPT and other Disruptive AI Technologies x2
- Tier 2 Oral Language Intervention for Students with Language Impairment
- SKG Walkthrough and Connection
- Experience Executive Functions
- NTIP Orientation



195 Educators (K-12) registered & took part in the Summer Symposium.
37 different sessions were offered.



OUR STUDENTS ENGAGED IN SUMMER LEARNING



Algoma District School Board once again provided a variety of program choices to support learning over the summer months. Summer learning options included experiential learning through Co-op, day-time summer school, eLearning, Reach Ahead, Dual Credit Program and our Summer Learning Program for students SK to Grade 3.



This summer ADSB also offered:

- STEM & Innovation Summer Program
- French Summer Learning Week
- Robotics/Engineering Camps
- Indigenous Summer Transition Program
- Intro to Trades Summer Camps
 - Welding
 - Automotive
 - Culinary

812 STUDENTS TOOK PART IN SUMMER LEARNING OPPORTUNITIES!



167 STUDENTS

Literacy & Numeracy

Literacy SK/Gr 1: 80 students
Numeracy Gr 2/3: 87 students
Supported literacy/numeracy needs, as well as providing outdoor activities & healthy eating activities through partnership with Algoma Public Health.

Students from 15 different schools participated.

22 STUDENTS

STEM & Innovation Summer Program

Grade 7: 14 students
Grade 8: 8 students
Program designed to provide opportunities to investigate and design solutions to real problems. Students applied coding concepts, and collected and analyzed data to inform decisions.

Students from 10 different schools participated.

SUMMER LEARNING SUCCESS 2024

358 ELEMENTARY STUDENTS



43 STUDENTS

French Summer Learning Week

French Immersion students developed their oral language & speaking confidence in a fun-filled learning environment, both indoors & outdoors.

Gr 2/3: 25 students

Gr 4/5: 18 students

Students from our two SSM French Immersion Public Schools participated.

91 STUDENTS

Robotics / Engineering Camps

Robotics

Grades 5 to 7: 20 students

Grades 2 to 4: 21 students

Engineering

Computer, Grades 6 to 8: 23 students

Design, Grades 6 to 6: 29 students

Students from 29 different schools participated.

35 STUDENTS

Intro to Trades Summer Camps

Grade 7 and 8 Students

Welding - 13 students

Automotive - 10 students

Culinary - 11 students

Students from 10 different schools participated.



26 STUDENTS

Indigenous Summer Transition Program

Grade 8 & 9: NAC10 Credits

Grade 11: Peer Leadership Credits

Students participated in experiential, land-based cultural learning in partnership with local Indigenous communities.

Students from 13 different schools participated.



SECONDARY SUMMER SCHOOL ~ 88 IN-PERSON CREDITS & 342 ELEARNING CREDITS

PROUDLY SUPPORTING MULTILINGUAL LANGUAGE LEARNERS

This fall we saw once again a significant increase in the number of Multilingual Language Learners (MLL) registered with the Board. We have just over 500 newcomer students in our schools who have come from 70+ different countries and speak 40+ different languages.

Since the beginning of 2024, we have welcomed more than 70 students into our schools. We currently have MLL students in every one of our schools, both secondary and elementary district wide.

We work to provide learning environments that welcome all cultures and languages and to provide students whose first language is a language other than English with the programs and resources that will support their success.

We support our MLLs through diverse programming that includes elementary schools with MLL leads, who work with classroom teachers to better understand how to provide accommodation and modifications for MLLs. Additionally, some secondary schools across our district are offering ESL or ELD credits in English and/or math, and MLL instructional support teachers who work with content area teachers.



Today, we have 500+ Multilingual Language Learners, Kindergarten through Grade 12. We have welcomed MLL students in every one of our schools, district wide!



STUDENT VOICE

Student Trustees held their **2024/2025 Student Senate Kick Off Workshop** in October 2024. Students and mentors from ADSB high schools began planning and setting the stage for the year's goals and priorities. Following interactive team building exercises, students divided themselves between four focused learning sessions, led by community partners and ADSB staff members:

- **Health & Wellness** with Rebecca Kennedy of the Ministry of Natural Resources (MNR)
- **Environmental Sustainability** with Emily Cormier of the City of SSM
- **Inclusive & Equitable Leadership** with ADSB's Nicole Kay and Dana Ariss
- **Indigenous Leadership** with ADSB's Melodie General

School teams then reconvened to share insights and develop goals for the year ahead.

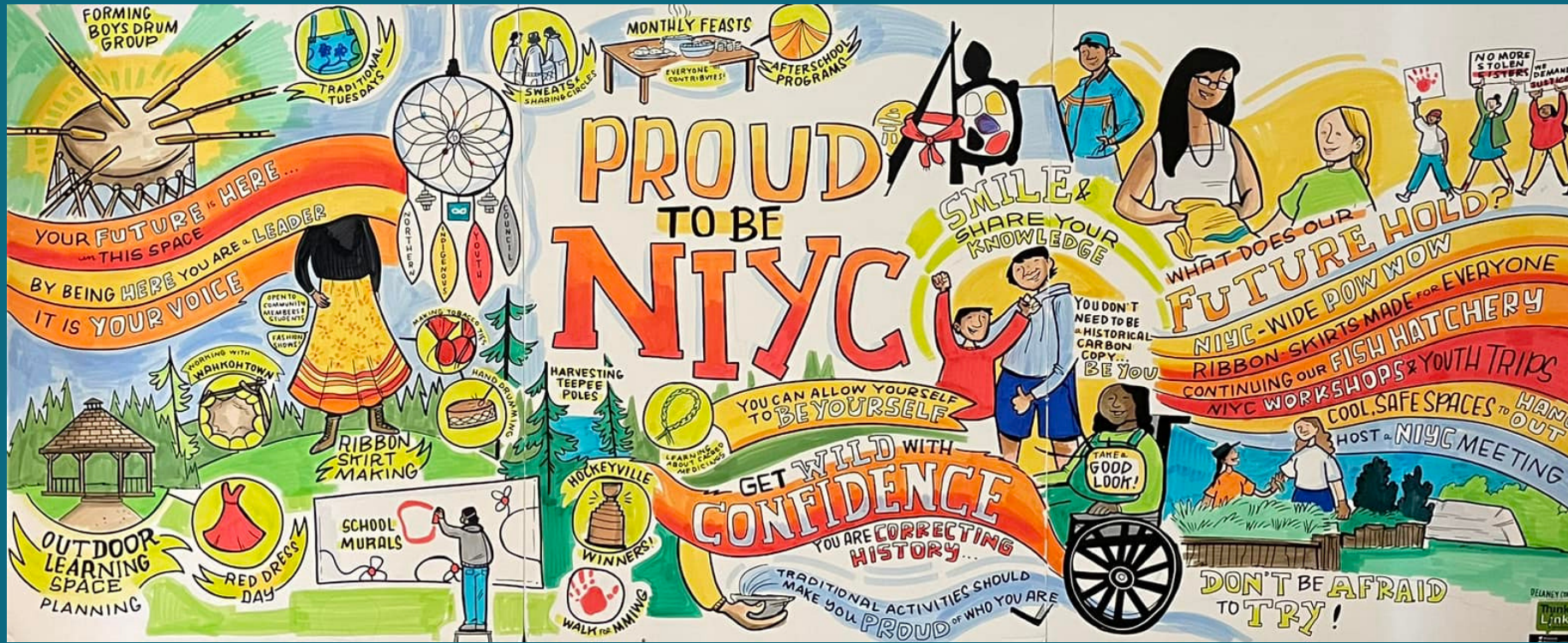


Left to right: Georgia-June Abel (Indigenous Trustee & NIYC Chair), Addy McEachren (Student Trustee), Molly Kennedy (Keynote Speaker) and Cameron Ciotti (Student Trustee)

In early November Student Trustees and the Northern Indigenous Youth Council Chair / Indigenous Student Trustee spearheaded a **Student Voice Gathering** titled "Leading Together". They welcomed motivational speaker Molly Kennedy for a day of learning focused on developing confidence, allyship and leadership.

Molly is an award-winning international youth speaker, author and high energy workshop facilitator. She helped students learn how to improve their perspective, mindset and resilience. She recognizes that students today are struggling with even more distraction, anxiety and self-doubt. Through her engaging session, she challenged our students to go from "yeah but" to "let's go!"

NORTHERN INDIGENOUS YOUTH COUNCIL



In April 2024, our Northern Indigenous Youth Council (NIYC) worked with Mike Scott, known for his “Warrior Within” presentation. He provided a keynote message focused on making decisions for yourself that can allow you to change and become the person you are truly destined to become.

In late May 2024, the NIYC closed out the 23/24 school year with a year-end gathering held at Shingwauk Kinoomaage Gamig (SKG). Students and community partners reflected on their learning over the year, and shared what initiatives and thinking they hope to see in their school spaces in the coming years. A beautiful replica of the ideas and thoughts shared throughout the day, was captured on a “living mural” by artist Delaney Cox of Think Link Graphics (*pictured above*).

In late October 2024, NIYC gathered for an inspiring and empowering session focused on leadership, self-confidence, and cultural connection. We welcomed Turtle Concepts, whose general theme for the day centered around leadership and embracing your identity as a proud individual. The event also included team-building activities that encouraged collaboration and teamwork, providing students with valuable opportunities to connect with their peers from other Indigenous communities and schools.

One of the key priorities of the NIYC is to create an environment where students feel empowered to embrace and celebrate their culture while being supported in a safe and happy space. We strive to ensure that each student feels comfortable expressing their cultural heritage and identity.

OUR ONGOING COMMITMENT TO TRUTH & RECONCILIATION

ADSB students and staff took part in Honour Walks on September 30th in recognition of the National Day of Truth and Reconciliation. This was an opportunity to create meaningful discussion about the effects of residential schools and participate in building bridges with each other for reconciliation.

The ADSB Honour Walk is a symbolic, public statement that our Board and school communities support the Truth & Reconciliation Commission Calls to Action in Canada through an experiential learning opportunity that impacts both students and staff, while promoting allyship within our schools.

Staff, students and many people across Canada choose to wear an orange shirt to honour the children who survived the residential schools and remember those who did not. Wearing orange recognizes the harm the residential school system had on children's sense of self-esteem and well-being. Wearing orange and promoting the slogan, *Every Child Matters*, is an affirmation of our commitment to reconciliation and raising awareness of the residential school experience, to ensure that we focus on actions to create a better future in which children are empowered to help each other.

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



In memory of the Honourable Murray Sinclair



“Education is what got us here, and education is what will get us out.”

Justice Murray Sinclair

ADSB INTRODUCES OUR RE-ENGAGEMENT TEAM

In response to the declining rates of attendance since the Covid pandemic, our Board has created a Re-engagement Team, which includes a system attendance lead, and two re-engagement coaches.

School attendance is the best predictor of academic success; it directly impacts a student's ability to engage with learning and to reach their full potential. Regular school attendance helps build strong study habits, social connections and increases graduation rates.

The Re-Engagement Team is dedicated to working with students and families to address barriers to attendance, with a shared goal of improving student engagement and ensuring students thrive academically and personally across the district.

Terri Finlayson is the Board's Attendance Lead. She is overseeing and improving attendance systems across the Board, ensuring that all students are consistently engaged and attending classes. She is reviewing attendance data, looking at trends in attendance and working with all schools to develop strategies that address systemic attendance challenges.

As Re-Engagement & Attendance Coaches, Michelle Pearson and Trey Donaldson are supporting students who struggle with attendance by providing personalized interventions and are working closely with students, families and school administration to remove barriers to attendance.

The Re-Engagement team has a positive relationship-based approach to incorporating the five Cs, including caring, connecting, coaching, contributing and congratulating. This is not a blame and shame approach, but rather a welcoming, how can we help approach.



ADSB's Re-Engagement Team

Left to right: Terri Finlayson, Brianna Walker (Algoma University intern student), Michelle Pearson, Trey Donaldson

SPARKING SECONDARY SUCCESS

Sparking Secondary Success course allows Grade 8 students to earn a High School Credit – giving them an early credit for the start of secondary school. This year the course was made available to all ADSB Grade 8 students. Since its inception, over 235 ADSB students have taken part in and successfully completed the program, each student earning a Grade 9 credit in Healthy Living and Individual/Small Group Activities (PA110) which counts as a compulsory credit for their Ontario Secondary School Diploma (OSSD).

The course focuses on supporting students in understanding themselves as learners through the four domains of well-being: physical, social, emotional, and cognitive. Students explore their strengths and interests, utilizing an educational online tool (My Blueprint) to look at their pathways into secondary school and beyond. Throughout the course, students develop their understanding and skills (i.e. organization, study skills). They also plan a leadership event for their elementary or intermediate school and assist in Recess Re-Think, where they act as mentors to Grade 5 and 6 students who are training to become recess coaches.

Most of the course work is completed asynchronously through EDSBY. The course is designed to be flexible, and, with a few exceptions, students are not required to “attend” on specific days. They may sign into EDSBY on evenings or weekends to complete their course work. Students participate in one virtual and four in person experiential learning days.

Research tells us that credit accumulation at the end of Grade 9 is a key predictor for graduation, and provincial statistics have shown that if a student gets behind by one credit in Grade 9, only two thirds of these students will graduate in 5 years and the impact of additional missed credits further decreases graduation rates.



Our data shows that Sparking Secondary Success is helping our students stay on track for graduation.

Based on our 2023/2024 student data, 94.5% of Sparking Secondary Success students earned 8 or more credits by the end of their Grade 9 year.

Additionally, on average, **students who completed the Sparking Secondary Success course have 3.1% fewer absences** per year than ADSB students as a whole.

EQUITY & INCLUSIVITY

In our last two Student Census Surveys (2019 and 2023), at least 20% of our students identified as Indigenous, a growing number of our students are not born in Canada and over 1/3 of students in grades 7-12 do not identify as White. Our student population is changing.

When asked, our students want to feel like they belong and are welcomed, in all of their identities: their gender, language, culture, racial identity, and in their ways of thinking and learning. ASDB has adopted a “belonging framework” which is mindful of the diversity of students, and seeks to structure beliefs, practices, and policies that take into consideration how our actions affect those on the margins. This framework is built around School Mental Health Ontario’s “identity-affirming school mental health” approach. For instance, in reviewing our instructional policies and practices we intentionally ask ourselves: ***“Who might be excluded? Does this policy make it harder for certain populations of students and their families? Is this fair to everyone?”*** Belonging seeks to make sure that there are no discriminatory practices, and there is a concerted effort to remove barriers that prevent anyone from full participation in school opportunities. This has become the core of our work in bringing Reconciliation and Equity affirming approaches to all our work creating learning and working environments that reinforce belonging.

In May 2022 we engaged in collaboration with students, staff, families and community partners to develop, implement and monitor a plan to uphold and promote human rights and equity for all school community members and support Reconciliation. ADSB’s Code of Conduct has been updated to reflect our commitments from May 2022 and our focus on belonging.

During the November 8th PD Day, staff across the system participated in a virtual presentation with Dr. Andrew B Campbell (Dr. ABC) who challenged our staff to think about what belonging is. He suggests that ***“...belonging is more than a flag, a sign or a sticker. It is the extent to which children feel individually welcomed, respected, included and supported by others within the school environment.”***

This is about Confident Learners and Caring Citizens – for ALL students, not SOME students– to ensure all students belong and have an opportunity to feel confident in who they are, with an opportunity to be successful to their full potential, within a caring and supportive learning environment.



RE-IMAGINING RECESS: BUILDING INCLUSIVE PLAY SPACES

In 2023/2024 the ADSB introduced an initiative called Re-Imagining Recess. This program empowers grade 5 and 6 students to become “Recess Coaches,” leading activities for younger students in grades 1–4. The program focuses on three key goals:

- Fostering a kind and inclusive recess environment for all students.
- Encouraging more physical activity and making recess enjoyable.
- Creating leadership opportunities for grade 5 and 6 students.

To date, 13 schools have embraced the program, with over 150 Recess Coaches now trained across the Board.

Working in teams of 2–3, these leaders dedicate one recess each week to engage with younger students, organizing games, leading “walk and talks,” helping resolve minor conflicts, and building a strong sense of community.



You can easily spot Recess Coaches in our school yards by their bright pink hats and pinnies.

Their motto?
“There is always room for one more!”



EXPLORING PATHWAYS



Level Up Career Fair was held in September and ADSB had 900 students attend. The career fair is presented by the Ministry of Labour, Immigration, Training and Skills Development and is designed to offer students a hands-on, engaging experience with the goal of:

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

The ADSB Tech Trailer was on site along with our Pathways team members who were engaging students in dexterity challenges.

ADSB TRADES TRAILER CONTINUES TO BUILD ENTHUSIASM!

The ADSB Tech Trailer continues to visit schools introducing the trades and facilitating skills challenges in grade 7/8 classrooms. Our students, under the direction of ADSB's Trades Pathway Coach, have learned how to design and build everything from serving trays and picture frames, to desk organizers and picnic tables.

They focus on the six skills needed to complete a basic project:

1. Measurement & Precision
2. Tool Usage & Maintenance
3. Reading & Interpreting Plans
4. Material Knowledge (identifying the right materials for the project)
5. Problem-Solving & Adaptability
6. Safety Awareness

Some schools, like Sir James Dunn PS in Wawa, focused on creating legacy projects and constructed a gaga ball court and benches built around trees (*pictured below*), so that students in years to come can enjoy competing in a dodgeball-like game of gaga or reading a book in the shade of a tree!



In 2024, our Tech Trailer visited **51 classrooms across the district and reached over 1,471 students!** In fact, the TECH Trailer will visit every ADSB elementary school in the 2024/2025 school year.



ADSB OUTDOOR EDUCATION SKI & SNOWSHOE TRAILERS

In January 2023, ADSB revived cross country skiing as an official sport for elementary and secondary students in the board. ADSB students have the option to take part in one of two divisions: one that's more competitive for experienced cross-country skiers, and another that's designed for students who are new to the sport. For secondary students, this means they have opportunities to compete at OFSSA and NOSSA events.

Staff recognized that skiing can be costly for families to outfit themselves in all the required gear/ equipment. Hiawatha Highlands and the Soo Finnish Nordic Ski Club have been very supportive, partnering with ADSB and offering free ski rentals to students one day a week.

Around the same time (winter of 22/23), ADSB launched our Outdoor Education Ski & Snowshoe Trailers. Two trailers are outfitted with:

Snowshoes

- two classroom sets for primary/junior and
- two classrooms sets for junior/intermediate

Cross Country Skis (with universal bindings to use with students' own boots)

- 20 large
- 30 medium
- 20 small
- one pair for teachers

Our district schools are also enjoying snowshoeing:

- Central Algoma SS / St. Joseph Island PS share a class set
- Elliot Lake SS has a class set
- Chapleau JK-12 School has a class set
- Sir James Dunn PS and Michipicoten High School in Wawa already have snowshoes.



Since January 2024 , the Outdoor Education Ski & Snowshoe Trailers have visited: **130 classes** throughout Sault Ste Marie. **3,250 students** have had the chance to try out skiing and snowshoeing!



CO-OP & OYAP PROGRAMS AND PARTNERSHIPS

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

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

ADSB offers 18 Specialist High Skills Majors at 5 of our secondary schools and currently has 295 participating students.

From February to December 2024, 239 ADSB students participated in the Co-operative Education program (125 female, 111 male, 3 undisclosed). In the same time period, 182 ADSB students participated in the OYAP program (36 female, 146 male). Of these, 36 students obtained a Registered Training Agreement allowing them to continue with their apprenticeship following graduation.

School-College-Work Initiative funding provided an opportunity for 12 of the ADSB OYAP students to successfully complete their Level 1 apprentice training while still attending secondary school (4 Truck and Coach Technician/Heavy Duty Equipment Technician and 9 Welder).

TOTAL CO-OP STUDENTS (FEB - DEC 2024) = 239 STUDENTS
TOTAL OYAP STUDENTS (FEB - DEC 2024) = 182 STUDENTS



EMPOWERING ADSB STUDENTS THROUGH HANDS-ON JOB TRAINING

ADSB, in partnership with the Sault Area Hospital (SAH) and Community Living Algoma (CLA), continues to lead the way in promoting equity and inclusion for young adults with intellectual disabilities through Project SEARCH.

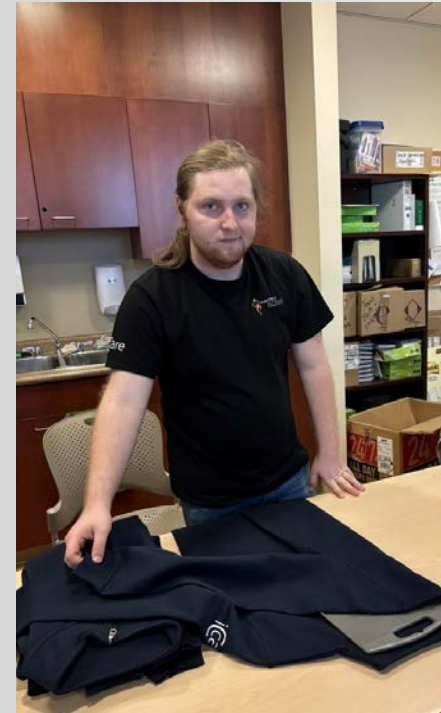
This innovative program, which was introduced by ADSB in 23/24, allows student interns to participate in hands-on job training, acquire employability skills, and prepare for competitive employment in various fields. The program is rooted in the belief that every individual, regardless of ability, deserves the chance to develop their skills, contribute to their community, and pursue meaningful employment.

ADSB's Project SEARCH interns work alongside SAH staff to perform tasks that are critical to the hospital's daily operations. Interns are given responsibilities that challenge them, while ensuring that they feel supported and included in the workplace.

Through these roles, students are not only learning technical skills, but they are also being embraced as valuable members of the hospital team. The hospital staff have been instrumental in fostering an inclusive culture and supporting students.



Dominic (*pictured left*) is a Project SEARCH Graduate and has been hired by Sault Area Hospital in the Medical Device Reprocessing Department.



ADSB WELCOMES RETURN OF HIGH SCHOOL LIAISON OFFICER

Our Board was pleased to renew a partnership with Sault Ste. Marie Police Service (SSMPS) with the return of a full-time, uniformed High School Liaison Officer to our local high schools in November 2024. This partnership provides students, staff, and families with enhanced safety, education, and relationship-building opportunities.

The new High School Liaison Officer is Constable Lyndsey Pilkington, who has been a police officer for nine years. Prior to joining the Sault Police, Lyndsey earned her Bachelor of Education degree and worked as a teacher in both Canada and Australia.

The focus of the High School Liaison Officer is on education, awareness, and building positive relationships within the school communities. Through responding to incidents involving students, participation in school activities, and informal interactions, the officer will work to support students' safety and well-being, while also promoting a deeper understanding of the role the police have in our community.

The Sault Ste. Marie Police Service and ADSB, in collaboration with our co-terminus board, remains committed to enhancing safety, education, and positive community relations.

Constable Pilkington began her duties on November 12, 2024, with a focus on making meaningful connections and being an accessible resource for staff and students.



"Connecting with youth has always been a focus of mine, whether in the classroom or in uniform. I'm looking forward to being a consistent presence and role model in our high schools, supporting students, and working together with staff to create a positive and safe environment for everyone."

SSMPS Constable Lyndsey Pilkington
High School Liaison Officer

WELCOMING SPACES

In November ADSB was pleased to receive an Approval to Proceed (ATP), with additional funding, from the Ontario Ministry of Education in the amount of \$8.9 million for updates and an addition at HM Robbins Public School in Sault Ste Marie.

The funding is for a twenty-six (26) pupil place addition and retrofit for HM Robbins Public school as well as a four room child care (64 child care spaces) addition to the school. The amount includes a request for additional funding to support unique site costs and higher market conditions.

The Ministry of Education has allocated a total of \$2.6 million in Capital Priorities funding and \$5.5 million in Child Care Capital funding. The board will also be using \$721,665 from this year's School Renewal Allocation.



Work continues on our new school in Blind River, named through a School Naming Process: **Three Rivers JK-12 School – Home of the Otters**. As part of the province's ongoing efforts to build and improve local schools, the Ontario government provided the Algoma District School Board and Conseil scolaire du Grand Nord with approval to award the tender for the new school and supported with an investment of \$50.5 million.

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

ENROLLMENT



Elementary

The September 2024 JK to Grade 8 enrolment was 6,967 students, an increase of 212 students from the March 2024 projected numbers.



Secondary

The September 2024 enrollment remained stable at 3811, in comparison to the projected number of 3,807 from March 2024. There were 215 students enrolled at that time in alternative secondary programs such as the Algoma Education Connection (Prince Charles & Kina Awiiya) and the North Shore Adolescent Centre in Blind River and Elliot Lake.

GRADUATION

764

The number of Grade 8 students in the Algoma District School Board who moved to a Secondary School for September 2024.

714

The number of Grade 12 students who crossed the stage at Graduation Ceremonies in June 2024.

151

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

BUDGET

Budget: \$207,869,377

The ADSB Operations & Budget Committee (as of June 2024) consisted of Board staff and the following Trustees: Chair of the Operations and Budget Committee, Greg Bowman; Trustees Susan Myers and Nick Apostle; Vice Chair of the Board, Elaine Johnston and Chair of the Board, Jennifer Sarlo.

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



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

- Commitments to support Instructional Leadership and the Board's Strategic Priorities of Achievement, Well-Being, Equity
- Supports for Special Education and Mental Health Programming
- Capital Improvements in Schools and upgrading of shop equipment
- Access to technology
- Supports for Multilingual Language Learners
- Summer Learning Programs

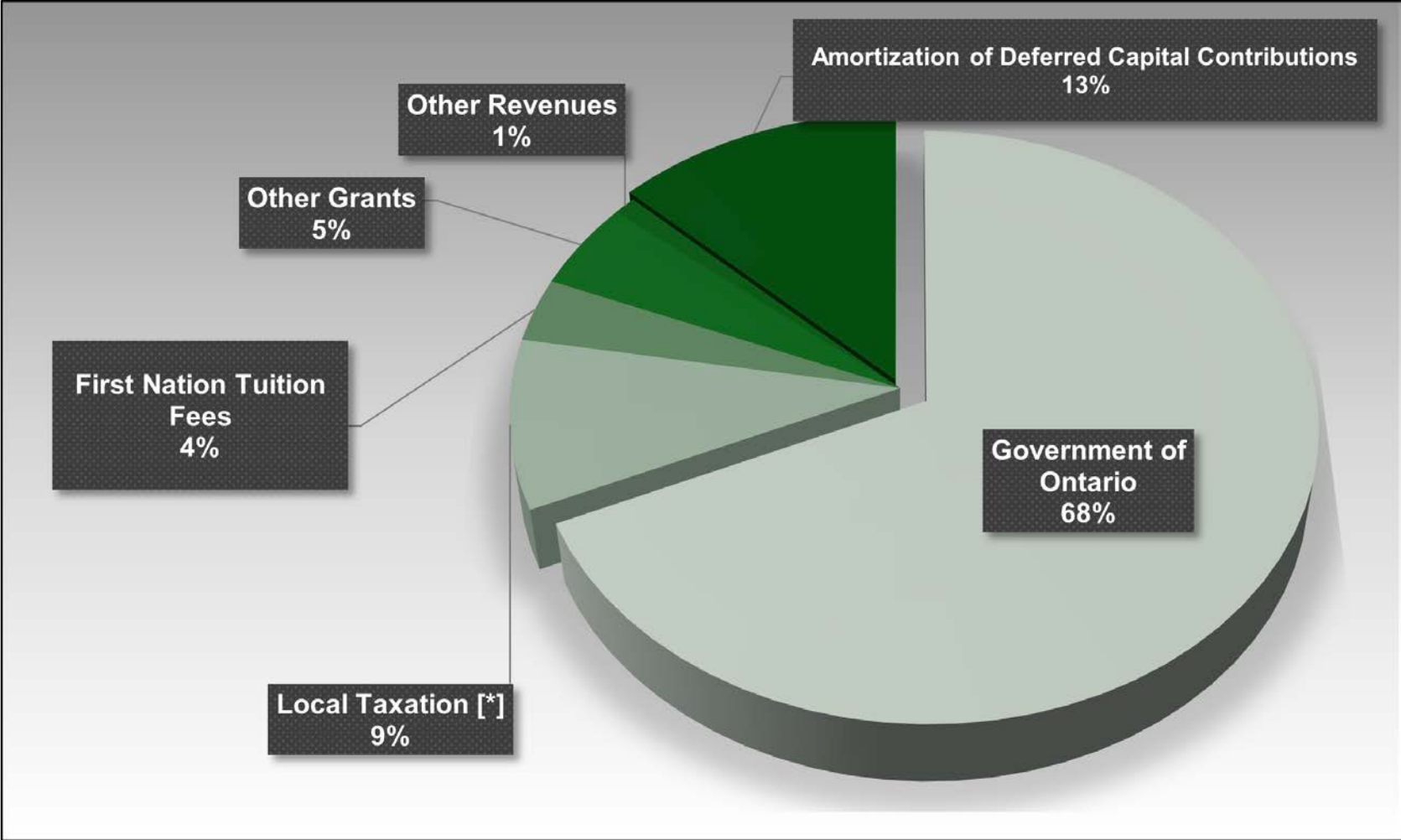
The following new enhancements are included in 2024-25 through a combination of reallocations of existing budgets and new Ministry funding, based on a positive enrolment picture as September 2024 approached:

- Equity & Well-Being Supports
- Indigenous Graduation Coaches
- Enhancements to and promotion of the Trades
- Program Expansion – Specialty & Learning Recovery Programs
- Targeted Supports for Students
- Special Education Classes & Counsellor Resources & Re-engagement Coaches
- Upgrades to Servers, Devices and Cybersecurity software
- Food Sustainability & Agriculture Supports

REVENUE BY MAJOR SOURCE

2024-25 REVENUE BY MAJOR SOURCE

Government of Ontario	\$ 140,455,063
Local Taxation (*)	\$ 19,046,010
First Nation Tuition Fees	\$ 7,156,291
Other Grants	\$ 9,931,511
Other Revenues	\$ 2,072,084
Amortization of Deferred Capital Contributions	\$ 26,638,335
Sub-total	\$ 205,299,261
Deficit funded by Accumulated Surplus Capital & Approved Debt	\$ 2,272,034
TOTAL REVENUE	\$ 207,869,377



(*) Provincially Determined by the Ministry

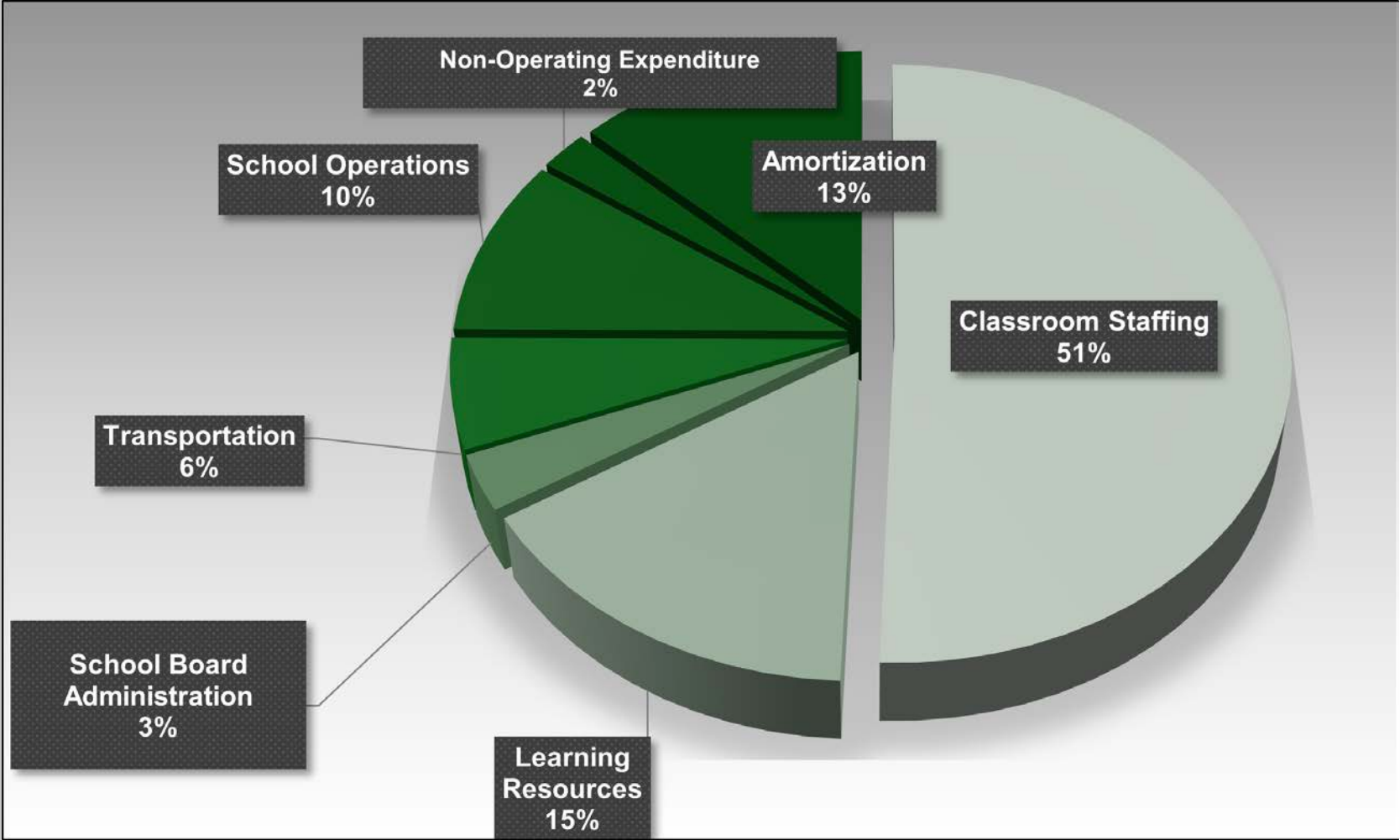
EXPENDITURES BY MAJOR FUNCTION

2024-25 EXPENDITURE BY MAJOR SOURCE

Classroom Staffing	\$ 104,082,017
Learning Resources	\$ 31,845,150
School Board Administration	\$ 6,219,564
Transportation	\$ 12,237,186
School Operations	\$ 19,816,224
Non-Operating Expenditure	\$ 4,472,685
Amortization	\$ 26,924,517

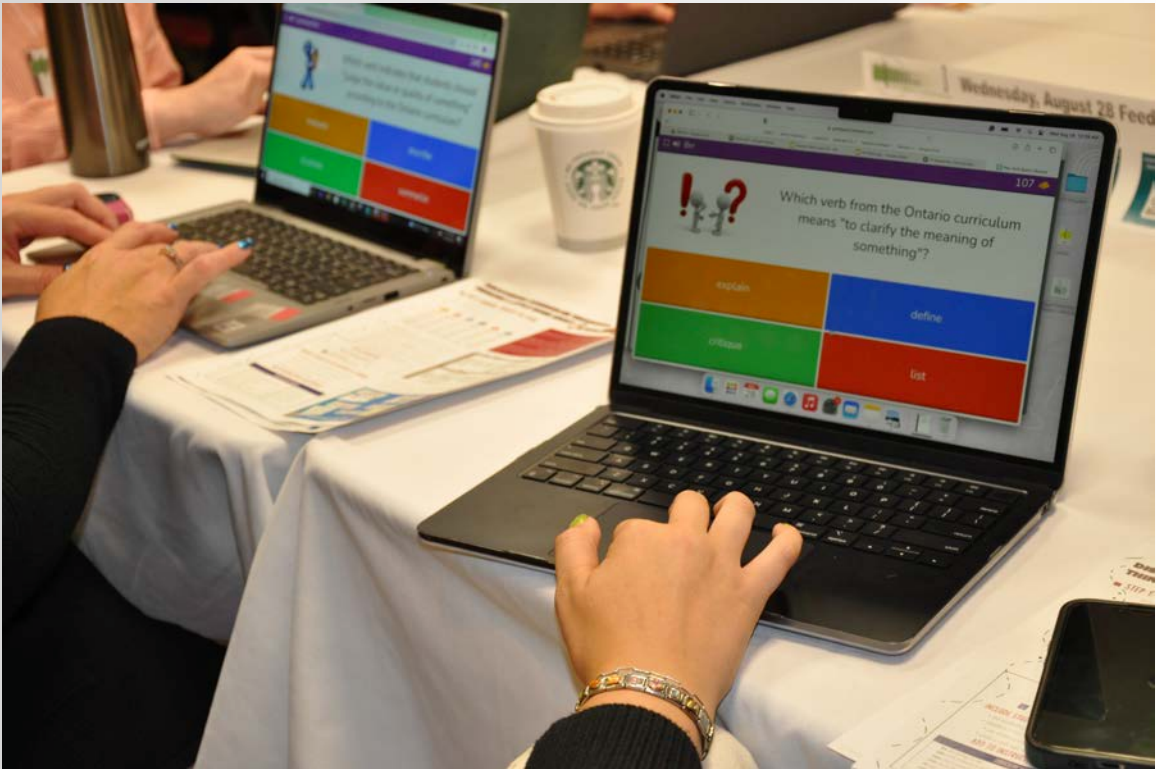
Sub-total	\$ 205,597,343
Capital & Approved Debt	\$ 2,272,034

TOTAL EXPENDITURES \$ 207,869,377



Note 1 – Classroom Staffing

Classroom Teachers	\$ 86,672,488
Supply Teachers	3,062,314
Teacher Assistants	11,690,773
Early Childhood Educators	2,454,903
Department Heads	201,538
Total Classroom Staffing Fund	\$ 104,082,017



Note 2 – Learning Resources

Texts & Classroom Supplies / Equipment	\$ 4,432,133
Computers	1,517,100
Professionals & Paraprofessionals	5,037,582
Library & Guidance	2,709,188
Professional Development	775,207
Principals and Vice Principals	7,926,028
School Office	3,346,660
Coordinators and Consultants	6,223,290
Continuing Education	902,899
Total Non-classroom	\$ 31,845,150



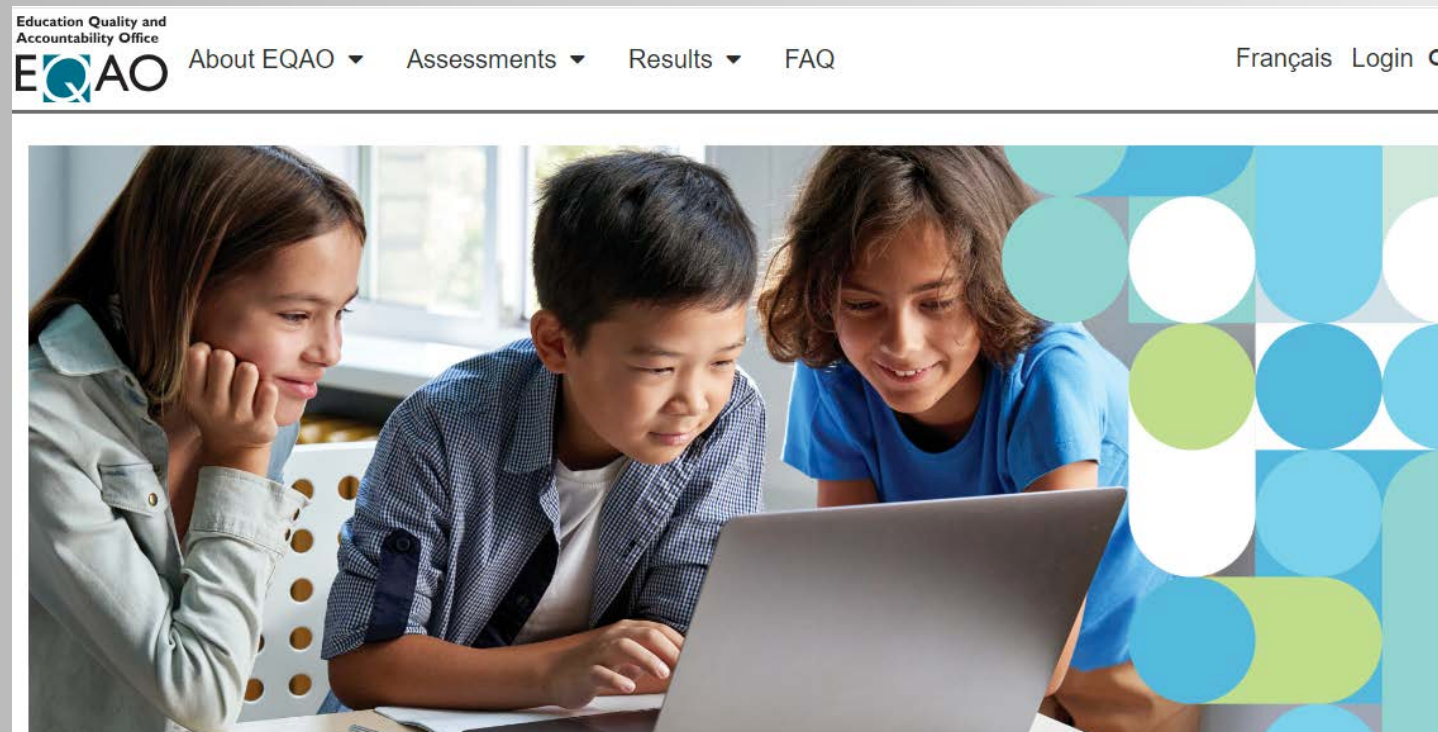
Data from EQAO's assessments acts as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education. Alongside information from other sources, EQAO data can strengthen conversations about student learning across the province.

EQAO data from assessments and questionnaires at the local level are used by educators to further identify gaps in learning in their schools and boards, and also to understand how their students approach and view their own learning.

Visit [EQAO.com](https://eqao.com) for ADSB's 2023 / 2024 EQAO Results

OR

[Follow this link to Algoma District School Board EQAO Results for 2023 /2024.](#)



CONFIDENT LEARNERS, CARING CITIZENS

We place an important emphasis on teaching students to be citizens of good character throughout the year. In educating the whole child, we develop their minds and their hearts, such that they become good, caring and contributing citizens of our communities.

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

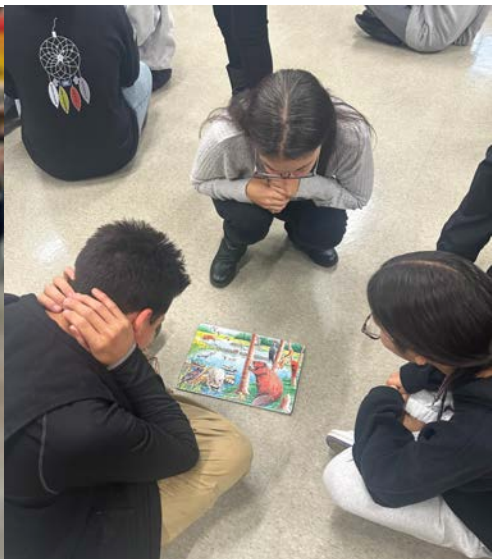
(Below) Through the generosity of the Grand View community, the student body collected 360 cereal boxes that were donated to Harvest Algoma. Throughout the learning, students made posters, graphed results, created daily announcements and ran the event.



(Above) CASS students take part in their Relay for Life Event. Four ADSB high schools hosted Relay for Life events in June 2024. Jointly, these four school communities raised \$140,000 for the Canadian Cancer Society.



(At left) The Tarentorus Public School community collected over 1,000 pairs of shoes and donated them to Soles4Souls Canada. The international charity specializes in supplying unwanted footwear to those in need.



Kim Murren
Stains of Love
Part 1 of 3
Not for Sale



Algoma District School Board



www.adsb.on.ca

