



 Algoma District School Board
Census & Well-Being Survey

Every Voice Matters

March 2020





Every Voice Matters – The Journey



April - June 2019

Survey Completion

- ADSB Student & Workplace Census & Well-Being Surveys
- ADSB Parent/Guardian Voice & Community Partners Voice Surveys

Oct – Nov 2019

Initial Raw Results

- Principal Committee
- ADSB Well-Being Committee

Nov – Dec 2019

Analysis & Priorities

- School Based Priorities (November PD Day)
- Student Priorities (ADSB Student Voice Forum)

Jan – Feb 2020

Summary Placemats (x4)

- Development of Priority Summaries – based on School & Student Priorities
- ADSB Well-Being Committee – Summary Placemats (including Celebrations, Areas for Improvement, Action Items)

Spring - Winter 2020

Communication / Stakeholder Discussions

- ADSB Indigenous Education Advisory Committee, ADSB Parent Involvement Committee
- ADSB Trustees, ADSB Union Presidents / Worker Groups, school-based student focus groups



ADSB Well-Being Committee



- ADSB Admin Council
- Principal – Joey Turco
- ADSB Mental Health Lead – Darryl Fillmore
- ADSB Safe Schools Lead – Will Nelles
- ADSB Indigenous Lead – Carol Trudeau-McEwen
- ADSB Well-Being Special Assignment Teacher – Mendy Snider
- 2 Parents
 - Kari Finlayson & Jennifer Wallenius
- 2 Students
 - Marek McLeod & Leah Moggy

First Language



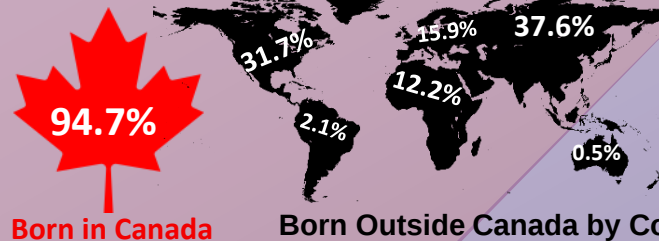
3.4%

Top 10 Other Languages

Arabic Gujarati
Ojibwe German
Spanish Chinese
Kurdish Finnish
Hausa Kunama



Indigenous Self-Identification



STUDENTS



Adults at Home

Mother & Father – 55.9%	Parent & Relative – 1.1%
Single Parent – 13.8%	Foster / Group Home – 0.7%
Parent & Step-Parent – 11.4%	Own / With Friends – 0.4%
Half-Time Each Parent – 7.6%	Same Sex Parents – 0.3%
Grandparents – 2.8%	Other – 1.2%

Religion / Faith / Creed



No Affiliation – 36.1%
Christian – 26.0%
Atheist – 7.7%
Indigenous – 5.2%
Spiritual – 3.0%
Agnostic – 1.8%
Muslim – 1.4%
Jewish – 0.7%
Hindu – 0.6%
Buddhist – 0.5%
Sikh – 0.3%

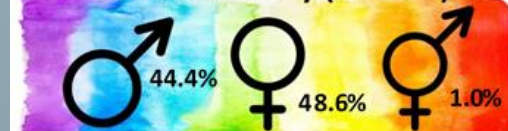


This IS ADSB 2019 Student Census

Sexual Orientation (Gr 7-12)

Heterosexual - 70.9%
LGBTQ2S+ - 11.7%

Gender Identity (Gr 4-12)



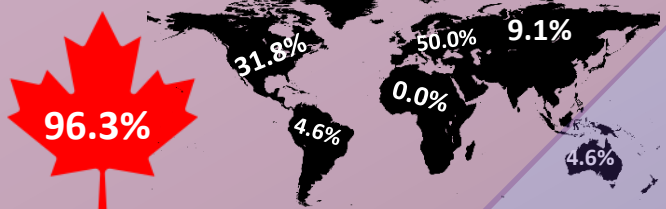
Racial Background



Language Fluency



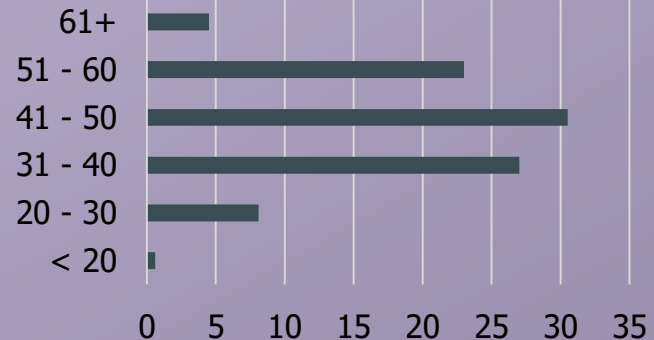
Indigenous Self-Identification



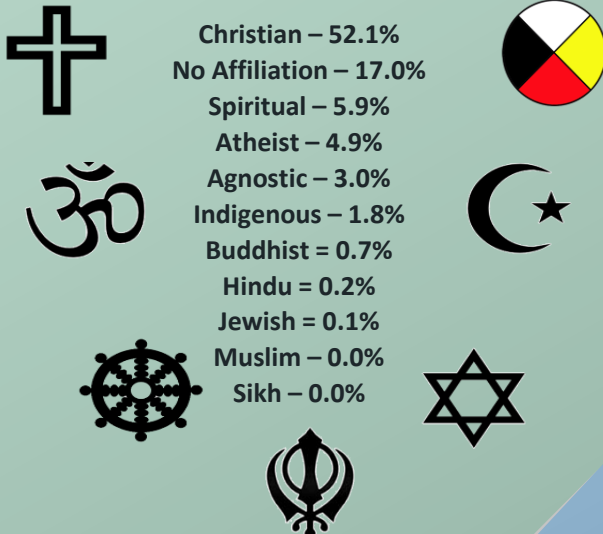
Born in Canada Born Outside Canada by Continent



Age

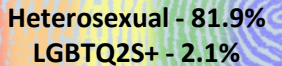


Religion / Faith / Creed

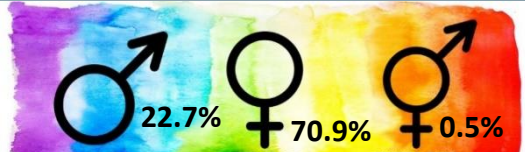


This IS
ADSB
2019 Workplace
Census

Sexual Orientation



Gender Identity



Racial Background





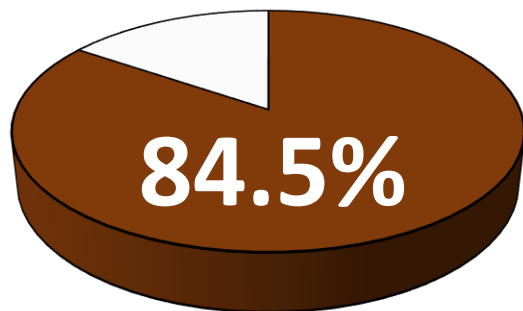
STUDENTS



6085 respondents



1248 (20.5%)



of K-12 students agree that “I have at least one caring adult who supports me at this school.”

Celebrations:

- Schools are welcoming.
- Students feel accepted by adults.
- Students have friends who support them at school.

Next Steps:

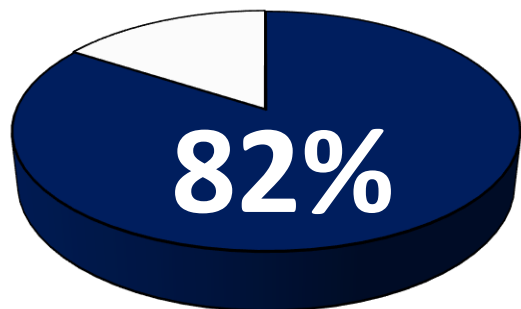
- Review/enhance bullying prevention, intervention & reporting policies & procedures
- Support “Everyday Mental Health” and “social-emotional learning skills” in classrooms
- Collaborate with community partners to support healthy choices (e.g. Substance Use)
- Support culturally responsive teaching & learning environments, including Reconciliation in Education
- Activate & honour student voice



EMPLOYEES



1097 respondents



of ADSB employees rated their overall job satisfaction as satisfied.



79 (7.2%)

Celebrations:

- Employees feel physically safe at their worksite(s).
- Employees describe their physical health as Good or Excellent.
- Employees feel like their culture and identity are welcomed.

Next Steps:

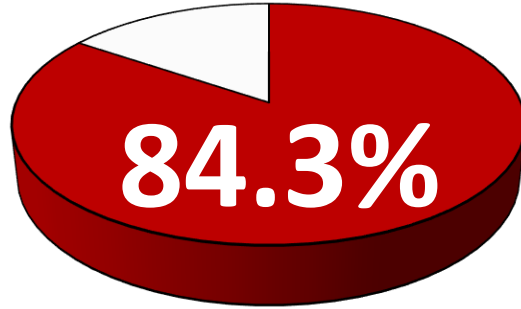
- Work with worker groups & school administrators to develop supportive strategies for casual & short-term employees
- Work with worker groups & community partners to promote positive mental health & healthy life choices
- Increase awareness of how to access Board and community-based mental health services



PARENTS & GUARDIANS



1487 respondents



of parents/guardians are confident that the ADSB provides a high-quality education.



228 (15.3%)

Celebrations:

- Schools provide a safe environment.
- Differences among all people are respected at schools.
- Schools provide a welcoming environment for families.
- Parents indicate their children are generally enthusiastic about going to school.

Next Steps:

- Review/enhance bullying prevention, intervention & reporting policies & procedures
- Support “Everyday Mental Health” and “social-emotional learning skills” in classrooms
- Support culturally responsive teaching & learning environments, including Reconciliation in Education
- Activate & honour student voice
- Utilize strategies, tools & resources to connect & engage with parents to enhance parent-school communication



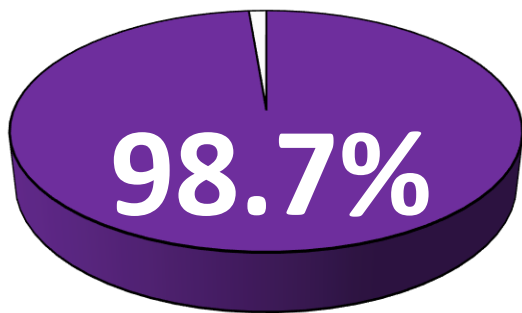
COMMUNITY PARTNERS



75 respondents from 25 community partners



25 (32.9%)



of community partners agree that “As a partner, I make a positive difference for students in ADSB schools.”

Celebrations:

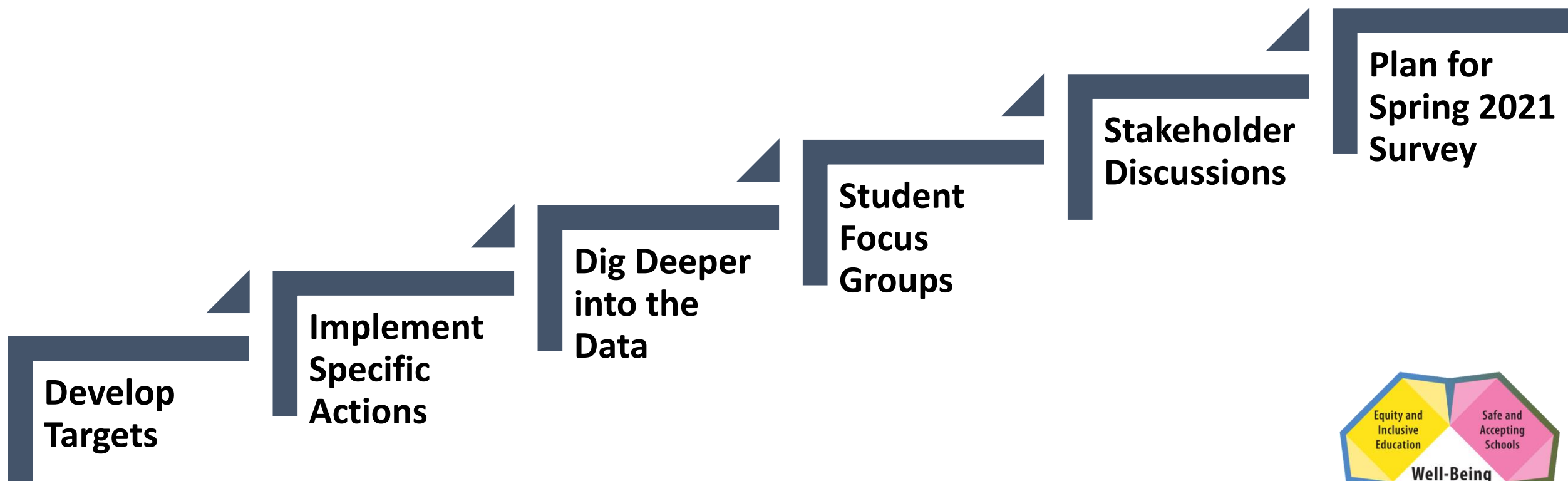
- Schools provide a safe environment.
- Students treat partners with respect.
- Schools are open to partnering & collaborating with community organizations.
- Schools provide a welcoming environment for partners.

Next Steps:

- Support culturally responsive teaching & learning environments, including Reconciliation in Education
- Review & enhance communication protocols with community partners, school administrators & Board staff



Every Voice Matters – Next Steps





QUESTIONS