



ALL Belong Here!

DIRECTOR'S MESSAGE

As the lead learner of the Algoma District School Board, I am proud to share this year's Director's Report, "**All Belong Here**," dedicated to acknowledging and celebrating how the learning that happens every day in our schools reflects and supports the research on the powerful impact of relationships – face-to-face interactions -- and the important role they play in helping our students develop a sense of **connection** and **belonging**.

In August, our system leaders engaged in professional learning with Dr. Jean Clinton whose research related to "belonging" is highly relevant in education. Dr. Clinton shared research and practices related to development and attachment in the early years, the development of self-regulation and resiliency, and recent discoveries in brain development and plasticity (the brain's capacity to change over a lifespan). Her parenting mantra, "Never give up on a child," is grounded in years of research and practice and is a reminder to us all that learning is a lifelong process. Building on our work with Dr. Michael Fullan, we remain focused on ensuring that our *confident learners, caring citizens* become good at learning AND good at life.

This report provides a glimpse into our positive, caring and welcoming places to work, learn and succeed, as we strive to ensure all feel connected and that they belong. We are proud of the quality and the variety of programs and learning opportunities we provide, which allow students to demonstrate their learning and that support the development of their character and citizenship. Whether students are learning through cooking, robotics, arts, construction, drumming, welding, athletics, co-operative learning, music or in another language, they are engaged in learning and in developing themselves. We are equally proud of and grateful for the many stakeholders and community partners who share our vision and who also take pride in helping students become contributing members of our communities.

Public education is for all. The social and economic well-being of our communities and our country depends on our collective efforts to support our learners, our future citizens. From learning in the early years through to secondary graduation, belonging and connecting play a compelling role in student success. I could not be prouder of the work of our staff, parents and community partners who share in the learning journey of our students and help us be **Proud to be ... ADSB!**



ADSB Director of Education
Lucia Reece

VOICES FROM OUR BOARD: REFLECTIONS ON “BELONGING”

In our ongoing work with staff, students, and families, feeling connected and valued is essential for everyone in our ADSB community. In keeping with our **“Proud to be ADSB”** message, we invited our Board of Trustees to share their personal reflections on what **belonging** has meant to them throughout their term. Learn more about how serving as a Trustee has shaped a sense of connection and pride within the Algoma District School Board.



Chair Jennifer Sarlo

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

As Chair of the Board of Trustees, I am thankful to serve on a Board with a focused strategic vision that puts student achievement and well-being at the forefront of all decisions. I appreciate the strong, respectful relationships that the Board has, which allow us to govern well and engage with our schools throughout the district.

What has made you “Proud to be ADSB”?

I take great pride in numerous programs and initiatives at ADSB, from our updated and modern learning spaces to our innovative programs that create a learning pathway for each student. However, I am especially proud of our mission to build Confident Learners and Caring Citizens. This mission is more than just a tagline; it resonates deeply with both our staff and students and guides all our work.



Vice Chair Elaine Johnston

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

Belonging as a Trustee to me means I am responsible for the strategic oversight and accountability of ADSB to our students, parents and staff. I can influence policy, curriculum and decisions that impact student well being. As a First Nation trustee, I can influence decisions that impact our Indigenous students so that they too have a sense of belonging.

What has made you “Proud to be ADSB”?

I had the great privilege to see what is happening at White Pines in the Trades. It was great to see the number of opportunities provided to students to learn and thrive. I was so happy to see the partnership with Mississauga First Nation, Lassonde School of Engineering and York University to include culture and language in STEM learning. This is Reconciliation in Action.

VOICES FROM OUR BOARD: REFLECTIONS ON “BELONGING”



Trustee Nick Apostle

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

My sense of belonging has come from the shared governance—working alongside fellow trustees and senior leadership to ensure every ADSB school is a welcoming space where all students and staff feel valued. And, knowing that my contributions help shape policies that directly advance the Strategic Plan.

What has made you “Proud to be ADSB”?

There isn't anything specifically that makes me proud to be ADSB; it's that ADSB continually demonstrates an unwavering commitment to the whole child—not just their grades, but their future health and ability to contribute to society as *“Confident Learners, Caring Citizens”*. It proves that ADSB is a board that doesn't just manage education; it nurtures lives.



Trustee Greg Bowman

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

Whether one is on an Operations and Budget Committee or Parent Involvement Committee, or just participating at one of our ADSB Board meetings, I appreciate the diverse experience that we have from all our Trustee's from all over our District. Everyone brings a different perspective and it all melts together very well.

What has made you “Proud to be ADSB”?

I appreciate the strong trades offerings that ADSB has. From our Trades Trailer to the new Tech Center that we are currently building at the White Pines site, there are great offerings for those who might be looking at trades options.



Trustee Sheryl Evans

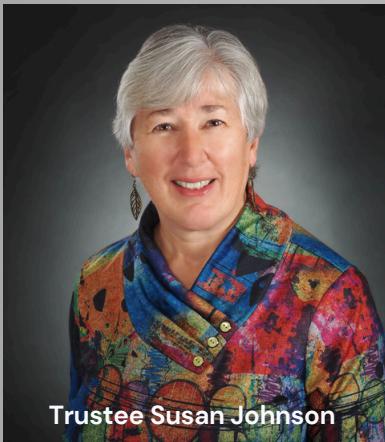
What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

Belonging as a trustee makes me think deeply about the intentional relationships and connection that is fostered as a collective team. One trustee can make no difference but all together, when we are aligned, we drive the good governance and responsibility across the system. We have all grown together, supporting each other and doing good work to support the Director and system so they can do great work as well. We all matter here at ADSB and we are all *Proud to be ADSB*.

What has made you “Proud to be ADSB”?

ADSB is multi-faceted in its program approaches and I think the most proud I can be is that we strive to reach all kids and youth in our system by offering programs that can meet all interests, needs and learning levels. I am also incredibly proud of the work we do with First Nation, Metis, and Inuit partners, in support of Indigenous students in the board and of all students. We truly work so well together through all the challenges and celebrations. I am truly proud of being part of ADSB.

VOICES FROM OUR BOARD: REFLECTIONS ON “BELONGING”



Trustee Susan Johnson

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

It means to be part of a group that is well versed in governance, that keeps the needs of our students foremost in all things in order that our mission statement, *“Confident Learners, Caring Citizens”* is realized by every student in the ADSB. It means to be part of a group that functions with respect, understanding and commitment in all matters with fellow trustees, senior admin., and staff. Belonging gives me the opportunity to connect with our northern school communities, to listen to concerns, and to bring them back to the Board.

What has made you “Proud to be ADSB”?

I have long felt, even back in my teaching days, proud to be part this school board, knowing it to be on the leading edge of many educational programs and initiatives. To hear that other school boards have a Tech Trailer because they saw ADSB's makes me proud. When the Northern Regional meeting was held in the Sault in October, the attending trustees toured the trades and tech departments of White Pines, including a visit to the chocolate factory where staff spoke to the group with eloquence and heart, and were passionate in explaining that profits made are put into the breakfast and nutrition programs. Another proud moment. While touring the auto shop during the White Pines visit, the shop teacher spoke of vital community connections, as did the site supervisor – an ADSB grad! The visiting trustees were taking note. I am proud of every member of our senior admin. team for the incredible gifts of integrity, knowledge, kindness and passion (to name a few) that they bring to their jobs. It seems that job is a misnomer in each case. A better word would be vocation. *“Proud to be ADSB”* – oh YES!



Trustee Sara McCleary

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

As someone who cares deeply about both education and our community, one of the best aspects of being an ADSB trustee is being part of a committed team with the same values who works respectfully together for the benefit of all ADSB students.

What has made you “Proud to be ADSB”?

As a trustee, I've learned so much about all the amazing programs and tools available to help keep all kids engaged in their learning. From the Alliance Academy to outdoor education programs to SAL to Sweetened, there really is something to help every ADSB student graduate and enjoy their education. It seems like every meeting we're learning about a new reason to be Proud to be ADSB!



Trustee Marie Murphy-Foran

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

Belonging means being respected by my peers and feeling that I can engage actively, collaborate effectively, and contribute positively with the Board. Governance can be more difficult when you do not live in Sault Ste. Marie; however, with advances in technology, we are able to connect more readily through virtual and online platforms, which allow us to come together and collaborate effectively.

What has made you “Proud to be ADSB”?

Three things of which I am proud: My involvement in PIC. Engagement is very important for all parents . Opening up Teams meetings and workshops online was a big win. Graduations, students family. Always a highlight. Seeing the changes over the 4 years. Such an awesome event to be part of. SAL was really my very big learning curve and seeing Superintendent Bell taking our input seriously and making the SAL process seamless for everyone.

VOICES FROM OUR BOARD: REFLECTIONS ON “BELONGING”



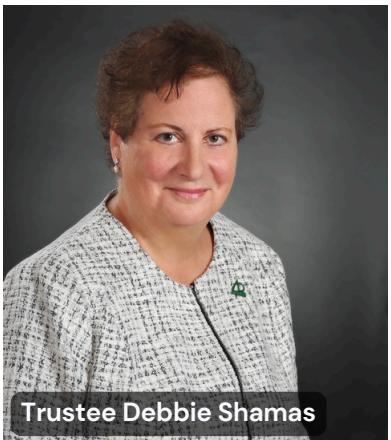
Trustee Susan Myers

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

It means making an investment in the future of our community through our youngest citizens by ensuring they have every opportunity to reach their full potential.

What has made you “Proud to be ADSB”?

Graduations!



Trustee Debbie Shamas

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

It continues to be my honour to serve as the Trustee representing the North Shore of the Algoma District School Board. As a Trustee, I belong to an organization that is integral in supporting the staff, students and families of our board. I feel we play an important role in supporting the direction and initiatives set by the board, which are always based on improving student achievement and promoting well-being. I continue to admire the passion, commitment and hard work of both trustees and staff as we work collaboratively to ensure student success.

What has made you “Proud to be ADSB”?

I was very proud to be part of the School Naming Committee for the new JK-12 school in Blind River. It was a committee that brought together all stakeholders and through our committee work, the community of Blind River had the opportunity to put forth names, and their reasoning behind it, for the new school.

The name that was eventually chosen by the community was perfect. I was very proud to announce the new name, **Three Rivers**, at the following board meeting.



Trustee Heather Whitley

What does it mean to you to "belong" as a Trustee with the Algoma District School Board?

Serving as an Algoma District School Board Trustee has enhanced my sense of belonging in already “tight-knit” Central Algoma but also in the wider area our Board serves. After I listen to students, parents, teachers and administrators, I have loved going to the Board table to work on goals common to all of us and serving with other trustees who care deeply about learners and learning.

What has made you “Proud to be ADSB”?

Certainly celebrating the 50th anniversary of Central Algoma Secondary School was a highlight for me! CASS can be proud of the successful students, graduates, teachers, teams and programs over the years. Each one has made their rural communities and more recently their ADSB community very proud!

STUDENT VOICE: REFLECTIONS ON “BELONGING”

As Student Voice is critical to all we do, we asked our Student Trustees to share their reflections. We asked:

Why it is important to represent student voice at the Board table and how does that impact yours, and your fellow students' sense of belonging?



“As Student Trustees, I believe it’s crucial to represent the student voice because it ensures that students’ needs, concerns, and ideas are heard and considered in decision-making. When students see their perspectives acknowledged, it fosters a sense of belonging and trust within the school community. It shows that their opinions matter and that they have a stake in shaping their environment. This involvement encourages engagement, confidence, and a feeling of being valued. For me and my fellow students, knowing that someone is advocating for us makes us feel more connected and respected. It empowers us to participate actively and trust the system. Ultimately, representing student voices helps build an inclusive, supportive community where everyone feels they belong and can contribute to positive change.”

Mercedes Pine, Indigenous Trustee & Northern Indigenous Youth Chair (*Superior Heights C&VS*)

In their Student Trustee applications, Liz and Tatyanna shared their thoughts on the importance of Student Voice and the importance for all students in all schools to be seen and heard. These are excerpts from their Student Trustee application packages.



“As a dedicated student with a passion for advocacy, I believe I can effectively represent my peers and collaborate with the board to ensure that our school community continues to thrive.

Our schools have diverse student bodies, and promoting cultural awareness is key to ensuring a respectful and harmonious environment. Ensuring all students feel welcome and valued is a priority that our Student Senate has actively worked toward. We have supported initiatives such as peer mentorship programs, poster campaigns, student assemblies and guest speakers.

I have a deep passion for making our school a place where every student feels seen, heard, and supported.”

Liz Inglis, Student Trustee (*White Pines C&VS*)



“I, along with a few equity members, and a few of the Senators, have been working on projects that involve showing students different cultures. Since starting these projects, I have personally noticed a decrease in stereotyping and racism in our school.

To improve my school’s climate, I will help host more activities and try to get more funding. This is to help improve our classrooms and renovate the tech rooms. I will also try to improve how students are treated in schools as there has been a rise in bullying at my school. I will try and show that the Student Senate is helpful and can help [the school principal] when making decisions that will directly affect students.”

Tatyanna Sauve, Student Trustee (*Elliot Lake Secondary School*)

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**
- **Superintendent Blythe Servant**
- **Superintendent Joe Maurice**

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

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

A CULTURE OF LEARNING, BELONGING AND GROWTH

As a teaching and learning organization, ADSB remains deeply committed to **lifelong learning and continuous improvement**. Our strategic priorities — **achievement, well-being, and equity**— work in harmony to create learning environments that are safe, welcoming, and focused on growth. When **achievement, well-being, and equity intersect, they empower meaningful learning and foster a sense of belonging for all.**

Professional learning is central to this commitment. We encourage educators to reflect deeply on their **instructional and assessment practices**, to understand who their learners are, and to ensure their approaches are **relevant, inclusive, and impactful**.



Professional Development 2025: Supporting Success Through Belonging and Growth

In 2025, ADSB delivered a robust series of Professional Development days focused on **continuous improvement, student success, and staff well-being**. Educators engaged in cycle-based school improvement planning, literacy and numeracy development, equity and inclusion strategies, and trauma-informed practices. Specialized sessions supported early reading, mental health education, Indigenous learning, and differentiated instruction for diverse learners.

Support staff participated in targeted training such as Behaviour Management Systems (BMS), First Aid, and self-directed modules on executive function, anxiety, and learning disabilities. PD formats included in-person, virtual, and hybrid delivery to ensure accessibility and engagement.

Highlights of the year included keynote sessions with **Dr. Jean Clinton** and **Dr. Kevin Lamoureux**. Their sessions reinforced **ADSB's commitment to creating inclusive, caring environments where everyone belongs**.



BELONGING MATTERS: RELATIONSHIPS AT THE HEART OF LEARNING



Dr. Jean Clinton

Child Psychiatrist /
Knowledge Translator

In August, our principals, managers, and members of Senior Administration gathered for two days of collaborative professional learning and leadership development themed ***“Love Builds Brains ... Leaders Create Conditions.”*** The session opened with a keynote presentation by **Dr. Jean Clinton**, who explored the critical role of relationships and emotional connection in fostering learning and growth. Her book, *Love Builds Brains*, lays out the early years' journey of attachment, self-regulation, connection, resilience and well-being, with scientific explanations that are measured out in understandable doses.

Following the presentation, our school administrators set to work, connecting Dr. Clinton's ideas and insights into their school improvement work for the year ahead. Participants engaged in a range of sessions focused on leadership development, roles and responsibilities, and the continued advancement of student achievement across ADSB schools. School teams worked together to analyze achievement data, refine improvement plans, and identify key priorities for the year ahead. The event also provided valuable opportunities for connection and team-building, reinforcing the spirit of collaboration and community that defines ADSB's leadership culture.



Dr. Kevin Lamoureux

Educator, Author

ADSB has had the pleasure of working with **Dr. Kevin Lamoureux** over the years. He is an award-winning educator and gifted instructor who has developed expertise in groundbreaking mentorship and inclusion programs as well as governance models within Aboriginal education.

ADSB educators have engaged in sessions with Dr. Kevin Lamoureux with a focus on ***Trauma-Informed Schools: Supporting Reconciliation, Relationships and Belonging for All Students.*** Co-author of the book, *Ensouling our Schools*, and past Education Lead for the National Centre for Truth and Reconciliation, Kevin Lamoureux invites educators to explore the essential role of schools in Canada's journey toward truth and reconciliation. Drawing on his experience as a scholar, teacher, and advocate, Lamoureux has shared stories, research, and practical strategies to help school staff create inclusive, trauma-informed learning environments that honour Indigenous voices and support all students. Participants left Dr. Lamoureux's sessions with a renewed sense of purpose in prioritizing relationships and building classrooms rooted in empathy, inclusion, and belonging.

OUR STUDENTS ENGAGED IN SUMMER LEARNING

Elementary Summer 2025 Learning Highlights

Summer learning programs for elementary students focused on literacy, numeracy, and hands-on exploration, helping students maintain and build foundational skills:

- Summer Learning Literacy Program: **133 students from Senior Kindergarten to Grade 2** across Sault area schools participated.
- Interest-Based Camps: **188 students engaged** in STEM, robotics, engineering design, computer engineering, Franco-FUN activities, and trades exploration, including automotive and culinary programs.
- **Hands-On STEM and Robotics:** Students built and coded VEX IQ robots, engaged in 3D modelling and laser cutting, and developed circuits and automation projects, fostering creativity and problem-solving skills.

**321 ELEMENTARY STUDENTS
TOOK PART IN SUMMER LEARNING
OPPORTUNITIES!**

**THAT'S 10% OF OUR
ELEMENTARY
STUDENTS!**



Some of the 133 students who took part in the Summer Learning Literacy Program

OUR STUDENTS ENGAGED IN SUMMER LEARNING

Secondary Summer 2025 Learning Highlights

For intermediate and secondary students, summer programming supported credit accumulation, career readiness, and transitions to the next school year:

- **eLearning Courses:** 507 credits were earned across a wide range of subjects, including math, English, science, history, civics, and lifestyle courses.
- **Cooperative Education:** 92 credits were achieved as students gained work experience and completed Specialist High Skills Major requirements.
- **Dual Credit at Sault College:** Students earned high school and college credits in Culinary Food Production as part of a unique partnership with a local restauranteur.
- **Indigenous Learning Program:** 19 credits were achieved by Grade 9 students, supported by senior student mentors.
- **Focus on Youth:** 12 students engaged in experiential learning and employment opportunities, including mentorship and cooperative education credits in various job placements.

620 SECONDARY CREDITS
WERE EARNED!

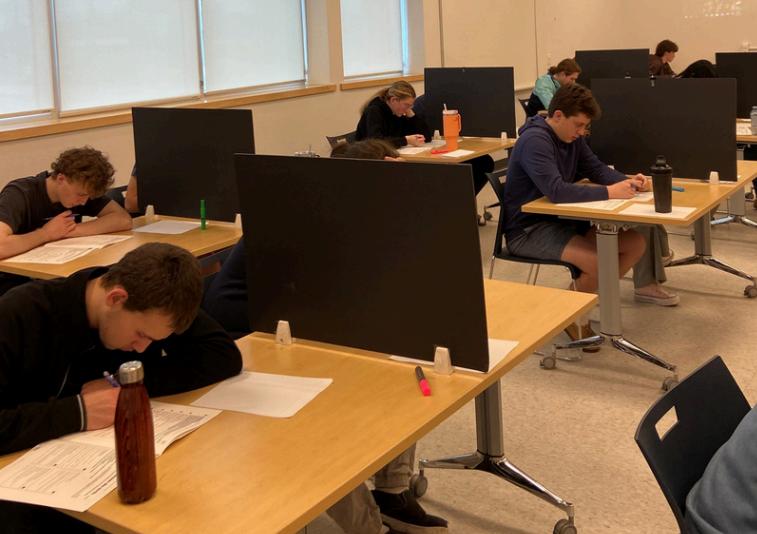


Students and community partners engaged in the Indigenous Learning Program.

PROUD TO BE ADSB - A PATHWAY FOR ALL



In June 2025, ADSB, in partnership with Sault Area Hospital (SAH) and Community Living Algoma (CLA), proudly celebrated the success of its second cohort of Project SEARCH interns as they completed the first phase of this innovative, employment-focused program. Interns developed vital employability skills and gained real-world experience in a supportive and inclusive environment. At the same event, the third cohort of Project SEARCH interns were welcomed and signed on for the 25/26 school year.



In November, **42 ADSB students challenged the DELF exam and enjoyed a 95% Success Rate.** The DELF (Diplôme d'études en langue française) is an official French language proficiency exam recognized worldwide and administered by the French Ministry of Education to certify the French language competency of candidates outside of France. It assesses four skills—listening, speaking, reading, and writing. ADSB has 25 staff members who are DELF scorers, including two DELF trainers. To date, **432 of our students have challenged the DELF exam with an average 96.2% success rate.**



Members of our **Northern Indigenous Youth Council** kicked off activities for the year in October. NIYC strives to empower our First Nation, Metis and Inuit students to share their voices and ideas. It provides a platform for Indigenous youth across ADSB and promotes Indigenous culture, language and traditions while focusing on leadership, cultural initiatives and advocacy.

A PATHWAY FOR ALL

ADSB offers **20 Specialist High Skills Major at 5 of our secondary schools**. These programs enable students to receive a Red Seal on their diploma indicating they have gone above and beyond the usual graduation requirements.

ADSB currently has 403 students participating in SHSMs.



Students in Superior Heights' Business SHSM spent a day at The Machine Shop, visiting vendors and meeting business owners. They gained real-world insights and learned more about customer service, operations and logistics, financial management and marketing and branding.



ADSB proudly introduced **“Sweetened”** – a Specialist High Skills Major program (and chocolate factory!) that integrates the culinary arts, business and arts (photography) as part of its entrepreneurship focus. The vision has been to create a hub where students learn hands-on skills, run a real business, and give back to the community as proceeds go to support food equity initiatives across the district.

Chocolate works across disciplines - it's culinary, it's science, it's engineering, it's business, and it's storytelling all in one. Students engage with chocolate production through multiple lenses. They learn tempering and molding techniques while simultaneously developing marketing strategies, managing point-of-sale systems, understanding financial literacy, and designing custom products.

A PATHWAY FOR ALL

Housebuilding Partnership - Full Circle Success Story

ADSB's House Building initiative, in partnership with SalDan Developments Ltd., provides senior students with hands-on construction experience while earning academic credits. This experiential learning program has been running for nearly two decades, offering pathways to skilled trades and apprenticeships.

On average, **12 to 15 students participate each semester, and since 2017, more than 100 students have taken part in building homes from the ground up.**

One success story is Josh Sidwell (*pictured below*), a graduate of White Pines C&VS, who began as a student in the program and is now the Site Supervisor for SalDan Developments—at the very school where his journey started.

The program exemplifies ADSB's commitment to connecting classroom learning with real-world opportunities and fostering career success.



Prior Learning Assessment and Recognition (PLAR) is optimized across ADSB secondary schools to provide opportunities for students to earn credits for knowledge and skills acquired outside of the formal secondary school program. The PLAR process involves two main components, challenge and equivalency, both of which reduce barriers to education, promote inclusivity and improve student outcomes.

Jaze (*pictured right*) is a PLAR success story. He overcame attendance challenges by leveraging his passion for outdoor work and hands-on learning by creating his own business - a wood cutting, piling and delivery service.

Through PLAR, Jaze validated over 1,200 hours of work experience, completed key courses, and is on track to graduate with senior credits in Business, Marketing, Independent Living, Human Resources, and Transportation.

Jaze was also part of his school's World of Work program which helped him explore career pathways and connect classroom learning to real-world opportunities. His journey demonstrates how flexible, individualized pathways like PLAR and World of Work empower students to achieve their goals.



Supervised Alternative Learning (SAL) continues to support students aged 14 to 17 who are at risk of not graduating due to prolonged absenteeism. Offering both in-person and remote options across the district, SAL maintains a vital connection to education and personal growth for students who face unique challenges which interfere with credit earning and attendance. In 2024-2025:

- 55 students accessed SAL. Of the total credits earned by these students, 54% were Compulsory credits and 46% were Elective credits.
- The program supported credit accumulation through personalized learning plans, including PLAR readiness.
- 8 students successfully transitioned back to mainstream or alternative high schools.
- 25 students planned to return to a composite or alternative secondary school in Fall 2025.

SUPPORTS FOR ALL

Re-Engagement Team: Connecting Students Back to School

The ADSB Re-Engagement Team – comprised of a System Attendance Lead and two Re-Engagement and Attendance Coaches – has worked directly with families and school staff to re-engage students who are persistently absent, defined as missing 10% or more of school days.

Since its introduction in September 2024:

- 152 students have been referred to the Re-Engagement Team.
- 73% of referrals were secondary students; 27% were elementary, with an even gender split.
- 141 students received direct re-engagement support.
- 122 students remain enrolled in an ADSB school or program who otherwise may have disengaged.
- 13 students successfully transitioned into programs and no longer require team support.



ADSB's Engagement Team provides an update to the Board on the work they are doing with students and families.

Indigenous Education Supports

Indigenous Education in the ADSB, through the Equity, Reconciliation and Well-Being lens, is dedicated to honoring culture, supporting students success, and empowering Indigenous students to thrive, while also providing guidance and resources to help teachers and staff foster an inclusive and supportive learning environment.

ADSB's two main goals around First Nation, Metis and Inuit (FNMI) education are:

1. To help improve the academic success of these students.
2. Reduce the gap in areas like literacy, numeracy, school attendance, graduation rates and further education.

In addition, our board is grateful for the dozens of First Nation and Community Partners who are part of our Indigenous Education Advisory Council and who offer invaluable insights into the needs of Indigenous students.



Pictured: NSL teachers with Superintendent Joe Maurice (seated right) and Language Lead Mary Otakwadjiwan (seated 2nd from left)

We continue to grow our Indigenous Education team and are pleased to have in place:

- ADSB Indigenous Education & Community Liaison Lead
- Indigenous Education Special Assignment Teacher
- Ojibwe Language / Indigenous Culture Lead
- Nine (9) Grad Coaches
- Twelve (12) Indigenous Support Teachers
- Nine (9) Elementary Native Second Language (NSL) Teachers
- Six (6) Secondary Native Second Language Teachers

EXPANSION OF ADSB'S ALLIANCE ACADEMIES!



In January 2025, ADSB proudly announced the expansion of the Alliance Academy, building on the success of our Hockey Canada Skills Academy. Beginning September 2025 in Sault Ste. Marie, the program offers students innovative opportunities in basketball, soccer, football, and a new mixed martial arts program designed to support in-risk students.

The vision of the Alliance Academy is to engage learners in experiences that maximize achievement, build confidence, and develop responsible citizens while helping students refine individual skills and tactics in their chosen sport.

These programs have already demonstrated a positive impact on student achievement, credit accumulation, confidence, and well-being. We are proud to deliver these programs in exceptional facilities, supported by skilled staff and impressive community partners, many of whom have competed at national and international levels in their respective sports.

Currently we have 153 students enrolled for the inaugural run of the expanded Alliance Academy.

In the 7 years that our HCSA has been in place, we have had

**588 Students take part
524 credits attempted
99.5% pass rate**



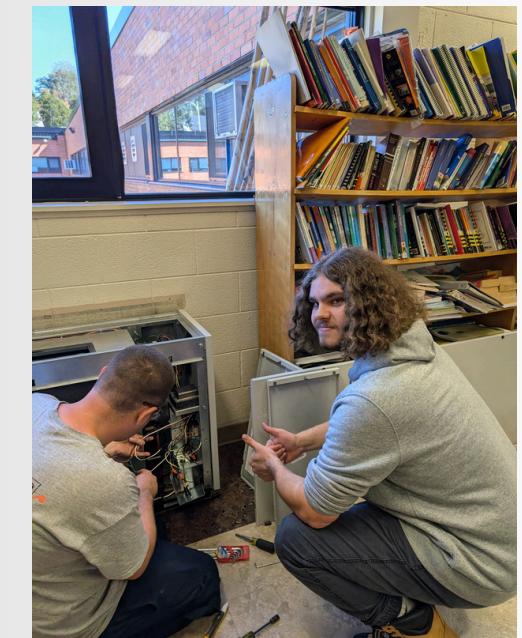
CO-OP & OYAP PROGRAMS AND PARTNERSHIPS

Algoma District School Board thanks the hundreds of employers throughout the Algoma District who have dedicated their time and expertise to our students as Co-operative Education Employers and Placement Supervisors.

From February to December 2025, **248** ADSB students participated in the Co-operative Education program (133 female, 114 male, 1 undisclosed). In the same time period, **185** ADSB students participated in the OYAP program (46 female, 139 male). Of these, **16** students obtained a Registered Training Agreement allowing them to continue with their apprenticeship following graduation.

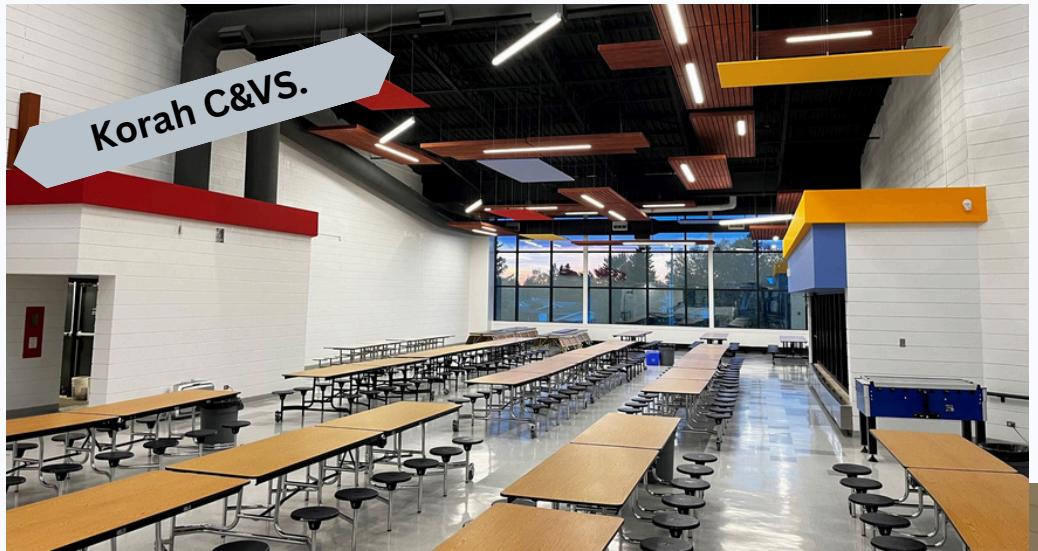
In total **430** students took part in Co-op / OYAP programs from February to December 2025.

TOTAL CO-OP STUDENTS (FEB - DEC 2025) = 248 STUDENTS
TOTAL OYAP STUDENTS (FEB - DEC 2025) = 182 STUDENTS



WELCOMING SPACES - YOU BELONG HERE

Our schools are more than brick and mortar. They are vibrant spaces where ideas take shape, relationships grow, and futures are built. While the true essence of education lies in what happens inside these walls—the teaching, learning, and collaboration—it is an undeniable bonus when the physical environment supports that mission.



Clean, bright, and inviting classrooms create a sense of safety and belonging, which can boost student engagement and motivation. For educators, these well-designed spaces foster creativity and make teaching more dynamic, ultimately enhancing the overall learning experience.



WELCOMING SPACES - YOU BELONG HERE

We reimagine and adapt existing spaces, refreshing and modernizing them so they meet today's learning needs. By investing capital dollars into upgrading and improving current facilities, we maximize resources while creating environments that inspire both students and staff. These enhancements ensure that **our schools remain welcoming, functional, and conducive to success.**

The exteriors of our schools are taking on a unified, polished look. This consistent branding not only helps communities easily recognize our schools but also contributes to a modern, cohesive aesthetic that enhances the overall look and feel of our neighborhoods.



ENROLLMENT



Elementary

The September 2025 JK to Grade 8 enrolment was 6,940 students, an increase of 264 students from the March 2025 projected numbers.



Secondary

The September 2025 enrollment remained stable at 3633, an increase of 164 students (head count) from projected enrolment in March 2025.

Overall

We are delighted to report an increase of 428 students enrolled in JK-12 classrooms in ADSB schools, from the projected numbers as contained in the March 2025 Director's Report.

GRADUATION

786

The number of Grade 8 students in the Algoma District School Board who moved to a Secondary School for September 2025.

718

The number of Grade 12 students who crossed the stage at Graduation Ceremonies in June 2025.

155

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: \$206,992,779

The ADSB Operations & Budget Committee (as of June 2025) 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
- Supports for Multilingual Language Learners
- Indigenous Graduation Coach Resources
- Summer Learning Programs

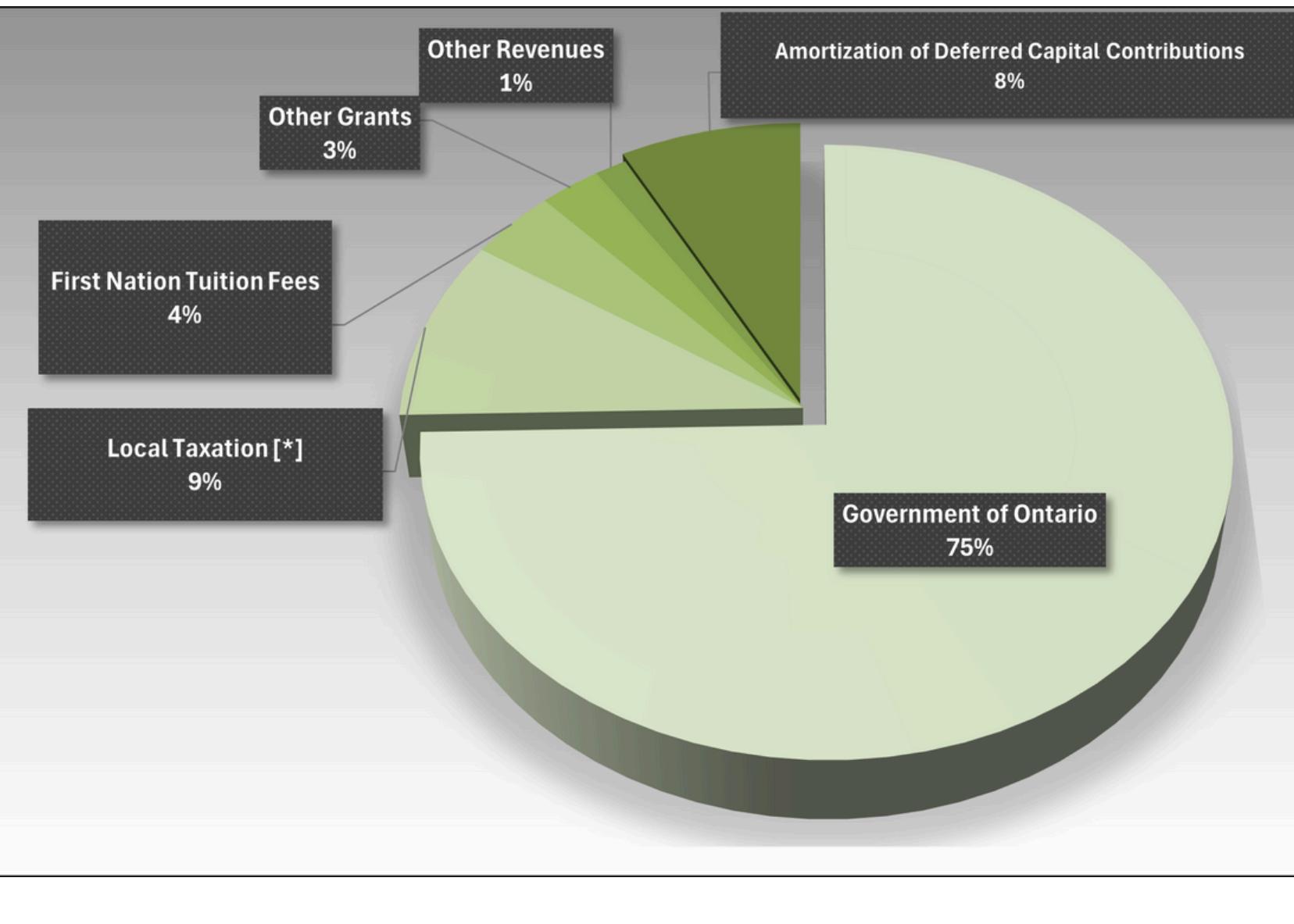
The following new enhancements are included in 2025-2026 through a combination of reallocations of existing budgets and new Ministry funding, based on a positive enrolment picture as September 2025 approaches:

- Enhancements to and Promotion of the Skilled Trades
- Specialty Programs and Student Success Supports (Alliance Academies)
- Special Education Classes & Counsellor Resources & Re-engagement Coaches
- Upgrades to Servers, Devices and Cybersecurity software
- Food Sustainability
- Capital Upgrades to Schools

REVENUE BY MAJOR SOURCE

2025-26 REVENUE BY MAJOR SOURCE

Government of Ontario	\$ 152,429,529
Local Taxation (*)	\$ 19,636,517
First Nation Tuition Fees	\$ 7,767,059
Other Grants	\$ 5,446,513
Other Revenues	\$ 2,842,000
Amortization of Deferred Capital Contributions	\$ 16,142,832
Sub-total	\$ 204,264,417
Deficit funded by Accumulated Surplus Capital & Approved Debt	\$ 615,005
	\$ 2,113,357
TOTAL REVENUE	\$ 206,992,779

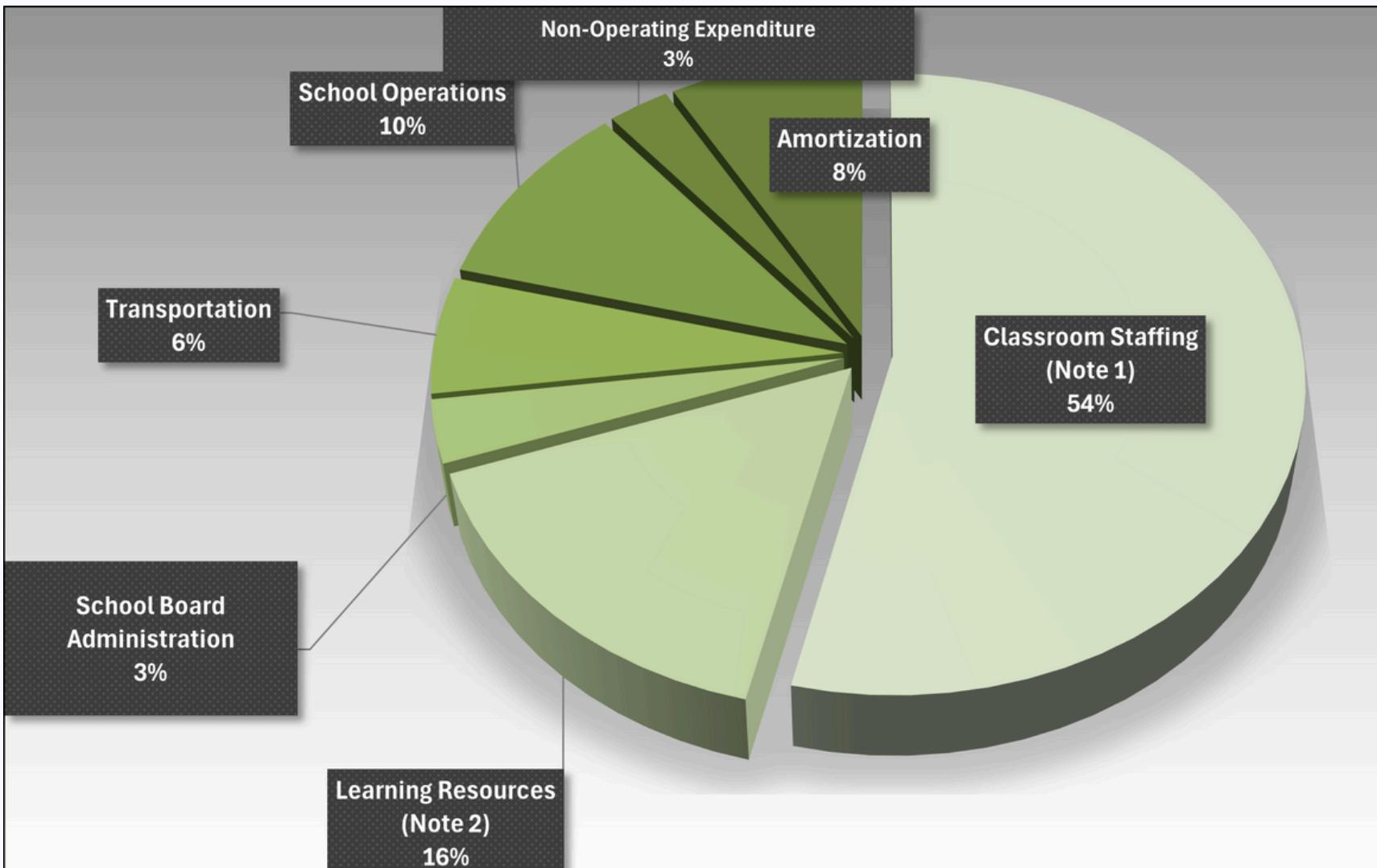


(*) Provincially Determined by the Ministry

EXPENDITURES BY MAJOR FUNCTION

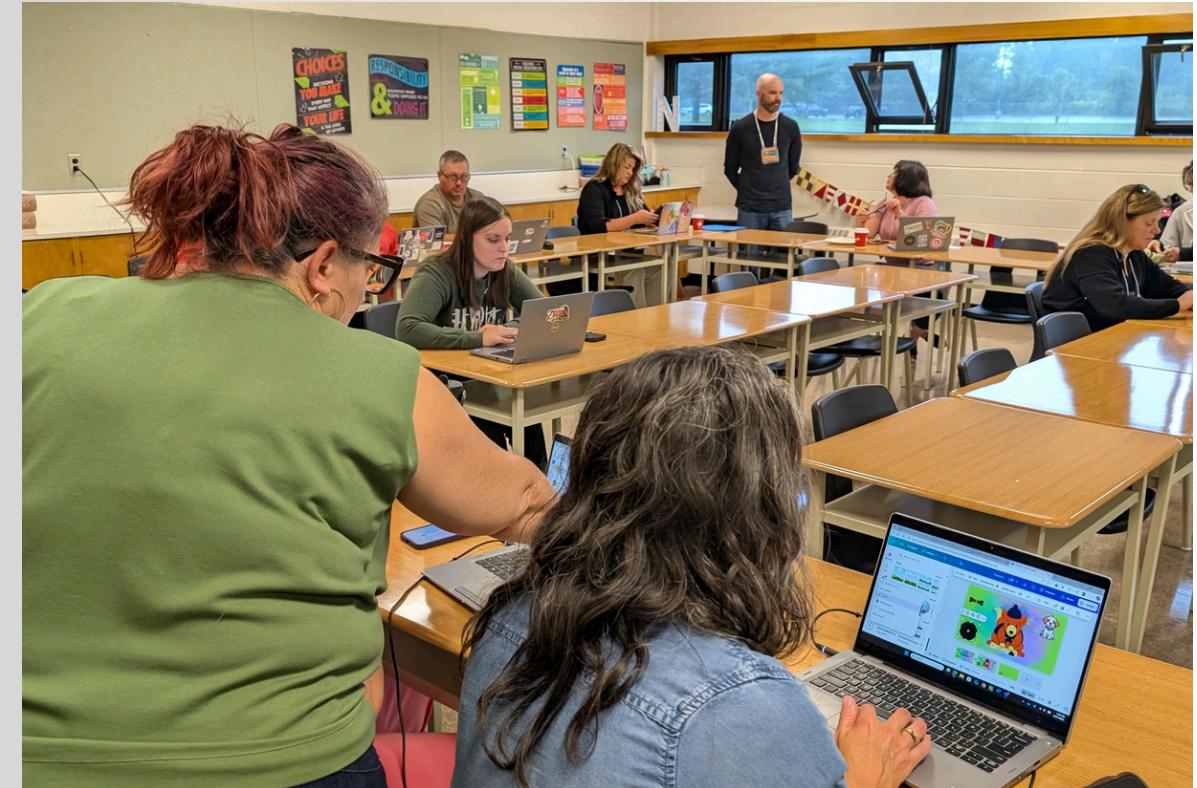
2025-26 EXPENDITURE BY MAJOR FUNCTION

Classroom Staffing (Note 1)	\$ 110,023,380
Learning Resources (Note 2)	\$ 32,621,092
School Board Administration	\$ 6,711,922
Transportation	\$ 12,498,328
School Operations	\$ 20,533,617
Non-Operating Expenditure	\$ 5,446,513
Amortization	\$ 17,044,570
Sub-total	\$ 204,879,422
Capital & Approved Debt	\$ 2,113,357
TOTAL EXPENDITURES	\$ 206,992,779



Note 1 – Classroom Staffing

Classroom Teachers	\$ 92,093,015
Supply Teachers	3,507,440
Teacher Assistants	11,662,655
Early Childhood Educators	2,569,648
Department Heads	190,623
Total Classroom Staffing Fund	\$ 110,023,381



Note 2 – Learning Resources

Texts & Classroom Supplies / Equipment	\$ 4,357,728
Computers	1,362,500
Professionals & Paraprofessionals	4,769,781
Library & Guidance	2,688,260
Professional Development	613,455
Principals and Vice Principals	7,839,886
School Office	3,560,827
Coordinators and Consultants	6,364,516
Continuing Education	1,064,139

Total Non-classroom **\$ 32,621,092**

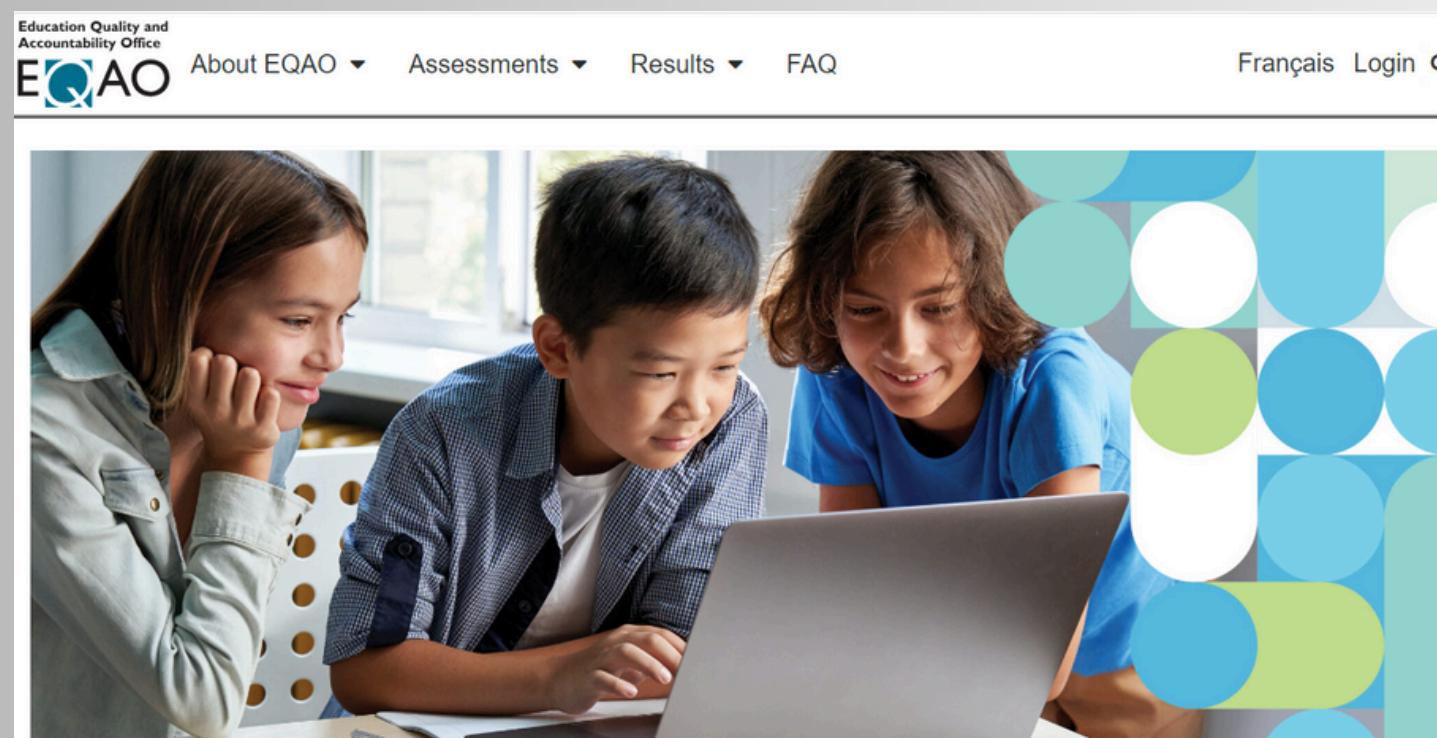
Data from EQAO's assessments acts as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education. Alongside information from other sources, EQAO data can strengthen conversations about student learning across the province.

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://www.eqao.com) for ADSB's 2024 / 2025 EQAO Results

OR

[Follow this link to Algoma District School Board EQAO Results for 2024 /2025.](#)



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!***



ADSB.... We. Belong. Here.

