

2021

2022



Director's ANNUAL REPORT



Table of Contents

Director's Message	3
Chair's Message	4
Student Trustee Message	5
Board of Trustees	6
Senior Staff	7
Four-Year Strategic Plan (2020-2024)	8
Image of a Successful Graduate	9
Snapshot of Our Board	10
Operating and Capital Budget	12
An Overview of our Year	13
Striving for Equity for All	14
Indigenous Education	15
Mental Health Support for Students and Staff	16
Student Achievement	17
Providing Pathways for all Students	22
Adult and Continuing Education	25
International Education	26
Planning for the Future	27

Director's Message



Dear AMDSB supporter,

I am very pleased to share with you our 2021/2022 Director's Annual Report. The Director's Annual Report provides an overview of the Avon Maitland District School Board's initiatives and achievements during the 2021/2022 school year to support student success. COVID-19 continued to circulate throughout the world and the year began with a number of health and safety protocols in place. However, by the spring of 2022, the majority of protocols were removed and we saw a gradual return to many of the activities and programs that make our schools richer and more diverse for our students.

Our focus remains on the 3 main areas of our Strategic Plan (2020-2024): "I AM Well", "I AM Prepared", and "I AM Engaged". Our teams addressed the needs of our staff through professional development opportunities focused on equity, including online training sessions and a monthly

newsletter with resources to support educator classroom work, as well as mental health literacy and suicide prevention training. We continue to meet the needs of our students by addressing some of the learning gaps that were created because of disruption to regular programming and by focusing on mental health and well-being initiatives.

Our Human Resources team continued to work on building the capacity of our staff through a learning series for our current leaders that supported their growth and development. Our Long-Term Accommodation Plan (LTAP) project entered its second year of development and a new online data dashboard was launched to make transparent how we allocate space to meet the needs of our communities.

In the spring of 2022 we began a campaign to raise awareness about the role of school board trustees in preparation for the October 2022 municipal election. Seven of our nine trustees had indicated that they would not be seeking re-election, so our goal was to encourage at least one candidate for each of our nine positions to submit nomination papers by the August deadline.

Thank you to the engaged parents of our Parent Involvement Committee (PIC). We hosted four meetings last year and participants were able to hear updates directly from me and they provided valuable input on a variety of topics including equity, mental health and de-streaming. At the end of each of their meetings, members collaboratively developed key takeaways (2-3 new learnings) that they reported back to their school councils and parent communities. This process enhanced communication and helped showcase the work of the system, with parents.

I hope that you will enjoy reading about all of the work and positive outcomes that have taken place, even as we begin to recover from a global pandemic! As we look to the future, I am hopeful and optimistic that our work will be unencumbered as we embark upon innovative and creative initiatives to engage and inspire our students!

Sincerely,

A handwritten signature in blue ink that reads "Lisa Walsh". The signature is fluid and cursive.

Dr. Lisa Walsh
Director of Education

Chair's Message



We, as the Board of Trustees, are proud of the progress our School Board has made during the 2021/2022 school year. There was a gradual return to pre-pandemic learning and working routines, and this report highlights how our students and staff regained opportunities over the past year to thrive once again in their physical learning spaces.

Our Strategic Plan for Avon Maitland is the foundation for our staff, students, community, and families – being prepared, engaged and well.

I am Prepared - As School Board Trustees, we are locally-elected representatives of the public, and the community's advocate for public education, and our governance is focused on student achievement, well-being and equity for all. Together with the Director, we continue to participate in making decisions that benefit the Board's entire jurisdiction while representing the interests of our constituents.

I am Well - We are very proud of our Board's focus on providing multiple resources for mental health and well-being to our school communities. We foster a sense of belonging, and support equity and diversity in our classrooms and beyond.

I am Engaged - We focus our strengths and governance mindset as Trustees on maintaining our focus on all students; being attentive to the budget; ensuring progress on our areas within the Strategic Plan; supporting the staff to build positive culture; being accountable to the communities we serve; and keeping constituents informed on the work of the School Board.

We are very thankful to our exceptional staff at all levels of the system for the professionalism and expertise they have continued to bring to their roles for the benefit of all students. As we reflect on the accomplishments of this past school year, we look forward to working together with all the staff of the Avon Maitland District School Board, for continued student achievement and well-being; engaging with and advocating for our school communities in the year ahead.

On behalf of the Board of Trustees, thank you for taking the time to read the 2021/2022 Director's Annual Report.

Nancy Rothwell

Vice Chair of the Board of Trustees December 2021 - May 2022

Acting Chair of the Board of Trustees May - August 2022

Student Trustee Message

In the 2021/2022 school year, the Avon Maitland District School Board Student Senate continued to act as a vital advocacy group for students across the School Board. Beginning the year in the midst of the COVID-19 pandemic, we faced many barriers as students followed a number of health and safety protocols, but remained committed to supporting students through a number of projects.

One of the primary goals of the group last year was to continue to educate our fellow students about the role of the student senator, and give them a variety of different methods for connecting with their school's senators. Our first step in achieving this was the creation of promotional introduction videos that were shared with every secondary school and the elementary schools that feed into them. These videos were created by the pair of senators from each secondary school, and gave the audiences a brief overview of what we do as a Senate, as well as the many methods of communication available to students who are looking for senator support. Additionally, we stayed active on our Senate social media pages. In particular, we posted frequently on our Instagram account (@amstudentsenate), and now have almost 600 followers on the platform. We also distributed a year-end video in June, which included senators from different schools highlighting the many projects that the Senate had collaborated on.

Our largest initiative was our mural project, which we worked on for almost the full duration of the school year. After a number of senators reported that students had been complaining about the lack of color and originality in school hallways, we commissioned student-led groups to create individual murals in each high school. With the overarching theme of equity, the student artists were given the freedom to paint whatever they felt would be appreciated by the student body, as long as it promoted equity, inclusion, and/or diversity. The Senate funded all supplies for the individual projects. The overall feedback from students was that the murals were a welcome pop of color in the hallways, and that they appreciated steps towards creating a more inclusive school environment.



Central Huron SS



South Huron District High School



Mitchell District High School

Abigail Peel (she/her)

Student Trustee (2021/2022 School Year)

Board of Trustees



Al Sygrove
*(Chair of the Board
until May 2022)*



Nancy Rothwell
*(Vice Chair of the Board
until May 2022,
Acting Chair of the Board
May-Aug 2022)*



Laura Bisutti



Colin Carmichael



Lynette Geddes



Robert Hunking



Herb Klassen



Julie Moore



Colleen Schenk



Lisa Walsh
(Director of Education)



Jeffrey Bruce



Katharine Creery



Cheri Carter



Paul Langis



Laura Marotta



Jane Morris

Four-Year Strategic Plan (2020-2024)

Our work is guided by our Strategic Plan developed by our Board of Trustees. It provides an overview of our priorities and focus over a four-year period.



This Director's Annual Report outlines our annual progress for the 2021/2022 school year based on our Director's Work Plan (DWP). The DWP includes specific work that contributes to the success of the accomplishments of the Strategic Plan's goals and ultimately moves us towards our Image of a Successful Graduate.



SUCCESSFUL GRADUATE



Our ultimate goal at AMDSB, is to foster successful graduates. Our Strategic Plan and Director's Work Plan goals contribute to this endeavour.

We define successful graduates as students who leave AMDSB prepared for their next step and:

- Understand themselves as learners and advocates for their own needs
- Are literate
- Are numerate

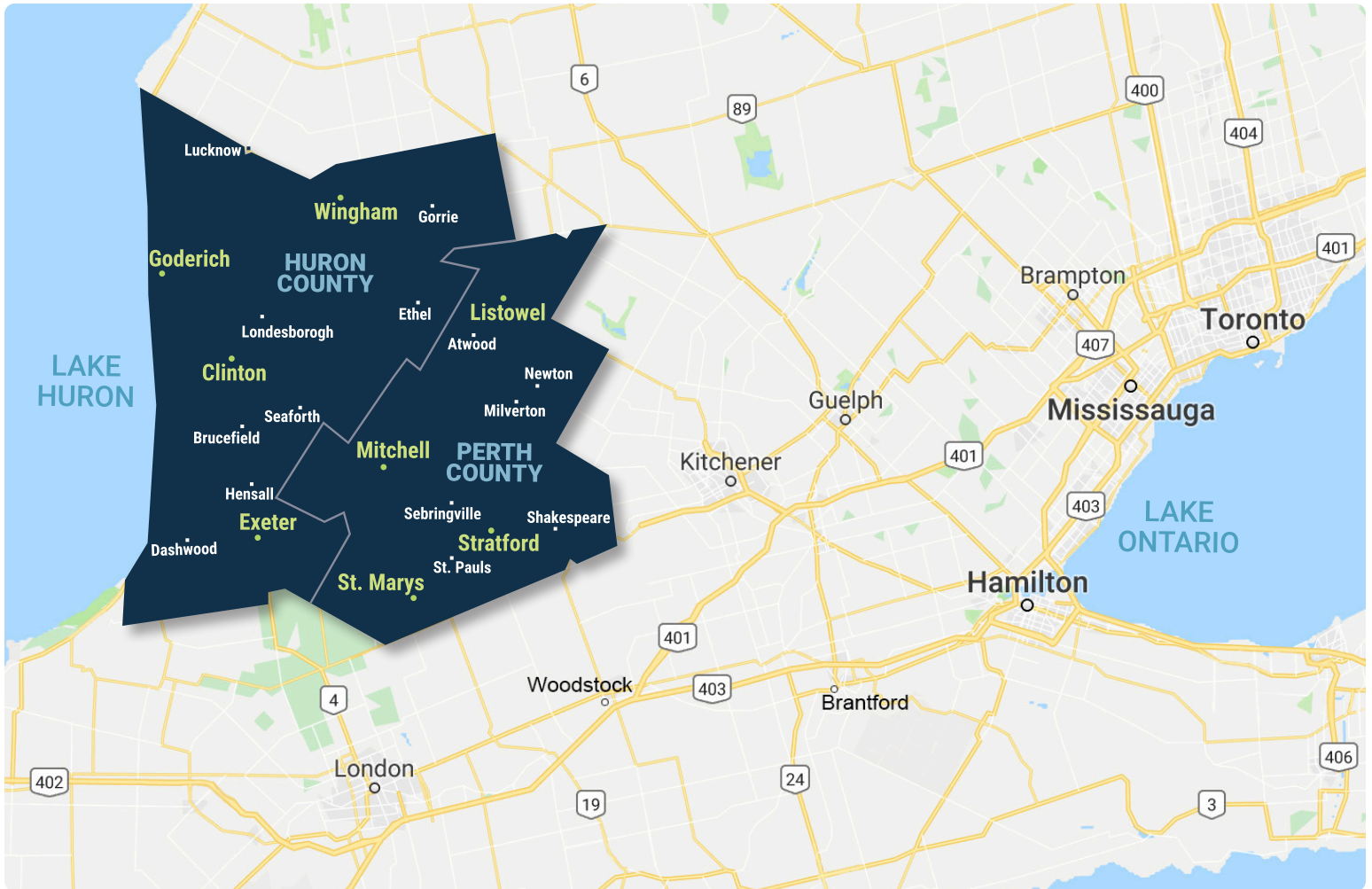
They are also prepared for a changing world and are:

- Confident and curious thinkers
- Resilient and flexible thinkers who demonstrate global competencies (communication, critical thinking, creativity, collaboration and problem solving)
- Positive and principled engagement in society



Avon Maitland District School Board

Engage, Inspire, Innovate... Always Learning





(including 54 international students)



Over 2,761
FULL & PART-TIME
Staff

(including supply staff)



31
Elementary
Schools



8
Secondary
Schools

*5 are Grades 7 to 12
3 are Grades 9 to 12*



1
E-Learning
School

Grades K to 12



7
Centres for
Employment
& Learning

Operating and Capital Budget

Each year, Trustees receive a number of financial reports for review and/or approval. These include the annual Budget, the annual Revised Budget and the annual Financial Statements along with an annual Auditors Report. These resources can be found on the Board website under the [Budget & Finances section](#). A snapshot of the 2021/2022 spending is also provided below. For more information about how school boards are funded visit the [Ministry of Education's funding page](#).

Financial Accountability at Avon Maitland District School Board

Guided by the Principle of Stewardship

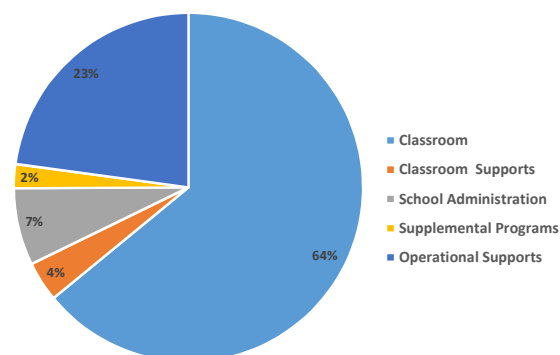
At Avon Maitland District School Board, we believe that in order for our school community to have confidence in how we manage our resources, we need to have open, transparent discussions over our budget decisions.

To facilitate these discussions, in addition to the regular financial reporting required of all school boards, we also use a tool we call Program Costing.

Program Costing allows the reader to quickly see the income and spending by portfolio or department, as well as grouped by main category: Classroom, Classroom Supports, School Administration, Supplemental Programs and Operational Supports. This tool also demonstrates how we have made spending decisions that support various components of our Strategic Plan. Note that the spending plans for 2021/2022 were impacted by the COVID-19 Pandemic.

Further details can be found on the board website amdsb.ca/apps/pages/budget

AMDSB Spending: 2021/2022



Avon Maitland District School Board Program Costing Summary: 2021/2022 Year End

Division	Program, per Program Costing	21/22 Revenue	21/22 Expense	21/22 Under (Over) Spent
Classroom	Central Supports	10,206,211	10,485,726	(279,515)
Classroom	Department Heads	229,337	311,241	(81,904)
Classroom	Distance Education	855,600	1,389,335	(533,735)
Classroom	Foundation	106,781,500	102,551,281	4,230,219
Classroom	Education and Community Partnerships Program	117,134	117,134	-
Classroom	Special Education	24,720,087	25,504,640	(784,553)
Sub-Total, Classroom :		142,909,869	140,359,357	2,550,512
Classroom Support	Curriculum	1,609,157	1,291,605	317,552
Classroom Support	E.S.L.	676,378	476,129	200,249
Classroom Support	Information Technology	2,007,418	3,562,517	(1,555,099)
Classroom Support	Student Success	2,647,404	2,808,451	(161,047)
Sub-Total, Classroom Supports:		6,940,357	8,138,702	(1,198,345)
School Admin	Principal and VP's	8,526,011	8,299,798	226,213
School Admin	School Generated Funds	3,158,470	2,975,497	182,973
School Admin	School Office	4,179,090	4,363,714	(184,624)
Sub-Total, School Admin:		15,863,571	15,639,009	224,562
Supplemental Program	Continuing Education	4,957,972	4,870,048	87,924
Sub-Total, Supplemental Programs:		4,957,972	4,870,048	87,924
Operational Support	Board Administration	5,552,587	5,243,725	308,862
Operational Support	Capital & Debt Transaction	13,282,124	13,330,731	(48,607)
Operational Support	Facilities	19,994,759	18,198,883	1,795,876
Operational Support	Transportation	13,902,415	13,305,263	597,152
Sub-Total, Operational Supports:		52,731,885	50,078,602	2,653,283
Total, all Divisions and all Programs:		223,403,654	219,085,718	4,317,936

* There is no expectation that all programs are nil over(under) spent, with a few exceptions such as ECCP or SGF.

** The over(under) spend values show how the board is prioritizing spending to align with the Strategic Plan.

An Overview of our Year

Throughout the 2021/2022 school year, the Avon Maitland District School Board (AMDSB) continued to strive to meet the needs of our students and work towards the goals of our Strategic Plan. The year began with a variety of COVID-19 health and safety protocols as directed by the Chief Medical Officer of Health for Ontario. These protocols included daily screening, masking, reporting of positive cases in partnership with local public health partners, promotion of hand hygiene and a modified quadmester format for secondary students. By the spring of 2022 many of these protocols were no longer required but students and staff were encouraged to remain diligent since the virus continued to circulate.

A priority in AMDSB is our work on equity, diversity and inclusivity. The Equity Steering Committee (ESC) worked through the details of the Equity, Diversity and Inclusivity Plan as they hosted professional development opportunities, organized a book club, monthly newsletter and conducted a thorough review of Board Administrative Procedures.

Mental Health and Well-being was critical given the regular return of our students after two years of disruption. We hired additional counsellors, and a classroom-based Social Emotional Learning strategy was rolled out across the board to both elementary and secondary schools.

Support for different pathways was enhanced in 2021/22 for students, no matter which pathway (university, college, workplace, apprenticeship, community, etc.) they were interested in. A variety of promotional activities were organized to raise awareness amongst students and families about the many available options, with a particular focus on the promotion of the skilled trades.

Finally, the focus on the future continued to be a main priority for the Corporate Services department as they undertook a boundary review process in the North Perth area and continued their development of a Long-Term Accommodation Plan (LTAP).

We are committed to monitoring the progress and measuring the impact of our various initiatives on staff and students. As outlined in our Data and Research Department Plan, building an organizational culture that embraces and embeds data literacy and research practices into system and school level planning and programming supports our work in the areas of preparedness, wellbeing and engagement. In the 2022/2023 school year, system leaders and school administrators are developing inquiry projects that are informed by qualitative and quantitative data and research on best practices in education. These activities will provide a robust evidence base (data and research) from which to document the impact on staff and students of the work being done in our system.

This report highlights the key work from the 2021/2022 year. It is colour-coded to reflect how the work contributes to the three areas of the AMDSB Strategic Plan (2020-2024).

Enjoy!



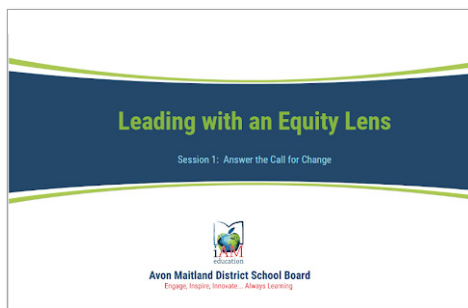
Striving for Equity for All



Work of the AMDSB **Equity, Diversity and Inclusivity** Plan (2021-2024) continued throughout the 2021/2022 school year. A major focus was the provision of equity, diversity and inclusivity training for all employee groups. Training was provided to many different groups and this training will continue. Last year's groups included:

- Senior Staff (Dr. Nouman Ashraf and J.H. Burt - AMDSB Human Rights and Equity Lead Administrator);
- Corporate Services, Finance and Facilities (J.H. Burt and Monique Pregent - AMDSB Indigenous Education Lead);
- Program Services Coordinators and Coaches (Dr. Nouman Ashraf);
- Learning Services English as a Second Language staff (visit to Thames Valley District School Board One World International Welcome Centre to learn best practices);
- Workforce Census Committee (Introduction to anti-oppression);
- Parent Involvement Committee (J.H. Burt);
- And more... (Human Resources, Student Support Services, etc.).

Regular awareness-raising activities were also rolled out across the district, including the distribution of a monthly equity newsletter to all staff, which includes a list of relevant cultural celebration and curriculum-based ideas for classroom and school activities. These resources were viewed by staff over 3000 times and links were clicked over 2000 times. Equity-focused learning nights for all staff including four movie nights were also provided, with over 115 staff members participating. The Human Rights and Equity office began a review of Board policies and administrative procedures in order to ensure alignment with current equity practices. Other activities that reach beyond AMDSB enabled our staff to consult with other groups and organizations as they presented at the annual Ontario Public Supervisory Officers' Association (OPSOA) conference and the Ontario Principals Council Summer Conference, wrote an article for the Ontario Principals Council member magazine, and consulted with other Boards on a regular basis. In order to keep trustees well informed, the Human Rights and Equity office provided regular updates on the progress of the Equity, Diversity and Inclusivity Action Plan (2021-2024) at public Board meetings so trustees remained engaged and aware of the work.



Indigenous Education



Facilitated by the Indigenous Education Lead and newly hired Equity Learning Coaches, AMDSB has implemented a vibrant plan to support Indigenous Education. Using a coaching model, many learning opportunities, both in person and virtual, were offered to students, administrators, and teaching staff.



Indigenous grad coach funding was requested and secured from the Ministry of Education, allowing AMDSB students to benefit from targeted supports in all grade 7 - 12 schools. As well, preparations began to ensure that all high schools offer Understanding Contemporary First Nations, Métis, and Inuit Voices as the grade 11 English credit.

To actively address the Truth and Reconciliation Report Calls to Action, engagement and awareness opportunities were provided throughout the year. A highlight for many elementary school students across the district was the Spirit Horse Project in which students learned about the Indigenous Spirit Horses from the Aspens Horse Sanctuary. Knowledge Keeper Christin Dennis toured with the horses to most of our elementary school sites!



For the second year, Anishinaabemowin (Ojibway language) classes were offered weekly. Many families, Indigenous and non-Indigenous have actively participated in this exciting opportunity.

Mental Health Support for Students and Staff



Feedback from our 2021 school climate survey, along with provincial and Canadian data, all pointed to increased mental health needs and emotional dysregulation among youth and teens through, and upon return from the pandemic, in particular, an increase in dysregulation. The Mental Health and Well-Being (MHWB) team spent much of the 2021/2022 school year developing appropriate professional learning opportunities to increase the number of Board-level staff, managers, school administrators, office staff and educators trained in **student mental health literacy** and Board protocols regarding student mental health. Examples include training focused on: suicide prevention, intervention and postvention protocols, and pathways to mental health care within and external to the school board. All of the initiatives were aligned to create coherence between the MHWB and Human Rights and Equity departments which supported the work and implementation of the Equity, Diversity and Inclusivity Action Plan.

Approximately 1700 employees were trained in **suicide prevention strategies** using the LivingWorks START program. In addition, the team created and launched a website for staff with a full suite of classroom-ready resources, including 85 lesson plans adapted from School Mental Health Ontario to align with AMDSB priorities. They also hosted two separate mini series, attended by 941 AMDSB staff. One series introduced common mental health challenges and included strategies for both the classroom and home. Topics included anxiety, depression, anger, attachment, emotions, substance use, trauma, grief, self esteem/healthy relationships, self-injury, suicidal ideation, LGBTQIA2+, disordered eating, and technology. The other provided details about Social Emotional Learning (SEL) and included the following topics: SEL 101, adult SEL, identification and management of emotions, stress management and coping, positive motivation and perseverance, healthy relationship skills, self-awareness and self-identity, and critical and creative thinking. Additional professional development included the creation of culturally relevant MHWB webinars that were used by most administrators for professional learning during school staff meetings.

In order to keep MHWB at the forefront of school programming, a committee of elementary and secondary administrators was created to help facilitate the school team meeting process and enhance the utility of MHWB resources. Feedback received from administrators informed the creation of a **MHWB Engagement Strategy**, which is being rolled out during the 2022/2023 school year.



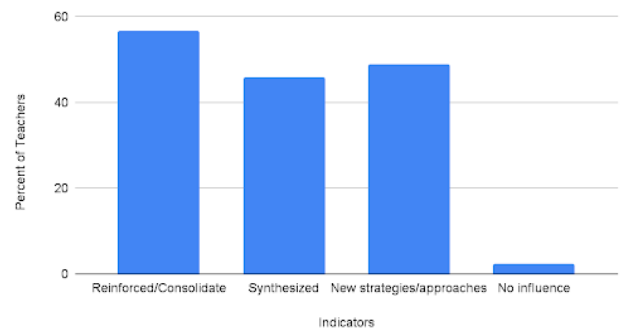
The Program Services department supported schools and educators in being prepared to support student learning. A common theme embedded in all the supports offered this year was **assessment and evaluation and knowing our learners and responding to their needs**.

Early Literacy

Due to the pandemic periods of learning at home, Kindergarten students missed valuable instruction time. Kindergarten learning lays the foundation for literacy and reading. Upon return this past year, Kindergarten LLI (Leveled Literacy Intervention) was provided to schools as an early intervention. Leveled Literacy Intervention is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. Our previous experience with LLI in grade 1 demonstrated that LLI impacted instruction by providing a systematic approach to teaching phonics and an early writing process, as well as providing high quality texts and lessons for guided reading instruction. Daily, consistent instruction in similar skills should benefit Kindergarten students recovering from lost learning opportunities. Teaching and Learning Coaches supported classroom educators with training that supports the use of assessment information to select students, and to identify student needs and growth moving forward, as well as with the implementation of LLI in their classrooms. Classroom educators also have access to a robust selection of supports and resources on an internal website. Indicators showed that educators found the support and resources to be beneficial to their practice.



Description of How Components Informed Practice



Math

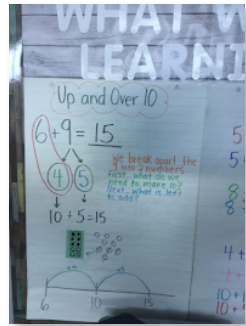
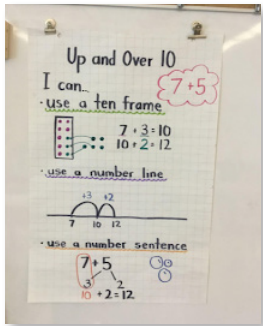
Elementary:

We continued our work with Dr. Alex Lawson's learning continuum by directly supporting the final 10 schools in our three year plan. Educators were brought together for three full days of virtual learning focusing on knowing their classroom learners through the use of assessment for learning, operational sense learning trajectories, scope and sequences and learning profiles. Educators were better positioned to respond to student needs through the development of authentic and relevant math tasks and using tools and/or representations that will support the students' movement on the learning trajectory. Teaching and Learning Coaches directly supported educators and students with this work in their classrooms. In these charts below you can see the impact on educator practice after receiving in-service training with the coaches. This reflected positive student outcomes as teachers became more confident with the strategies.

Student Achievement



Teacher support for pedagogy (tools and representations, math tasks types), like the anchor charts in the pictures above, and math content (research background, sample tasks) was provided to teachers to support their learning, through regularly released digital learning tools shared on an internal website devoted specifically to numeracy.



Intermediate/Secondary:

All grade 7-10 math classes were given access to the digital math tool Knowledgehook. The tool supports student learning and provides teachers with information about which students may require additional support and how to target their instruction to meet the needs of these students.

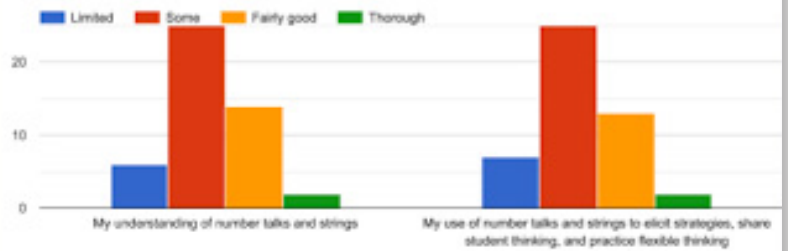
To support grade 9 math teachers with the new curriculum that was launched by the Ministry of Education during the pandemic, an internal website was dedicated to resources and information. Our supports to our staff included high impact pedagogy ideas and sample tasks tied to specific expectations. Furthermore, inquiry partnerships with the math team coaches were offered in de-streamed grade 9 classrooms, focused on exploring high impact pedagogies and equitable assessment practices. Our goal was to support the rollout of a new curriculum even when we were unable to bring classroom teachers together in our system.

Secondary Administrators and Mathematics Department heads were provided with the opportunity to work with Dr. Peter Liljedahl (a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver), in exploring and applying the concepts of Thinking Classrooms in mathematics.

Educators also had the opportunity to engage in monthly online discussion groups for grades 7-12 math teachers focused on curriculum progressions, math tasks and assessment practices.

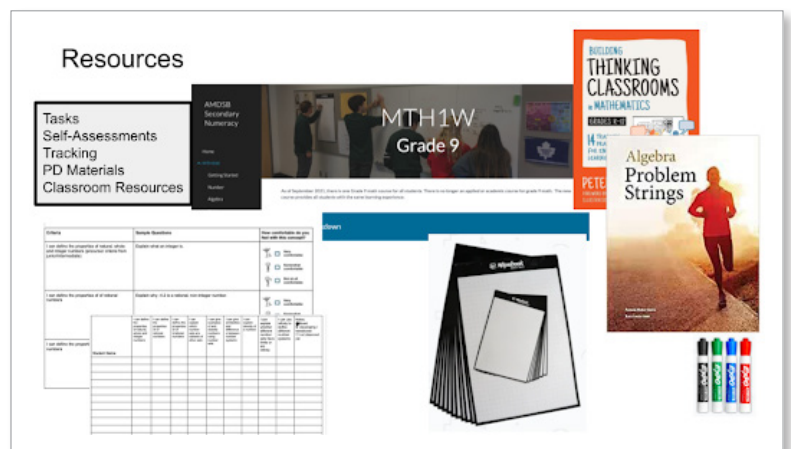
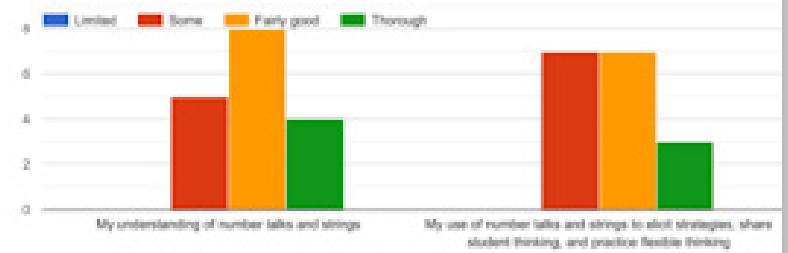
POST

Frequent use of number talks and strings to elicit and practice operational sense strategies.



PRE

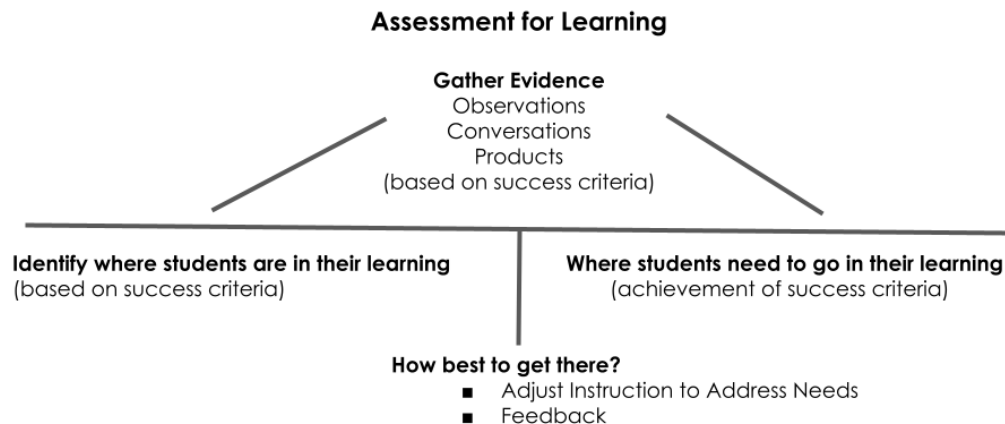
Frequent use of number talks and strings to elicit and practice operational sense strategies.





Assessment & Evaluation - Secondary Focus

Over the course of the year, secondary school teams were supported through a variety of professional development models to learn about and implement assessment for learning strategies with particular emphasis on transparent success criteria. With this focus we are able to build towards understanding and implementing the additional strategies: effective feedback, collaborative learning, gathering evidence of learning, small group instruction and learning tasks. Educators worked in partnerships with Teaching and Learning Coaches to co-plan, co-teach and co-reflect, and then to share the learning out with colleagues in their departments and school.



The Leading Learning department supported secondary schools **in increasing student engagement in all learning platforms** including: traditional school learning, Avon Maitland Remote Learning School (synchronous and asynchronous), Connections, CASE (Community-based Alternative Secondary Education), Riverside and Supervised Alternative Learning (SAL). Ongoing meetings with different groups such as school based graduation coaches and student success staff, school administration, attendance counsellors, the SAL committee, and staff from the Riverside and Connections programs focused on precision and personalization of supports and strategies for learners.

This work involves the continuous measurement and monitoring of attendance, credit accumulation, perceptual data/feedback, and graduation rates to continue to engage in reflective and responsive practices.

Attendance

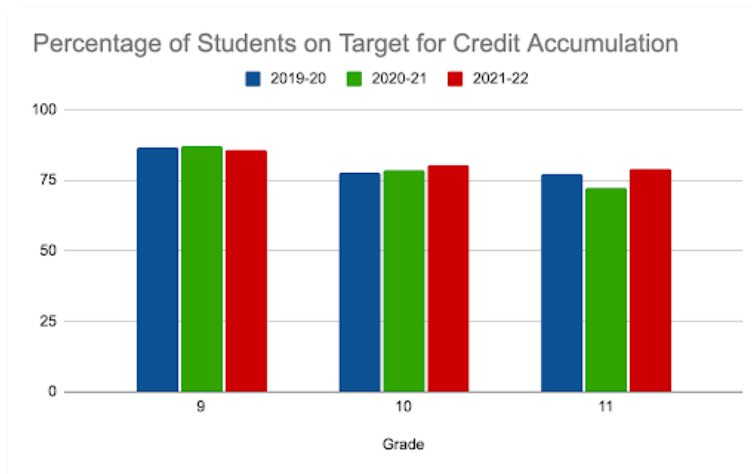
Regular school attendance is a strong predictor of student outcomes. As a result, ongoing monitoring was conducted at the district level of the attendance patterns across schools, and enhanced practices were developed to enable schools to support students and families. The work culminated in the creation of the Attendance Playbook which will be used to guide school teams as they identify problematic patterns of attendance and understand how to respond appropriately in accordance with Ministry guidelines and AMDSB's policies and procedures.





Credit Accumulation

We support the use of credit accumulation as a means to monitor student learning and achievement in secondary schools. School teams use this data to identify and support students as they move toward graduation. In Ontario, students require 30 credits to graduate.



Perceptual Data/Feedback

Feedback is an important component of this work, so students and staff were consulted about the development and subsequent monitoring of supportive practices and structures. Particular emphasis was placed on feedback related to the shift in our Connections alternative education learning program. Connections is a program that provides engaging, individualized educational opportunities for students with diverse learning needs who would benefit from an alternative learning environment.

"I thought I was going to fail. Thankfully then my guidance teacher introduced me to what Connections was and it helped me in so many ways and I actually passed!

Connections has greatly improved my school attitude, my attendance, and my grades got better especially in math. I highly recommend this Connections class to anyone. Not only did I pass grade 11 like I never thought I would, I am now a semester away from graduating high school."

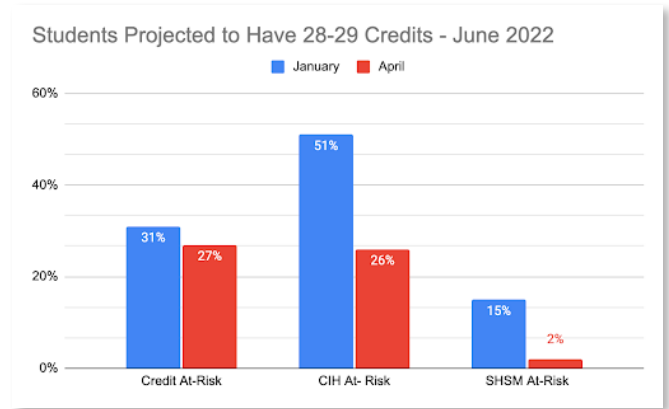
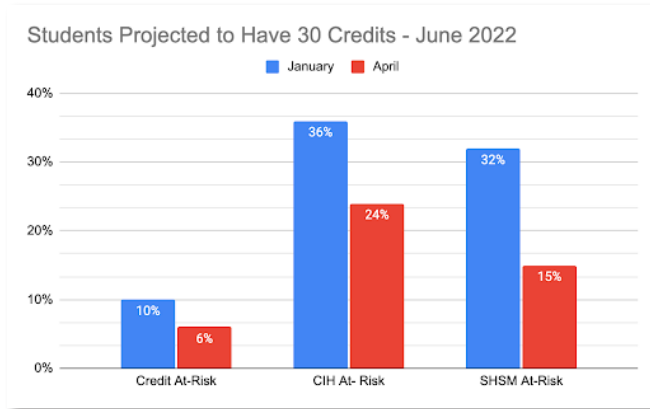
Connections Student



Graduation Rate

In order to graduate with an Ontario Secondary School Diploma (OSSD) in a typical school year, students require 30 credits, 40 Community Involvement Hours (CIH) and must fulfill a literacy requirement (OSSLT or OSSLC).

Our students were supported in each secondary school by a graduation coach, who developed personalized plans for students not on track to achieve their diploma as a result of missing credits and/or CIH, and for those students enrolled in a Specialist High Skill Major (SHSM) who were not on track to achieve their SHSM red seal. The charts below demonstrate the impact of these coaches between January and June of 2022.



The Ministry of Education defines students as graduates when they have achieved an OSSD. In AMDSB, we recognize graduates as those achieving an OSSD or an OSSC (Ontario Secondary School Certificate). As a result, we refer to our graduation rate as an inclusive graduation rate. Over the past three years, we have seen a steady improvement in our graduation rates across the district.

For students graduating from AMDSB in June 2022, there were 4 and 5 year graduation rates.

Four year:

- A total of 1153 grade 9 students entered in September 2018.
- 925 graduated as “Four Year Graduates”.
- This represents a four year graduation rate of 80.23%.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
AMDSB	68.20%	71.00%	71.10%	72.50%	78.80%	81.70%	80.23%
Province	80%	80%	81%	82%	82%	N/A	N/A

Five year:

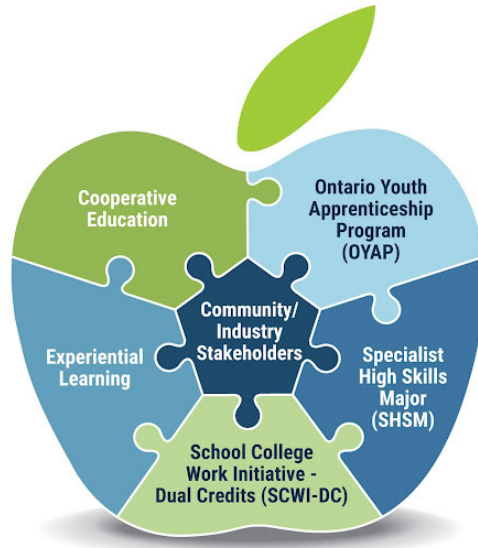
- A total of 1178 Grade 9 students entered in September 2017.
- 1017 graduated as either “Four Year Graduates” or “Five Year Graduates”.
- This represents a five year graduation rate of 86.33%.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
AMDSB	83.30%	83.80%	84.80%	85.20%	86.30%	86.33%
Province	87%	86%	88%	88%	86.1%	N/A

Providing Pathways for all Students



The Leading Learning department is responsible for the delivery of a variety of initiatives to **enhance understanding and access to diverse opportunities** such as apprenticeships (OYAP - Ontario Youth Apprenticeship Program), Dual Credit courses, Specialist High Skills Major Programs (SHSM), cooperative education, and other experiential learning initiatives. Authentic experiential learning opportunities are instrumental in ensuring that AMDSB graduates are prepared for their next step and prepared for a changing world. This work is contingent on strong partnerships with our communities, which include industry partners in Huron and Perth counties and our regional colleges and universities. This past year, we continued to engage regularly with our Pathways Advisory Committee to ensure that these relationships were strengthened and extended as much as possible.



Ontario Youth Apprenticeship Program (OYAP)

Planned participation targets for OYAP were exceeded, as we ended the year with 348 participants and 55 apprentices. Work by cooperative education teachers to engage students in these opportunities was key to this achievement, as well as purposeful targeting of elementary students through FunTECH/ March Break take-home kits, along with electrical, plumbing and carpentry workshops that create a strong foundation and enhanced appreciation for the skilled trades.



Providing Pathways for all Students



Dual Credit

Dual credit programs are offered in partnership with Fanshawe, Conestoga and Lambton colleges, and allow eligible students in high school to take college courses that count towards:

- their Ontario Secondary School Diploma
- a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship

In 2021/2022, 205 students participated in a dual credit program and a total of 305 credits were earned.



Specialist High Skills Major (SHSM)

The Specialist High Skills Major (SHSM) is a specialized program that allows students to gain credits toward their OSSD and focus their learning on a specific economic sector at the same time. These students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field,
- earn industry certifications like first aid and CPR qualifications, and
- gain important skills on the job through cooperative education placements.
- Last year, South Huron District High School introduced a new business program and throughout the district, 896 students participated in a SHSM last year.

We offered the following programs in the 2021/2022 school year:



- | | |
|-------------------|---|
| Business | Hospitality & Tourism |
| Construction | Information and Communications Technology |
| Energy | Manufacturing |
| Environment | Transportation |
| Agriculture | |
| Arts and Culture | |
| Food Processing | |
| Health & Wellness | |

PATHWAYS Success Story



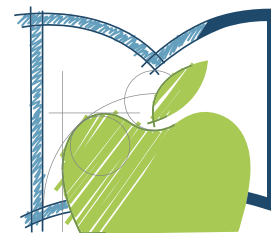
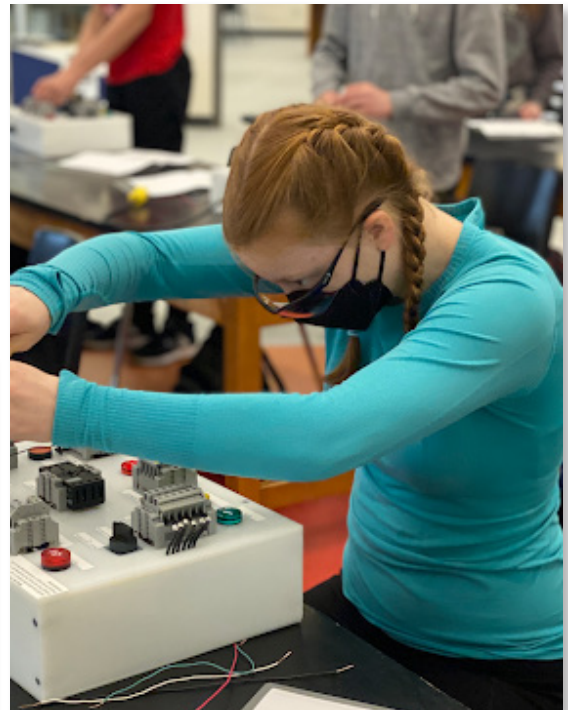
During the fall of 2021, OYAP hosted a masonry workshop at Mitchell District High School for students in grades 11 and 12. One of the participants showed a keen interest in the trades, specifically electrical. She was subsequently registered for a co-op and then registered as an apprentice, and became eligible for a Dual Credit program. In addition, some of the students expressed interest in mentoring grade 7 and 8 students. These leadership opportunities show students how capable they are and increase their confidence to pursue their interests.

Providing Pathways for all Students

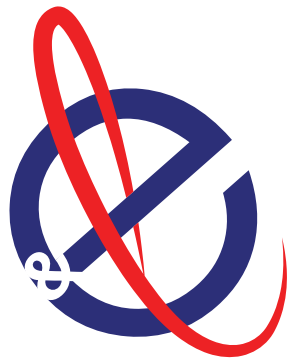


Experiential Learning

At the end of the 2020-21 school year, AMDSB was pleased to open the Pathways Innovation Center. Housed within Stratford Intermediate School, this space will enable staff and students to access diverse experiential learning opportunities.



PATHWAYS
INNOVATION CENTRE



The Centre for Employment & Learning

The Centres for Employment & Learning (CELs) across AMDSB provide many different learning opportunities with a focus on employment. Their continuum of learning and employment programs and services is accessed by adult learners in whatever manner makes sense to the achievement of their goals. Some of the programs offered at the CELs include:

- Personal Support Worker Certification Program
- High School Credit, which includes credits towards the Ontario Secondary School Diploma
- Skills upgrading, including the Literacy Basic Skills “Learning Hub” program
- English as a Second Language for adult learners
- Employment Services in Huron County, including support for job seekers, workshops, resume upgrading, job counseling and more
- Youth Programs, to support young (aged 15-30) job seekers

Most learning is self-paced, individualized and self-directed with the support of CEL staff. There are seven CEL locations spread across Huron and Perth counties and in 2021/2022 they celebrated their 20 year anniversary. The atmosphere in the CEL locations is informal, positive and inviting. More information can be found about each CEL location and the programs offered at www.thecentreforemploymentandlearning.ca, as well as the 2021/2022 service statistics at www.thecentreforemploymentandlearning.ca/apps/pages/impact.



Our International Education program worked hard throughout the 2021/2022 school year to **promote the successful integration of International Education students** into schools and the broader community. Despite the challenges of the COVID-19 pandemic, the AMDSB program continues to grow steadily. The homestay program continued to grow as additional coordinators were hired to recruit host families and support students as they transition to our area. Additional promotional materials were developed and used including a new website, brochures, welcome and promotional videos.



Planning for the Future



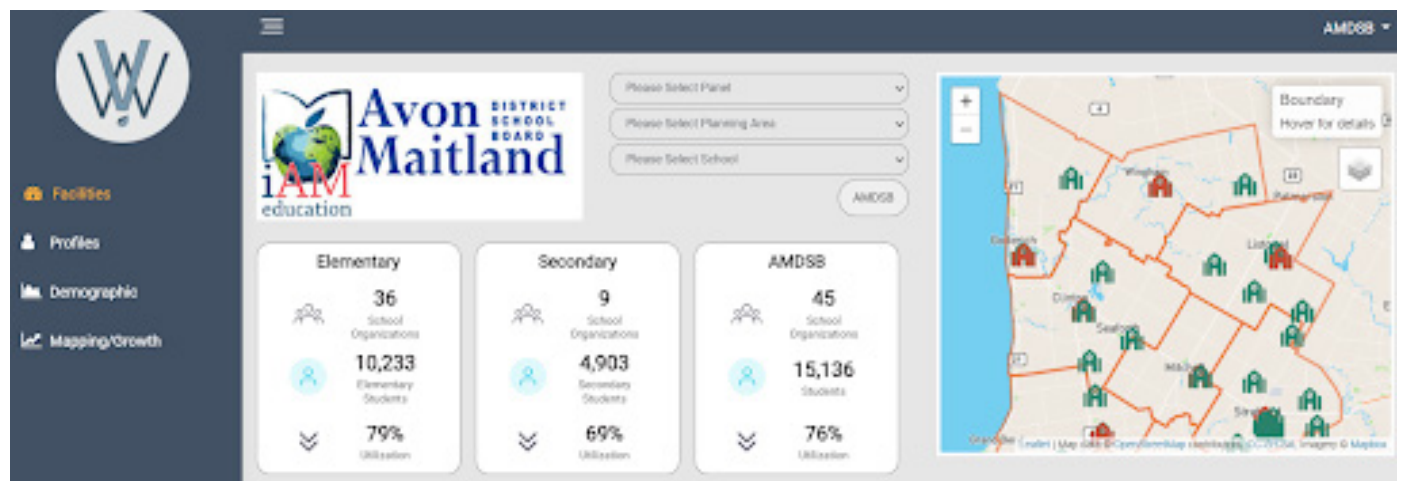
A voluntary **Leadership Development series** for principals, vice principals, managers and supervisors was hosted by Human Resource Services. Sixty seven participants engaged in the four-part series, which provided opportunities to explore and evolve facets of leadership that align with the AMDSB strategic plan and the Ontario Leadership Framework Practices. The series included both internal and external speakers and utilized presentations and group exercises, as well as case studies. A survey was sent out to all participants and results showed that 86% of participants were interested in continuing their involvement and 95.5% found all four topics/speakers effective.



The Corporate Services Department continued to build resources and tools to inform long-term plans for AMDSB schools, known as the **Long-Term Accommodation Plan (LTAP)**.



Over the last year the team has worked with Watson & Associates to create an online resource we call the Data Dashboards. The Data Dashboards is an interactive tool that allows the user to see historical and projected student enrolment for the Board, by planning area and by school. It also includes information about the school size, capacity and other demographics. Future long-term enrolment projections will be provided via the Data Dashboards. Principals received training in March 2022 on how to navigate the system and the Data Dashboards were released publicly at that time. As well, the Data Dashboards were shared with our Municipal Partners at the annual Municipal Partner meetings in June 2022. Full details, including the instruction manual on how to navigate the Data Dashboards, are posted on the Board website: amdsb.ca/apps/pages/accommodation_enrolment.



In order to respond to the enrolment pressures in the North Perth area, in October 2021 trustees approved the staff request to undertake a formal **Boundary Review Consultation process**. This Boundary Review was conducted in accordance with newly created [Administrative Procedure 305: School Enrolment Areas and Boundary Reviews](#). A North Perth Boundary Review Committee (NPBRC) was created to obtain feedback from school community representatives. Watson & Associates provided a detailed report outlining the viable solutions, and after an extensive community consultation, trustees made their final decision in June 2022. The team has begun planning for transitions and/or capital investments required as a result of the Board decision.

2021
2022



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