



ITEM	TOPIC	LEAD
1.0	Call to order (Motion)	
	1. Land Acknowledgment: Read by Susan Myers	
	2. Roll Call	
	3. Approval of Agenda (Motion)	
	4. Conflict of Interest	
2.0	Consent Agenda (Motion)	
	1. Regular Board Meeting Minutes from 2025 05 27	
	2. SEAC Meeting Minutes from 2025 05 13	
	3. Approval of Policies:	
	6.28.02 Concussion Policy	JM
	6.34 Facility Partnerships	JSM
	4. Adult & Continuing Education 2025-2026 Organization	JM
	5. Completion of Director's Performance Appraisal	JS
	6. ADSB Quarterly Report – Q3	JSM
3.0	Senior Administration Reports/ Information/ Monitoring	
	1. Update on Re-Engagement Team	JM
	2. Report on Supervised Alternative Learning (SAL)	MB
	3. Discussion of Policies:	
	6.32 Purchasing Policy	JSM
	4. Overview of 2024-2025 International Trips	JM
	5. Approval of 2025-2026 ADSB Budget	JSM
4.0	Board Reports	
	1. Report of the Director	LR
	2. Report of Chair	JS
	3. Student Trustee Report	
	4. OPSBA Reports	GB/EJ
	5. Parent Involvement Committee Report	SMC
5.0	Other Business	
	1. N/A	
6.0	Next Meeting Dates	
	2025 09 23 Regular Board Meeting	



ALGOMA DISTRICT SCHOOL BOARD

644 Albert Street East
Sault Ste Marie, ON P6A 2K7
Phone 705-945-7111
www.adsb.on.ca

REGULAR BOARD MEETING AGENDA
Tuesday, June 24, 2025
EDUCATION CENTRE
Public Meeting Start 5:30 P.M.

7.0 Motion to Move into In-Camera Session

1. Motion to Adjourn In-Camera Session

8.0 Motion to Adjourn Regular Board Meeting



REPORT TO THE BOARD of 2025 06 24		Item # 1.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Call to Order	

Rationale	
Call to order open session of the Regular Board Meeting of 2025 06 24.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move into open session of the Regular Board Meeting of 2025 06 24 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 06 24		Item # 1.3
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Approval of Agenda	



Rationale	
That the Agenda dated 2025 06 24 be approved as distributed.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board Members approve the Agenda of 2025 06 24 as distributed.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 06 24		Item # 2.0
Prepared By:	Chair Sarlo	
Strategic Priority:	Governance	
Purpose:	Information Discussion Motion	
Topic/Issue:	Consent Agenda	



Rationale	
2.0 Consent Agenda for approval is as follows: 2.1 Regular Board Meeting Minutes from 2025 05 27 2.2 SEAC Meeting Minutes from 2025 05 13 2.3 Approval of Policies: 6.28.02 Concussion Policy 6.34 Facility Partnerships 2.4 Adult & Continuing Education 2025-2026 Organization 2.5 Completion of Director’s Performance Appraisal 2.6 ADSB Quarterly Report – Q3	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members approve the Consent Agenda items for 2025 06 24.	
Motion was: Carried Defeated	Initials of Chair: Resolution #



ITEM	TOPIC
1.0	Call to order
2025-046	The Regular Board Meeting was called to order by Chair Jennifer Sarlo Motion: Trustees Johnston/Shamas... that the board move into Open session for the Regular Board meeting of 2025 05 27 at 5:36 pm. <p style="text-align: right;">CARRIED</p>
	1.1 Land Acknowledgment read by Trustee Evans
	1.2 Roll Call taken as attached by Recording Secretary Lina Aceti
2025-047	1.3 Approval of Agenda Motion: Trustees Apostle/Johnson...that the Board approve the agenda of 2025 05 27 as distributed. <p style="text-align: right;">CARRIED</p>
	1.4 Conflict of Interest – N/A
2.0	Consent Agenda
2025-048	Motion: Trustees Bowman/Johnston...that the Board approve the Consent Agenda items as follows for 2025 05 27: <p style="text-align: right;">CARRIED</p>
	2.1 Regular Board Meeting Minutes from 2025 04 29
	2.2 Committee of the Whole Meeting Minutes from 2025 05 13
	2.3 SEAC Meeting Minutes from 2025 04 23
	2.4 Approval of Policies:
	2.02 Trustee Attendance at Meetings
	2.06 Board of Trustees Code of Conduct
	6.11 Animals in Schools
	6.11.1 Guide Dog
	6.49.02 Progressive Discipline Policy for Students including Suspension and Expulsion
	6.57 Modified School Operations During a Pandemic
	2.5 Trustee Approval to Travel for OPSBA Annual Meeting & Program (Motion)
	2.6 ADSB Special Education Plan
3.0	Senior Administration Reports/ Information/ Monitoring
	The following reports and information items were shared...
	3.1 Update of ADSB Capital Plan
	3.2 Distribution of Policy 6.32 Purchasing Policy
	3.3 Discussion of Policies:
	6.28.02 Concussion Policy
	6.34 Facility Partnerships



2025-049 3.4 **Motion:** Trustees Johnston/Myers...that the Board Members approve moving the 2025 Annual Organizational Meeting from the first week of December to the second week, such that the date of the meeting will be Tuesday, December 9, 2025.

CARRIED

4.0 Board Report heard and accepted reports from the following:

- 4.1 Report of the Director - Reece
- 4.2 Report of the Chair - Sarlo
- 4.3 Student Trustee Report - Ciotti/McEachern/Abel
- 4.4 OPSBA Report – Bowman
- 4.5 OPSBA Indigenous Trustees - Johnston
- 4.6 Parent Involvement Committee Report – McCleary

5.0 Other Business

N/A

6.0 Next Meeting Dates

6.1 2025 06 24 – Regular Board Meeting

7.0 Motion to Move into In Camera Session

2025-050 **Motion:** Trustees Myers/Apostle...that the Board move into Committee of the Whole, Closed Session, and that this portion be closed to public, at 6:34 pm.
CARRIED


7.1 Adjournment of In-Camera Session

2025-051 **Motion:** Trustees Johnson/Shamas...that the Board move to adjourn In-Camera Session of the Regular Board Meeting of 2025 05 27 at 7:29 pm.
CARRIED

8.0 Motion to Adjourn Regular Board Meeting

2025-052 **Motion:** Trustees Johnston/Myers...that the Board move to adjourn the Regular Board Meeting of 2025 05 27 at 7:30 pm.
CARRIED

CHAIR 

SECRETARY 



ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING – OPEN SESSION


Date of Meeting: Tuesday, May 27th, 2025

Time of Meeting: 5:30 p.m.

Location: EDUCATION CENTRE

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	present			
Greg Bowman	present			
Sheryl Evans	present			
Sue Johnson	present			
Elaine Johnston	present			
Sara McCleary	on-line			
Marie Murphy-Foran	present			
Susan Myers	present			
Jennifer Sarlo	present			
Debbie Shamas	present			
Heather Whitley	present			
Student Trustees				
Georgie-June Abel	present			
Cameron Ciotti	present			
Addy McEachren	present			
Admin. Council				
L. Reece	present			
J. Santa Maria	present			
B. Vallee	present			
J. Maurice	present			
M. Bell	present			
F. Palumbo	present			
B. Servant	present			
Others				
L. Aceti	present			
F. Walsh	present			
Media				
Greg - Sportoday				
Brian Kelly - South Star				


 Recording Secretary or Designate



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

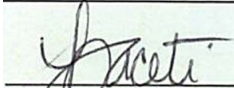
Date of Meeting: **Tuesday, May 27th, 2025**

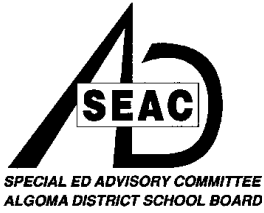
Time of Meeting: 6:34 p.m.

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	present			
Greg Bowman	present			
Sheryl Evans	present			
Sue Johnson	present			
Elaine Johnston	present			
Sara McCleary	on-line			
Marie Murphy-Foran	present			
Susan Myers	present			
Jennifer Sarlo	present			
Debbie Shamas	present			
Heather Whitley	present			
Admin. Council				
L. Reece	present			
J. Santa Maria	present			
B. Vallee	present			
J. Maurice	present			
M. Bell	present			
F. Palumbo	present			
B. Servant	present			
Others				


 Recording Secretary or Designate



**ALGOMA DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

**MINUTES OF MEETING
May 13, 2025
Sugar Maple Room/Teams
12:00 Start Time**

Present: M. Tuomi (Autism Ontario), A. Gauthier (Thrive CDC), V. Simon (Member-at- Large), S. Kitts (North Shore Tribal Council), C. Snider (AFS), M. Barbeau (Community Living Algoma), P. Mick (Member-At-Large)

Trustees: H. Whitley, S. Evans (Trustee)

Staff: B. Vallee (Superintendent), C. Phillips (Recording Secretary), K. Viita (System Administrator), Krista Lappage (System Administrator)

Regrets:

Guests:

Meeting called to order. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the hybrid meeting.

1. Welcome

2. Round Table - Introduction of members, staff, and/or guests.

3. Approval of Agenda and Minutes

- Approval of Agenda. Moved by S. Kitts. Seconded by M. Barbeau. All in favour.
- Approval of Minutes (April 25, 2025). Moved by C. Snider. Seconded by M. Tuomi. All in favour.

4. Correspondence: No correspondence received.

5. Presentation/Discussion: *Review of Draft of ADSB Special Education Plan 2025-2026*

- Updated draft of the *2025-2026 Special Education Plan* was distributed to SEAC members electronically prior to the meeting. A hard copy of the draft document, as well as a “tracking document” of proposed changes, was also provided to SEAC members to support discussion and feedback.

- SEAC discussed proposed “content changes” (e.g. re-wording or re-phrasing throughout the document to increase clarity, re-writes completed in specific sections (e.g. sections regarding IPRC review meetings, the section focused on specialized classrooms and programs) at our April meeting.
- Updates to the “numbers” in the special education plan were provided for review. May 1st is always used as our “count date” for the numerical data. This ensures consistency if/when comparing changes in our data. Numerical data discussed include tracking changes (e.g. assessments, consultations) as well as demographic data (e.g. categories and exceptionalities). An updated copy of the “tracking document” was provided to support discussion and feedback. B. Vallee reviewed the changes to numerical data that will be included in the plan.
- Questions/discussion focused on increases in assessments, statistics for behaviour identification, incoming kindergarten transition numbers, and the potential impact of the changes to Jordan’s Principle funding that have been announced.
- Thanks to the special education team for their work in updating and revising the plan!

6. Member Organization Updates

North Shore Tribal Council (Sherri Kitts)

- Student behaviour issues continue to be a regular subject of meetings.
- Preparing for the graduation celebration, the parade will take place later in June.

Autism Ontario (M. Tuomi)

- ***One-to-One Summer Support Worker Reimbursement Fund.*** The *One-to-One Summer Support Worker Reimbursement Fund* is available to Ontario families of children or youth with autism who retain the services of a one-to-one worker to accompany their child to a camp or program or out on community outings. Maximum reimbursements of \$600, per child or youth, (up to 18th birthday) will be made to subsidize services between July and August. Applications must be received between May 1, and May 31, 2025. <https://www.autismontario.com/camp>
- ***Understanding Special Education: Workshop for Caregivers of Autistic Learners.***
[May 20, 2025, from 12:00 PM to 1:30 PM](#)
[June 4, 2025, from 12:00 PM to 1:30 PM](#)
- ***Navigating a New Diagnosis- Information Session for Parents and Caregivers of Autistic Children Over 5.*** [May 22, 2025, from 12:00 PM to 1:30 PM](#)

Algoma Family Services (Clint Snider)

- Pride Prom at the Hub coming up in June
- Excited to have the opportunity to have police officers from the downtown location join the youth at the Hub to play games and enjoy time together.
- Adventure-Based Learning Day Camp is planned for children aged 10-12 between August 18-22
- Free Parenting session entitled *Embrace Togetherness* is being provided for parents and caregivers. This session took place on May 3, 2025 at the Hub on Dennis Street.

Member-at-Large (Velma Simon)

- We are putting forward an increased focus on recruiting and getting out information on the “CICE” program.

- An information session is scheduled for May 22 (3:00-5:00) for staff that work with potential students (e.g. guidance, SERTs). A session for families and potential students is planned for May 29th.

Member-At-Large (Pat Mick)

- Nothing to report.

Thrive (Amanada Gauthier)

- Thrive is in the process of hiring a summer student to support children/youth with special needs that attend summer camps in the community
- Further to the discussion on Jordan's Principle funding, Thrive is receiving lots of calls from families related to funding changes and potential loss of services. At present, wait lists are long.

Community Living Algoma (Margaret Barbeau)

- *Together We're Better* Contest received 7 submissions. Winners have been announced and received their prizes.
- CLA staff participated in the skills assessment that took place at White Pines on April 16th for potential Project SEARCH Interns for September 2025. Staff that help support Project SEARCH will attend the graduate celebration coming up in June for this year's cohort.

7. Report from the Board (Trustees)

- The last board meeting took place on April 29th. This included the election of our OPSBA representative (Jennifer Sarlo) as well as updates on immunization of pupils and various committee reports.
- OPSBA General Meeting is scheduled to take place in June. We have several trustees running for positions with OPSBA.
- Several of our trustees took part in the Labour Relations symposium in Toronto.
- Our next meeting is the Committee of the Whole meeting scheduled for tonight (May 13th).

8. Report from Administration (B. Vallee, K. Viita)

- ***SERT Professional Learning:*** Our April session was re-scheduled for May 8th. SERTs took part in a half-day session focused on the process for Identification, Placement Review Committee (IPRC) Initial Meetings and Review Meetings, sharing of best practices around transitions as well as an overview of some of the special education professional learning that was to take place on the May 9th PD Day.
- ***Professional Development Day (May 9th):*** Professional Development Day took place on Friday, May 9th. The morning session was focused on school-based improvement work, while the afternoon included a session on well-being and a session on special education. Our special education component included a presentation on *Learning for All: Using Tiered Approaches to embody UDL and DI to Support Student Achievement and Well-Being*. UDL is an acronym for *Universal Design for Learning* and DI is *Differentiated Instruction*. Following the narrated presentation, staff reviewed one of Shelley Moore's *Five Moore Minutes* videos and then participated in an application activity focused on differentiating an upcoming lesson based on student readiness level.
- ***Sonderly Professional Learning Opportunities:*** We have been in the process of using up our "bank" of Ministry-funded training courses provided through Sonderly, which is the professional learning arm of the Geneva Centre for Autism. Over the past weeks, we have

had 39 Educational Assistants begin the *ADHD in the Classroom Course*, 40 Early Childhood Educators have begun the *Supporting Play-Based Learning for Kids with ASD* course, and 35 teachers have begun the *Core Strategies for Autistic Students* course.

- **SEA/SIP Compliance Monitoring Process:** Every board in the province is scheduled to participate in the SEA/SIP Compliance Monitoring process over a four-year cycle that began in the 2023-2024 school year. Along with our co-terminus board, ADSB was one of the boards that were included in the review process this year. Following a virtual pre-visit meeting on April 17th, Ministry staff visited Isabel Fletcher and Ben R. McMullin schools on April 28th to review and discuss SEA/SIP processes and “follow the funding” to the classroom. Following the visit, a “wrap-up” meeting took place on May 5th. Ministry staff indicated that the visit was very successful – lots of great work in place! Thanks to our Admin teams and SERTs from Ben R. McMullin and Isabel Fletcher, as well as our system team for all of their hard work on this process.
- **Upcoming Parent Involvement Committee (PIC) Workshop:** The final parent workshop sponsored by the ADSB PIC is scheduled for Monday, May 26th from 6:30-7:30. The topic for this session is *Special Education Programs & Services*. The link will be available through the ADSB website. If you are interested in attending, we will see that you get the link.

9. Next Meeting: June 10, 2025

10. Motion to adjourn: Moved by M. Tuomi. Seconded by M. Barbeau

Meeting adjourned at 1:15 p.m.

Section 6A: Safe and Inclusive Schools

Policy 6.28.02: Concussion Policy

Supporting Policies:

[6.28 Provision of Health and Medical Support Services](#)

Supporting Procedures:

[Concussion Administrative Procedure](#)

[Emergency Action Procedure: Medical/Injury Student Emergency](#)

Supporting Protocols and Guidelines:

[Concussion - Appendix A - Chart 1 Identifying a Suspected Concussion - Steps and Responsibilities](#)

[Concussion - Appendix B - Chart 2 Diagnosed Concussion - Steps and Responsibilities](#)

[Concussion - Appendix D - Concussion Recognition Tool 5 \(CRT5\)](#)

[Concussion - Appendix E - Sample Return to School Strategies and/or Approaches](#)

[Concussion - Appendix F - Concussion Prevention Strategies](#)

[Concussion - Concussion Awareness Resource \(Ages 15 and Up\)](#)

[Concussion - Return-to-School-Strategy](#)

Supporting Templates and Forms:

[Concussion - Appendix C1 - Informed Consent for Student Participation and Acknowledgment of Risks](#)

[Concussion - Appendix C2 - Tool to Identify a Suspected Concussion](#)

[Concussion - Appendix C3 - Documentation of Medical Assessment](#)

[Concussion - Appendix C4 - Home Preparation for Return to School Plan](#)

[Concussion - Appendix C5 - Return to School Plan](#)

[Concussion - Appendix C6 - Documentation for Medical Clearance](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Coach/Team Trainer\)](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Parent/Guardian\)](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Student\)](#)

Other Resources:

Education Act

Ministry of Education, Memorandum 158, School Board Policies on Concussion

OPHEA Safety Guidelines Elementary & Secondary

Parachute Canada – Preventing Injuries, Saving Lives

Approved by Board Resolution #041-2015 02 24

Revised by Board Resolution #009-2020 01 28

Algoma District School Board recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during school based physical activity programs (curricular, intramural, interschool), playground time or field trips.



In accordance with Policy Program Memorandum (PPM) 158, the Board will develop and implement concussion management strategies within a Concussion Administrative Procedure which shall include:

- Concussion Awareness Strategies;
- Concussion Awareness Training;
- Concussion Prevention Strategies;
- Identification of a Suspected Concussion;
- Return to School Plan; and
- Concussion Tracking.

It is the responsibility of the Board, including Board staff and volunteers, students, parents/guardians of students under 18 years of age and sport officials to follow this established policy and the Concussion Administrative Procedure.

CURRENT

Section 6A: Safe and Inclusive Schools

Policy 6.28.02: Concussion Policy

Supporting Policies:

[6.28 Provision of Health and Medical Support Services](#)

Supporting Procedures:

[Concussion Administrative Procedure](#)

[Emergency Action Procedure: Medical/Injury Student Emergency](#)

Supporting Protocols and Guidelines:

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Supporting Templates and Forms:

[Concussion - Appendix C1 - Informed Consent for Student Participation and Acknowledgment of Risks](#)

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Other Resources:

Education Act

Ministry of Education, Memorandum 158, School Board Policies on Concussion

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Approved by Board Resolution #041-2015 02 24

Revised by Board Resolution #009-2020 01 28

Revised by Board Resolution #

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- Identification of a Suspected Concussion;
- Return to School Plan; and
- Concussion Tracking.

It is the responsibility of the Board, including Board staff and volunteers, students, parents/guardians of students under 18 years of age and sport officials to follow this established policy and the Concussion Administrative Procedure.

DRAFT

Section 6B: Operations - Workplace

Policy 6.34: Facility Partnerships

Supporting Policies:

[6.17 Community Use of Schools](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

[Ministry of Education Community Planning and Partnership Guideline](#)

Supporting Templates and Forms:

[Application of Interest in Facility Partnership Form](#)

Other Resources:

Education Act Regulation 444/98 – Disposition of Real Surplus Property

Approved by Board Resolution # 009-2013 01 29

Approved by Board Resolution # 041-2016 04 05

Approved by Board Resolution # 047-2020 05 26

1 Rationale

As the Algoma District School Board is committed to providing quality education to students in facilities that are safe, secure and used in an efficient manner, it will consider facility partnerships with eligible partners that meet the Board's partnership criteria. The intent of partnerships is to improve services available to students, to strengthen relationships between the Board and the public, to maximize the use of public infrastructure, and provide a foundation for improved service delivery for communities.

2 Policy Statement

Partnerships, including co-building opportunities with eligible partners when undertaking major capital projects, and the leasing of space within existing schools and administrative buildings, shall be considered.

3 The Ministry of Education & Facility Partnerships Guideline

The [Ministry of Education Community Planning & Facility Partnerships Guideline](#) establishes the philosophy and processes for partnership with the intent to:

- Reduce facility operating costs for school boards and Government;
- Improve services and supports available to students;
- Maximize the use of public infrastructure and utilization;

4 Eligible Partners

The following entities are examples of eligible partners within the Policy:

- co-terminus School Boards;
- local municipalities within the Algoma District School Board;
- local Colleges and Universities;
- First Nation Tuition Partners
- Provincial Government;
- Federal Government;
- childcare operators approved by the Board;
- applicable Public Health Boards;
- other entities as determined by the Board.

Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.

5 Process

The board will have a Capital Plan to address the future needs of students that will include areas of enrolment growth and decline. Plans may include enrolment projections, school capacity, renewal needs, and construction of new schools and additions. This information is to be shared with community partners when updated.

6 Partnership Criteria

Partnerships between the Board and eligible partners will be subject to the following considerations:

- the health and safety of students and staff is protected;
- are appropriate for a school setting;
- partnerships must not compromise the student achievement strategy;
- entities are not providing competing education services;
- other criteria as determined by the Board.

7 Co-Building Opportunities

New schools, additions and significant renovations may be considered as opportunities for partnerships. The Board will notify potential partners of opportunities to partner well in advance of the potential construction start date. The Board does not need to have a funding source to solicit partners for co-building opportunities, but partnership agreements will not be finalized until both the Board and the partners have an approved source of funding.

8 Underutilized Space Versus Surplus Space

In order for space to be considered surplus, it must be declared as surplus to the needs of the Board by the Board of Trustees. This space may be leased, sold or otherwise disposed of, subject to Ontario Regulation 444/98 of the Education Act.

Space in existing facilities that is not declared surplus can be analyzed to determine if it is suitable for partnership opportunities. The analysis may include, but is not limited to, short and long-term enrolment, projections, school capacities, school facility conditions and existing uses of the facilities.

9 Existing Space in Schools and Administration Buildings not declared surplus

The leasing of space within existing buildings will be considered under the following circumstances:

- there are excess pupil places available for at least a five-year period;
- the facility is not located within an area identified that is in an accommodation review;
- the space is not required for other Board programming;
- separate access is available or can be created where appropriate;
- suitable parking and access exists;
- the lease provides for the recovery of capital costs to create the facility where appropriate;
- the lease provides for the recovery of operating and renewal costs incurred by the Board, including major renewal costs, for both the discrete space and proportionate common area, administrative costs, and any costs borne by the Board to front-end lease hold improvements required to create such discrete space; and
- other conditions/considerations as determined by the Board given the value of the partnership to complement Board and/or Ministry objectives.

10 Notification Process

Space available for facility partnership consideration will be identified in the Board's long-term facilities capital plan. The plan will be available on the Board's public [website](#).

A list of eligible potential partners will be established and will include but may not be limited to those identified according to Ontario Regulation 444/98.

The board will discuss planning and partnership opportunities with the public and community organizations through its capital plan which is presented to the board annually. A letter will be sent to the list of potential partners informing them of the date of this presentation to the Board.

11 Partnership Proposals

Entities who are interested in submitting [proposals](#) for the use of underutilized space in existing facilities can access an application form from the Board [website](#) or contact the Board's Superintendent of Business.

12 Selection of Partnership Proposals

Partnerships will be evaluated based on how well the proposal meets the Criteria for Facility Partnerships. The Board will have full discretion when evaluating and selecting partners. Before being approved potential partners must:

- provide financial statements showing financial viability of their organization;

- agree to operate in accordance with Board policy;
- be willing to enter into a lease or joint-use/partnership agreement;
- present proof of criminal background checks for staff working within the school.

13 Costs

School boards are not expected to incur any additional costs to support facility partnerships. On a cost recovery basis, the fees charged to partners will cover all operational and capital costs. It is the responsibility of the facility partner to bear the costs of any renovations to make the space suitable for the partnership. In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint use or shared space.

The Board may use its discretion with respect to cost in supporting partnerships based on its student achievement strategy.

14 Agreements

The Board will provide clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards, code of conduct and the applicability of Board use policies including accessibility.

The successful partner is expected to enter into agreements for the use of space within the ADSB facilities. The Board will ensure that all legal agreements respect the Education Act and protect the rights of the school board.

Section 6B: Operations - Workplace

Policy 6.34: Facility Partnerships

Supporting Policies:

[6.17 Community Use of Schools](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

[Ministry of Education Community Planning and Partnership Guideline](#)

Supporting Templates and Forms:

[Application of Interest in Facility Partnership Form](#)

Other Resources:

Education Act Regulation 444/98 – Disposition of Real Surplus Property

Approved by Board Resolution # 009-2013 01 29

Approved by Board Resolution # 041-2016 04 05

Approved by Board Resolution # 047-2020 05 26

1 Rationale

As the Algoma District School Board is committed to providing quality education to students in facilities that are safe, secure and used in an efficient manner, it will consider facility partnerships with eligible partners that meet the Board's partnership criteria. The intent of partnerships is to improve services available to students, to strengthen relationships between the Board and the public, to maximize the use of public infrastructure, and to provide a foundation for improved service delivery for communities.

2 Policy Statement

Partnerships, including co-building opportunities with eligible partners when undertaking major capital projects, and the leasing of space within existing schools and administrative buildings, shall be considered.

3 The Ministry of Education & Facility Partnerships Guideline

The [Ministry of Education Community Planning & Facility Partnerships Guideline](#) establishes the philosophy and processes for partnership with the intent to:

- Reduce facility operating costs for school boards and Government;
- Improve services and supports available to students;
- Maximize the use of public infrastructure and utilization.;

4 Eligible Partners

The following entities are examples of eligible partners within the Policy:

- co-terminus School Boards;
- local municipalities within the Algoma District School Board;
- local Colleges and Universities;
- First Nation Tuition Partners
- Provincial Government;
- Federal Government;
- childcare operators approved by the Board;
- applicable Public Health Boards;
- other entities as determined by the Board.

Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.

5 Process

The board will have a Capital Plan to address the future needs of students that will include areas of enrolment growth and decline. Plans may include enrolment projections, school capacity, renewal needs, and construction of new schools and additions. This information is to be shared with community partners when updated.

6 Partnership Criteria

Partnerships between the Board and eligible partners will be subject to the following considerations:

- the health and safety of students and staff is protected;
- are appropriate for a school setting;
- partnerships must not compromise the student achievement strategy;
- entities are not providing competing education services;
- other criteria as determined by the Board.

7 Co-Building Opportunities

New schools, additions and significant renovations may be considered as opportunities for partnerships. The Board will notify potential partners of opportunities to partner well in advance of the potential construction start date. The Board does not need to have a funding source to solicit partners for co-building opportunities, but partnership agreements will not be finalized until both the Board and the partners have an approved source of funding.

8 Underutilized Space Versus Surplus Space

In order for space to be considered surplus, it must be declared as surplus to the needs of the Board by the Board of Trustees. This space may be leased, sold or otherwise disposed of, subject to Ontario Regulation 444/98 of the Education Act.

Space in existing facilities that is not declared surplus can be analyzed to determine if it is suitable for partnership opportunities. The analysis may include, but is not limited to, short and long-term enrolment, projections, school capacities, school facility conditions and existing uses of the facilities.

9 Existing Space in Schools and Administration Buildings not declared surplus

The leasing of space within existing buildings will be considered under the following circumstances:

- there are excess pupil places available for at least a five-year period;
- the facility is not located within an area identified that is in an accommodation review;
- the space is not required for other Board programming;
- separate access is available or can be created where appropriate;
- suitable parking and access exists;
- the lease provides for the recovery of capital costs to create the facility where appropriate;
- the lease provides for the recovery of operating and renewal costs incurred by the Board, including major renewal costs, for both the discrete space and proportionate common area, administrative costs, and any costs borne by the Board to front-end lease hold improvements required to create such discrete space; and
- other conditions/considerations as determined by the Board given the value of the partnership to complement Board and/or Ministry objectives.

10 Notification Process

Space available for facility partnership consideration will be identified in the Board's long-term facilities capital plan. The plan will be available on the Board's public [website](#).

A list of eligible potential partners will be established and will include but may not be limited to those identified according to Ontario Regulation 444/98.

The board will discuss planning and partnership opportunities with the public and community organizations through its capital plan which is presented to the board annually. A letter will be sent to the list of potential partners informing them of the date of this presentation to the Board.

11 Partnership Proposals

Entities who are interested in submitting [proposals](#) for the use of underutilized space in existing facilities can access an application form from the Board [website](#) or contact the Board's [Designated Superintendent of Business](#).

12 Selection of Partnership Proposals

Partnerships will be evaluated based on how well the proposal meets the Criteria for Facility Partnerships. The Board will have full discretion when evaluating and selecting partners. Before being approved potential partners must:

- provide financial statements showing financial viability of their organization;

- agree to operate in accordance with Board policy;
- be willing to enter into a lease or joint-use/partnership agreement;
- present proof of criminal background checks for staff working at a site in which there are students within the school.

13 Costs

School boards are not expected to incur any additional costs to support facility partnerships. On a cost recovery basis, the fees charged to partners will cover all operational and capital costs. It is the responsibility of the facility partner to bear the costs of any renovations to make the space suitable for the partnership. In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint use or shared space.

The Board may use its discretion with respect to cost in supporting partnerships based on its student achievement strategy.

14 Agreements

The Board will provide clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards, code of conduct and the applicability of Board use policies including accessibility.

The successful partner is expected to enter into agreements for the use of space within the ADSB facilities. The Board will ensure that all legal agreements respect the Education Act and protect the rights of the school board.



REPORT TO THE BOARD of 2024 06 24		Item #2.4
Prepared By:	Joe Maurice	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	2025-2026 Adult and Continuing Education Program Organization	

Outcome/Intended Outcome / Rationale for Action(s) or Implementation	
To inform the Board of the preliminary Adult and Continuing Education organization information for the 2025-2026 School Year. Adult and Continuing Education promotes lifelong learning and enables individuals to adapt to changing workforce demands and meaningfully contribute to their communities.	
Highlights	
The following is the proposed Adult and Continuing Education programming and organization for the 2025-2026 school year and is subject to the program operating on a cost recovery basis and as per Ministry of Colleges and Universities (MCU) and Literacy and Basic Skills (LBS) contracts. All programs will continue to be reviewed in the 2025-2026 school year to make the most efficient use of space, funding and resources.	
Administration of Adult & Continuing Education:	
<ul style="list-style-type: none"> • Lead Principal – Principal of Algoma Education Connection • Site Administrators – District Principals 	
Sault Ste. Marie Area	
<ul style="list-style-type: none"> • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands • Literacy and Basic Skills instructors to meet enrolment demands • English as a Second Language (ESL) instructors to meet enrolment demands 	
Central Algoma Area	
<ul style="list-style-type: none"> • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands • Literacy and Basic Skills instructors to meet enrolment demands 	
North Shore Area	
<ul style="list-style-type: none"> • Contract Teacher for Adolescent students • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet program demands • Literacy and Basic Skills instructors to meet enrolment demands 	
Chapleau	
<ul style="list-style-type: none"> • Literacy and Basic Skills instructors to meet enrolment demands 	
Additional information can be found in Appendix A.	
Outcomes/(Progress Towards Outcome/Goal)	
Following this proposed organization, staffing will be confirmed for all programs.	
Insights (Successes, Challenges/Failures/Opportunities)	
Staff continue to develop partnerships to meet current market needs.	
Next Steps/Mitigating Plans	
Continue to monitor student numbers and make any necessary organization changes in September 2025, and throughout the 2025-2026 school year.	
Motion: (if applicable)	
Moved by:	Seconded by:
That the Board approve the proposed organization of the Adult and Continuing Education Program and Literacy and Basic Skills for 2025-2026 subject to enrolment and budget.	
Motion was: Carried Defeated Initials of Chair:	



Appendix A:

Adult and Continuing Education Information 2025-2026 School Year

The following is a brief overview of the types of programs offered in the various areas:

(a) Sault Ste. Marie Area

Sault Ste. Marie Adult Learning Centre - Credit Program

(Funded by Continuing Education Grants on a per student contact hour basis.)

- ◆ The Sault Ste. Marie Adult Learning Centre offers a full range of credit courses to approximately 400 students, the majority of whom are 21 years of age and over. To date this year, 54 students have earned their Ontario Secondary School Diploma, and 3 students have earned their Ontario Secondary School Certificate through the S.S.M. Adult Learning Centre.
- ◆ The Sault Ste. Marie Adult Learning Centre offers both attendance courses and correspondence courses. These courses are flexible and supportive for adult students, and work around their work schedules and other responsibilities.
- ◆ Sault Ste. Marie Adult Learning Centre is housed in the same building as the Northland Adult Learning Centre, which allows for a one-stop learning experience for adult learners in our community. Clients could be utilizing English as a Second Language (ESL) and/or Literacy and Basic Skills (LBS) to support their ability to earn high school credits.
- ◆ This past year, approximately 400 **Prior Learning Assessment and Recognition (PLAR)** assessments were conducted at the S.S.M. Adult Learning Centre. This is a significant increase from previous years.
- ◆ Adolescent Day School Students who are unable to meet their graduation requirements at their home schools also access the S.S.M. Adult Learning Centre. This year 21 students from Korah Collegiate and 1 student from White Pines completed courses required for graduation and/or post-secondary acceptance.
- ◆ A credit program is offered at the Algoma Treatment and Remand Center for inmates seeking credits towards their diploma. This program is partially funded by the Ministry of the Solicitor General. During the fiscal year of April 2024 - March 2025, 137 students were served. A total of 71 credits were earned through a combination of correspondence courses and PLAR, and 5 students graduated with an Ontario Secondary School Diploma.
- ◆ Night School was offered from February to June to approximately 31 high school students enrolled in Cooperative Education and Civics/Careers. Courses were offered through a virtual learning model. The co-op opportunities are utilized by students who are unable to fit co-op into their regular day school schedule, particularly those who require co-op as a Specialist High Skills Major (SHSM) requirement.
- ◆ Heritage Language Instruction in Ukrainian was provided to 13 children of elementary school age.

Northland Adult Learning Centre

Non-Credit: Literacy and Basic Skills (Funded by the Ministry of Labour, Immigration, Training and Skills Development of Ontario (MLITSD))

- ◆ Literacy and Basic Skills (LBS) training is offered to approximately 258 adult learners throughout the year at Northland Adult Learning Centre. This non-credit adult day school is located at 440 Northland Road, in the same building as the Sault Ste. Marie Adult Learning Centre. Northland has been at this site for more than a decade. Northland operates in partnership with several local

agencies including local employment centres, Ontario Works (OW), Ontario Disability Support Program (ODSP), Sault Area Hospital (New Day Program, Transition House, Northway Wellness Centre), Algoma Youth Wellness Hub, Cafe4Good, Breton House, New Link, and Canadian Mental Health Association (club 84).

- ◆ The Northland Craft Academy continues to be a successful expression of these partnerships. Craft Academy curriculum focuses on the production of goods for market and takes students from the idea phase, through production, advertising, business operations and marketing. Student attendance and engagement was very high. The culminating activity of the Craft Academy is the selling of their products at the Farmer's Market and within the school community. Proceeds raised were donated to the Humane Society and Women in Crisis. Plans are in place to continue the project in partnership with Ontario Works
- ◆ LBS has renewed its Learning Software license and Micro Credentials Office 365 that offers training for Word, Excel, PowerPoint and the rest of the Microsoft suite. This expansion of the digital literacy program is particularly relevant for learners who need to acquire computer skills.
- ◆ LBS is involved with the Corrections Literacy Initiative (CLI) which delivers Literacy and Basic Skills to 18 clients in the Algoma Treatment and Remand Facility. This program is funded through an agreement with the Ministry of the Solicitor General.
- ◆ A complement of 20 computer classes from basic to intermediate levels are also scheduled mornings and afternoons at Northland as part of the LBS funded programming.
- ◆ Gentle Persuasive Approach (GPA) Training for returning Personal Support Workers (PSW), Nurses, Healthcare providers and healthcare students from the college to enhance employee capability.
- ◆ Safe Food Handling Certification is now available at Northland on a drop-in basis. There is a high demand for employees in the food service industry within our community. To support this, we are offering an online course that participants can complete at their own pace with the support of our Literacy and Basic Skills Instructors. The course includes 12 modules and participants have up to one month to complete them. Once the modules are finished, participants can schedule and write the certification exam. Students develop their literacy and digital literacy skills through participating in this program.
- ◆ Northland Adult Learning Centre is proud to partner with local Employment Ontario (EO) service providers to offer Digital Literacy classes to their clients.

These classes are designed to help individuals build essential computer and technology skills for today's job market. We deliver the program in 4-week rotations, with a new session starting every 6 weeks.

- ◆ Twice per week instructors serve clients with mental health and addiction issues at Northway Wellness Centre. We also have an agreement with SAH outpatient mental health to continue our support as clients move to transitioning housing. We deliver soft skills, life skills and digital literacy.

Non-Credit: English as a Second Language (Funded by the Ministry of Labour, Immigration, Training and Skills Development of Ontario (MLITSD))

- ◆ English as a Second Language (ESL) is the second adult non-credit program offered at Northland Adult Learning Centre and served approximately 270 students this year. Northland's ESL program is also marketed to international students on student visas (i.e. China, Brazil, Argentina, Afghanistan, Syria, Ukraine, Columbia, Mexico, and Russia), for adults on work visas to local industries, such as Tenaris and to newcomers on visitor visas that want to take advantage of English Language Learning as a part of their Canadian experience.
- ◆ Many of our ESL students are also enrolled in high school credits at the Sault Ste. Marie Adult Learning Centre. Northland has implemented digital literacy programming and English for Academic

Purposes (EAP) classes to bridge learning and help these English language learners achieve their academic goals.

- ◆ Northland's ESL program runs Monday to Friday during the day and occasionally includes specialized courses (Workplace English, Canadian Citizenship Preparation, etc.) in the evenings. Night school offerings have proven to be quite popular among students who have work and family commitments during the day. Further growth is expected in the coming years as the Rural and Northern Immigration Pilot program (RNIP) brings more skilled newcomers to the community.

(b) Central Algoma Adult Learning Centre - Thessalon

Credit Program (Funded by Continuing Education Grants for students 21 years of age on a contact hour basis)

- ◆ Adult Education operates in Thessalon out of the Adult Education Center located at 135 Dawson Street with an Adult Education Teacher (OCT) with an anticipated 27 continuing education students either completing credit courses or Prior Learning Assessment Recognition (PLAR assessments).

Non Credit Program – Literacy & Basic Skills (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ This year, we achieved several objectives outlined in our 2024-2025 business plan. We successfully expanded our community partner network to include Thessalon First Nation and the Town of Thessalon. In the fall and winter of 2024-2025, we participated in the Healthy Aging and Wellness Event hosted by the Town of Thessalon and were invited to present at the Job Fair hosted by Thessalon First Nation and the Annual Open House Business Meeting in Thessalon. At these events, we showcased our service offerings, recruited new students to our programs, and gained a deeper understanding of the community's needs.
- ◆ We also returned to a "Regular-Weekly-Class-Offering" delivery model, serving 54 learners—11 more than our target of 43. Last year, we trialed week-long group classes for popular courses (e.g., computers) to free up time for increased one-on-one support. We successfully offered group programs at regular intervals, rotating between computers, smartphones, and Cricut, as outlined in our business plan throughout spring and fall 2024, and the first part of winter 2025. With the establishment of an e-newsletter and regular advertising in the Sentinel (the local newspaper), our reputation within the community as a source for education has grown.
- ◆ The most impactful effort was our pilot project for the new program: *Writing Skills for Education and the Workplace*. This program covered note-taking, formal writing (emails), sentence-paragraph-essay writing, and creative writing. Various iterations were implemented in both group and individualized settings throughout fall and winter 2024/25. Interest came from current students seeking independence, high school students attending our center, and notably, Sault College students enrolled in the Personal Support Worker (PSW) Certification program at the North Shore Health Network Building. The Sault College PSW program, which included a communications class, began in January 2025, leading to a significant increase in the use of our services. We serve five Sault College students. Students have reported that our services have made a significant difference with digital literacy (Word/PowerPoint/File Management/Database searching) and advanced literacy (paragraph writing and academic format).

(c) North Shore Adult Education Centre – Elliot Lake, Blind River & Spanish

Credit Program (Funded by a Combination of Continuing Education Grants for Students 21 years of age or older and Regular Day School Grants for students under the age of 21.)

- ◆ Adult credit programs are located in the Elliot Lake Adult Education Centre, and the Blind River Education Centre. We are servicing the Correspondence register and are serving approximately 60 adult learners
- ◆ Adolescent Alternative programs (under the age of 21 years) presently have 30 students being taught on the day school register.

Non Credit Program – Literacy & Basic Skills (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ Literacy and Basic Skills (LBS) is offered to approximately 70 adults. This program is offered in Elliot Lake, Spanish and Blind River.
- ◆ LBS currently is offering the Microsoft certifications using Experience Education Microsoft.
- ◆ LBS offers pre-employment training classes for our Employment Ontario partners for job connection programs.
- ◆ LBS also supports students who are enrolled in high school credit programs with literacy and numeracy skills.
- ◆ Through communication with our Employment network and social service agencies we refer more learners in and out when appropriate. We are thrilled that more learners are able to find work as we believe this is the best next step for many of them.
- ◆ We have moved forward on a couple of the strategies we committed to in our current Business Plan. We have designed spaces that are open and interactive from the first impression. Our Elliot Lake office has added a hydroponics garden to their space to enhance learning and participation. The Blind River office, which offers a street-facing window, has been incorporating seasonal window decor.
- ◆ We are committed to providing an inclusive environment for underserved individuals. The increase in the number of learners who identify with our Suitability criteria indicates that we are successfully reaching the target audience for our services. Our classes often bring together educated seniors looking to gain digital skills with learners who are receiving social assistance. The groups work together synergistically, testifying to an inclusive environment.
- ◆ Course offerings continue to reach new clients looking for job skills such as Microsoft certificates, Safe Food Handlers' training, and digital skills. The program also offer life skills classes that bring in new learners and increase our community presence.
- ◆ We have promoted our program through EDSBY and are working closely with our Adult Ed teachers to identify students with learning disabilities or gaps that LBS can help fill. These learners have one-on-one assistance from their LBS instructor as they gain the reading and math skills they require to succeed in high school or as they prepare to complete PLAR.

(d) Chapleau Learning Centre - Chapleau

Non Credit Program – Literacy & Basic Skills (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ Literacy and Basic Skills is offered to approximately 70 adult students throughout the academic school year. A partnership has been developed to service the adult learner community in Brunswick House First Nation just outside of Chapleau.
- ◆ Laptop, Computer use, and Social Media courses are scheduled mornings and afternoons at the Chapleau Adult Education site.
- ◆ Chapleau is currently offering the Microsoft certifications using Northstar Digital Literacy during both regular day school hours and in the evenings provided enrollment is sufficient to support the Night School classes. Learners can also access this learning platform from home.
- ◆ Chapleau offers pre-employment training classes for our Employment Ontario partners for job connection programs.
- ◆ Chapleau is also offering courses in Cricut software and use, as well as quilting, weaving, and crafting classes which have been very well attended and increase awareness of programs to help with enrollment.
- ◆ Chapleau Adult Learning Center also supports students who are achieving high school credits through the Sault Ste. Marie Learning Centre.
- ◆ Chapleau learning staff alternate at the Employment office to support accessibility issues (school is on the second floor).
- ◆ The Chapleau Learning Center has consistently exceeded provincial targets for customer satisfaction. We remain committed to providing exemplary customer service. Our approach ensures that all learners are treated equitably, with a strong focus on meeting their unique educational needs through individualized learner plans and flexible hours. We offer a diverse range of teaching methods, including in-person sessions, online platforms, social media, email, messaging, and MS Teams, to accommodate different learning styles and schedules. We also offer some training off site (Employment Office, Public Library, Senior Citizen Centre) to accommodate more learners and promote service coordination.
- ◆ To support consistent attendance, instructors maintain regular communication with learners, proactively addressing potential absences. This approach remains one of our key strengths. We continuously assess and refine our methods as needed, ensuring they remain effective for our site.
- ◆ Through the Chapleau Service Provider Network (CSPN), we are engaging directly with employers and service providers to build and sustain relationships while promoting our programs. Our weekend workshops were well received, and we plan to continue offering similar sessions. Moving forward into the next fiscal year, we will implement the strategies outlined in our Business Plan to enhance our efficiency targets.



Updated information about all ADSB Adult Education Programs can be found on the website:

<https://adsbadulted.com/>



REPORT TO THE BOARD of 2025 06 24		Item # 2.5
Prepared By:	Chair Sarlo	
Strategic Priority:	Ministry Requirement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Completion of Director of Education Performance Appraisal	

Rationale	
<ul style="list-style-type: none"> ➤ On March 4, 2024, Ontario Regulation 83/24 – <i>Director of Education Performance Appraisal</i> – came into effect. The Regulation sets out the mandatory assessment criteria that all school boards must use to complete their director’s annual performance appraisal, which includes confirming, by board resolution, that the appraisal is complete. 	
Key Highlights	
<ul style="list-style-type: none"> ➤ A Director’s Performance Appraisal (DPA) Committee was established, and the necessary steps and notifications were complete for the completion of a full-year evaluation cycle ➤ The committee procured a third-party entity to oversee the required assessment which involved input from a variety of stakeholders ➤ As required, the DPA Committee shared the progress of the process and the final report with Board members 	
Anticipated Benefits	
<ul style="list-style-type: none"> ➤ The DPA process allows for broader monitoring of performance related to reviewing actions implemented to achieve goals in the performance plan ➤ Provides the opportunity to update the plan for the next evaluation cycle, to share and reflect upon feedback to inform next steps 	
Insights / Learning	
<ul style="list-style-type: none"> ➤ While the process allows for meaningful dialogue, the full evaluation cycle requires a large time commitment and several meetings of the committee and substantial preparation by the director ➤ Questions were tailored for the various stakeholder groups, which was an important step 	
Considerations/Next Steps	
<ul style="list-style-type: none"> ➤ While the survey response rate was above average, the committee will consider, before another full evaluation cycle, if there are additional ways to communicate about the survey ➤ Upon adoption and confirmation of the completion of the appraisal, the board shall provide written confirmation to the Minister, as per the Regulation, and post a copy of the written confirmation on the board’s website. 	
Motion (if applicable)	
Moved by:	Seconded by:
That Algoma District School Board members hereby adopt and confirm the completion of the Director’s Performance Appraisal.	
Motion was: Carried Defeated Initials of Chair:	Resolution #:



Algoma District School Board
Fiscal 2024-25 Q3 Report
For the 9 months ended May 31, 2025

	Approved Budget (Annual)	Revised Estimates (Annual)	Q3 Actuals (Sept - May)	YTD Spend as % of Budget
Total Revenue	207,610,974	215,086,221	166,405,479	80.2%
Expenditures				
Classroom	116,265,958	124,532,986	99,636,227	85.7%
Non- Classroom	92,161,107	91,723,165	66,284,729	71.9%
Total Expenditures	208,427,065	216,256,151	165,920,956	79.6%

REPORT TO THE BOARD of 2024 06 24		Item # 3.1
Prepared By:	Superintendent Maurice	
Strategic Priority:	Achievement, Well-Being and Equity	
Purpose:	Information	Discussion Motion
Topic/Issue:	Re-Engagement Team Update	



Rationale
<ul style="list-style-type: none"> Through the annual Student Achievement Plan, the Ministry of Education mandates Boards to track attendance data and develop strategies to improve students' participation in class time and learning. Persistent absenteeism, whereby students miss 10% or more of school days due to absence for any reason, puts students at-risk academically, impacting reading levels and early leaver rates, further impacting graduation.
Key Highlights
<ul style="list-style-type: none"> As reported to the Board in October, in September 2024, the ADSB Re-Engagement Team, including an ADSB System Attendance Lead and two Re-Engagement and Attendance Coaches, was inaugurated. All members of the ADSB Re-Engagement Team have worked directly with families and school staff to re-engage persistently absent students. In addition, the ADSB System Attendance Lead has worked directly with school administrators supporting the implementation of attendance procedures, and with a variety of staff groups providing professional learning and training related to attendance procedures, including a system-wide training session for all Principals, Vice-Principals and school secretaries in January 2025. Since September 2024, 152 student referrals have been made to the ADSB Re-Engagement Team. 73% of referrals have involved secondary students and 27% have involved elementary students, with an even gender split. Of the 152 student referrals, 141 were assigned to either a Coach or the Lead for re-engagement work. As a result of work with members of the Re-Engagement Team, 122 of the students remain enrolled in an ADSB school or program, who otherwise would have been demitted. Many of these students are accessing a school program, such as Supervised Alternative Learning more regularly, but are still accessing the Re-Engagement Team. In addition, 13 of the students are no longer accessing services from the ADSB Re-Engagement Team because they have successfully transitioned into a program and are no longer persistently absent. On average, each Re-Engagement Coach is supporting a caseload of 50 students, and the Lead has taken an average caseload of 25 students to assist the Coaches.
Anticipated Benefits
<ul style="list-style-type: none"> With improved attendance, and re-engagement into a school program, learning gaps will be minimized, and students are more likely to graduate with an Ontario Secondary School Diploma (OSSD). An OSSD provides greater professional and personal opportunities for students as they transition to adulthood.
Insights/ Learning
<ul style="list-style-type: none"> Attendance Referrals made to the ADSB Re-Engagement Team are extremely complex, requiring intensive time commitments, and relationship building with families and students, including home visits. Often, cases involve the need to collaborate with community partners as some students require Tier 3 mental health services that can only be offered by a community partner. The System Lead continues to work with schools to ensure attendance data is accurate and complete. This is important as the work of the ADSB Re-Engagement Team is dependent on accurate and complete data. However, supporting caseload management has limited the ability of the Lead to complete this work. Proactive classroom and school based Tier 1 strategies are essential to improving student attendance.
Considerations / Next Steps
<ul style="list-style-type: none"> To assist with caseload management, and to allow the Attendance Lead to focus more on proactive strategies and system-level support, a third Re-Engagement and Attendance Coach will be hired in September 2025. Further training will be facilitated with school secretaries during the September 3, 2025 PD Day. System-wide, professional learning in 2025-2026 will continue to incorporate the importance of belonging and relationships in schools to further enhance student attendance. Parent/guardian engagement will continue to further understand our attendance patterns and potential strategies to address attendance concerns.

REPORT TO THE BOARD		Item #3.2
Prepared By:	Superintendent Bell	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Supervised Alternative Learning (SAL)	

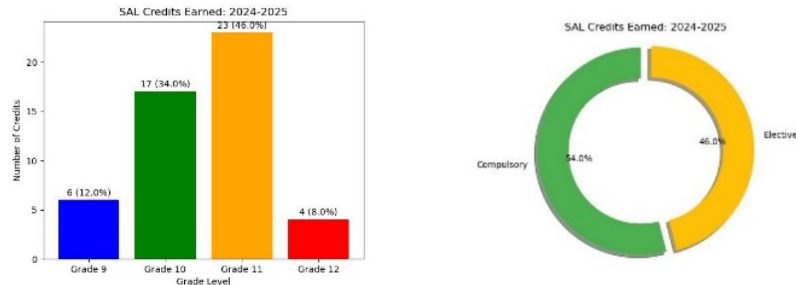


Rationale

Supervised Alternative Learning (SAL) is a program designed to re-engage young people aged 14 to 17 who are not attending school and who are therefore at risk of not graduating as per Ontario Regulation 374/10: Supervised Alternative Learning and Other Excusals from Attendance at School. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. ADSB offers in-person and remote SAL to students across our district, to support the re-engagement of students whose attendance has become so irregular to interfere with credit earning or who have stopped attending school completely.

Key Highlights for 2024-2025 School Year

- Prior Learning Assessment and Recognition (PLAR) Readiness: Our system and school team reviewed student transcripts to determine if PLAR was an anticipated pathway. With consent from families, we used a PLAR ready model to support student learning and, in doing so, focused on key Grade 9 and 10 compulsory courses where needed (English, Math, Science) and senior compulsory and elective courses.
- Non-Academic Support: Our team continued to build on previous non-academic support. Students were connected to school and attendance counsellors and, in some instances, re-engagement coaches. They engaged with their counselling support both in person and remotely. The addition of in person counselling supported students' connection to their home school and further developed relationships with their counsellors.
- 55 students accessed the SAL program, reflecting the following credit accumulation:



Anticipated Benefits

Belonging and Achievement

- Students expressed that participating in SAL fostered a stronger sense of belonging and purpose. As a result, they began demonstrating improved school readiness skills, which contributed to better attendance and increased credit accumulation.

Reintegration

- 8 students successfully transitioned during the school year to a composite or alternative high school.
- 25 students plan to return to a composite or alternative secondary school in the Fall.

Insights/Learning

- Students who met criteria for remote SAL benefited from the option to work off-site and demonstrated their academic ability in that context.
- Students benefited from the close connections developed between their classroom teachers, their attendance counsellors and their school-based team.

Considerations/Next Steps

- Build on the PLAR Readiness Model to prepare students who will benefit from accessing PLAR in Grade 12 as a support to their successful pathway to graduation.
- Build on counselling model and school readiness skills to support students in their transition to a secondary school (composite or alternative) or post-secondary institution.
- Expand remote program to provide additional opportunities to students throughout the district.



Section 6B: Operations - Workplace

Policy 6.32: Purchasing

Supporting Policies:

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Ontario Broader Public Sector (BPS) Procurement Directive

Approved by Board Resolution #154-1998 06 23

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1 Purpose

It is the intent of the Algoma District School Board to acquire goods and services at an acceptable level of quality and in an efficient and timely fashion in order to support the educational goals of the system, while dealing with all vendors in a fair, equitable, consistent and transparent manner. The Board will utilize professional and ethical purchasing practices and procedures to obtain maximum value for funds expended in the support of its students and schools.

2 Principles

Procedures shall be developed that will:

1. ensure that good standards are maintained in the purchase of all goods and services;
2. consider not only the price of goods or services but also quality, delivery, service, warranty, and reliability of the vendor;
3. ensure economical and efficient expenditure of tax dollars by purchasing goods and services on a competitive basis at the lowest cost consistent with the quality required;
4. provide a level of service to ensure goods and services are obtained within the time frame requirements of the Board's schools and departments;
5. avoid duplication, waste, and obsolescence through standardization where applicable with respect to all purchases;
6. monitor purchases and maintain consistency;
7. provide controls that will ensure purchasing policies and procedures are followed by all personnel;
8. adhere to appropriate Federal and Provincial legislation, regulations, standards and guidelines, including Ontario Broader Public Sector (BPS) Procurement Directive

3 Administrative Detail

1. The Superintendent of Business shall have the overall responsibility of establishing and maintaining this policy.
2. It is the responsibility of the Manager of Finance / Supervisor of Purchasing & Accounts Payable, under the authority of the Superintendent of Business, to implement and administer this policy, and establish appropriate purchasing guidelines and procedures consistent with this policy.
3. It is the responsibility of each Senior Administrator, Principal, Department Manager and Supervisor to ensure that his/her staff are appropriately informed and comply with the Board's purchasing policy and related purchasing guidelines, directives and procedures.
4. This policy applies to all personnel involved in the procurement of goods and services on behalf of the Board.
5. This policy applies for all supplies and services purchased from school generated or donated funds.
6. This policy applies for all supplies and services purchased using a corporate credit card.



4 Segregation of Duties

Effective control includes both the delegation of authority and segregation of duties across functions and individuals. Segregation of duties increases accountability for the key stages of the procurement process.

Illustrated below are key functional roles and responsibilities in the purchasing process that require segregated approvals. At least three of the five procurement functions (Requisitioning, Requisition Approval, Issue of purchase orders / contracts, Receiving and Payment) will be segregated.

Function	Responsibility	Accountable Party
Requisitioning	Authorize the purchasing department to place an order.	Requisitioner
Requisition Approval	Authorize that funds are available to cover the cost of the requested order, and approve order of the requested items.	Budget holder
Purchase Order	Authorize release of the order to the vendor under agreed terms.	Purchasing
Receiving	Authorize that the order was physically received, correct and complete.	Requisitioner
Payment	Authorize release of payment to the vendor.	Accounts Payable

5 Purchasing Code of Ethics

The Board expects that all procurement decisions are guided by honesty, integrity, professionalism, and responsible management. All individuals involved in purchasing or other supply chain-related activities must comply with the Board’s Purchasing Code of Ethics and the laws of Canada and Ontario.

Refer to [Appendix # 1](#) for the Purchasing Code of Ethics.

6 Conflict of Interest

1. In procurement activities with suppliers seeking to do business with the Board, staff are responsible for using good judgement and to avoid situations which may present a conflict of interest.
2. No employee of the Algoma District School Board shall knowingly purchase, on behalf of the Board, any goods or services from a supplier that is owned or operated by an employee of the Board, or by a relative of an employee of the Board (including parent, child, spouse, partner, sibling, in-law), without the prior approval of the Administrative Council. Such supplier, or employee, could be perceived to have a direct influence on the use of a particular good or service by the Board.



3. A conflict of interest exists where the decisions made and/or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee or council of the Board, including School Council members, could be, or could be perceived to be, affected by the personal, financial or business interests of that person or that person’s family or business associates.
4. In procurement activities with suppliers, staff must declare a conflict of interest if the circumstances could give, or be perceived to give a supplier an unfair advantage.
5. School Council members are governed by their individual School Council’s Conflict of Interest By-laws (as required by Ontario Regulation 612/00).

7 Buy Canadian Policy

All factors being equal and as far as practical from the standpoint of quality, service and price, preference shall be given to Made in Canada products. In addition, if all factors such as quality, service and price are equal, the Board will endeavor to purchase goods and services from the supplier who maintains a business office or manufacturing facility within the Board’s jurisdiction.

8 Employee Purchasing

The Purchasing Department is not permitted to purchase items for the personal use of employees, members of the Board, or others (except by resolution of the Board), nor shall its influence be used to obtain preferential treatment for those listed above.

9 Unauthorized Purchases

Purchases made in the name of the Algoma District School Board without proper authorization shall be considered an obligation of the person making the purchase and not an obligation of the Board.

10 Criteria for Dollar Limits on Purchases related to Quotations, Tenders and Proposals

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring supplies and services.

\$0 - \$5000	No Quote required but may choose to do so. May use catalogue prices.
\$5000 - \$10,000	Informal verbal or written quotation from 1 or more suppliers by telephone, fax, email. Quote(s) must be documented and retained on file.
\$10,000 - \$100,000	Minimum of 3 written quotes on supplier’s letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.
Over \$100,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website, daily



	<p>newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.</p>
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For purchases where the total value of the order(s) is over \$10,000 and less than \$100,000, the purchasing department may be contacted to assist with obtaining respective quotations. The purchasing department, in conjunction with the authorized person responsible for the purchase, shall determine the successful supplier. The three written quotations obtained are to be uploaded electronically to the purchase requisition and retained with the Purchase Order.

The Board reserves the right to accept or reject any or all bids, quotations, tenders and proposals, in whole or in part, submitted by suppliers in accordance with the terms and conditions of the bid and the Board's policies and procedures, and the lowest or any bid will not necessarily be accepted.

11 Criteria for Dollar Limits on Purchases of Consulting Services

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.

\$0 – \$50,000	<p>Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.</p>
Over \$50,000	<p>Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board Website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.</p>
\$0 - \$1,000,000	<p>Non-Competitive (exemption-based only) Requires Approval of the Director of Education</p>
\$1,000,000 or more	<p>Non-Competitive (exemption-based only) Requires Approval of Trustees</p>



12 Definitions

12.1 Purchase

The act of acquiring goods and/or services of any legal or equitable interest, right or title in goods and/or services or the making of any contract or offer for goods and services and includes the lease of goods and/or services; and “purchased, purchasing, acquisition, procurement, procure, and buy,” shall have similar meanings.

12.2 Purchase Order

A legal document which is ADSB's commitment to the vendor for the purchase of goods and/or services at an agreed upon product or service specifications, price, terms, conditions and delivery date. It is also the vendor's authority to ship and charge for the goods and/or services specified on the order.

12.3 Request for Quotation (RFQ)

A request for prices on specific goods or services from invited vendors which are submitted verbally, in writing, or transmitted by facsimile or email as specified in the RFQ. The award is generally made based on the lowest price that meets the specified requested product or service.

12.4 Request for Tender (RFT)

A document used to invite supplier responses to supply goods or services based on defined performance and product specifications, defined terms and conditions, and stated delivery requirements.

12.5 Request for Proposal (RFP)

A document used to invite responses from suppliers to propose solutions for the supply and delivery of complex products or services, or to provide alternative options or solutions. It requires proponents to apply their best judgement and knowledge in order to fulfill the RFP requirements. The RFP process uses predefined evaluation criteria in which price is not the only factor, and which may be subject to further negotiation prior to final award.

12.6 Sole Source

Sole Source refers to the use of a non-competitive procurement process to acquire goods or services where there is only one available supplier for the source of the goods or service. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.

12.7 Single Source

Single Source refers to a non-competitive method of procurement of goods and services from a supplier in situations where there is or may be another supplier or suppliers capable of delivering these goods or services. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.

12.8 Document Retention

Procurement documents and other pertinent information must be retained for seven years. Information provided by suppliers is to be considered confidential and commercially sensitive. Use and distribution of the information provided is to be restricted to those involved in the procurement process and must be kept in a secure location such as a locked file cabinet, when not in use, during and after the procurement process.

13 Exemptions

Competitive bidding requirements may be waived for the following purchases:

- a) Library books, textbooks and publications.
- b) Goods or services available only from a sole source which means that there is only one known source of supply for the goods or services.
- c) Where an expenditure is mandated by a municipality or other body (e.g., building permit, utilities).
- d) In cases where the Ministry of Education or other entity provides special grant funding for specific projects, and where grant money must be spent within a timeline that does not allow for the normal process to occur.
- e) Due to market conditions, goods or services are in short supply.
- f) The Board may participate in cooperative purchasing groups such as the Ontario Educational Cooperative Marketplace (OECM), Ministry of Government and Consumer Services (MGCS) VOR's, or contracts competitively established by other school boards, colleges, universities, or government agencies when it is in the best interests of the Board through cost savings or efficiencies.
- g) In case of emergencies, the Director of Education or designate has the authority to obtain goods and/or services in the most expedient manner possible regardless of the amount. When an emergency exists, the Director of Education or designate will inform the chair of the Board regarding the action taken. Emergencies are defined as circumstances or situations beyond the Board's control which have the potential of affecting the health or safety of students or personnel, or will result in undue financial loss.

13.1 Negotiation:

In addition to the above exemptions, purchase by negotiation may be used with the approval of the Director of Education if any of the following conditions exist:

- a) Two or more identical low bids have been received.
- b) All bids fail to comply with the specifications, Tender/RFP terms and conditions.
- c) The extension or revision of an existing contract would prove more cost effective or beneficial to the Board.
- d) A sole source situation exists where there is only one known source of supply for the goods or services.
- e) When only one bid is received through the tendering process.
- f) Purchase of an item where compatibility with an existing product, service or program is an overriding consideration.



14 Signing Authorities for the Purchase of Goods/Services

Superintendents, school administrators and managers are responsible for their budgets. They can make purchases of goods or services on behalf of the Board in accordance with the purchasing policies of the Board within their approved budgets and subject to the following limits:

Director of Education and Executive Superintendent of Business & Operations	Over \$50,000
Superintendents of Education	Up to \$50,000
Managers	Up to \$25,000
Principals	Up to \$10,000
Other Staff as delegated by the primary budget holder	Up to \$5,000

Procedures associated with these levels are established through the Purchasing department.

Multi-year contracts – any contracts extending over a one year period will require Executive Superintendent of Business & Operations approval regardless of the value of the contract.

If an individual department has a unique structure, the Executive Superintendent of Business & Operations must approve the signing authority that is being requested outside of the above mentioned staff. In addition, contracts or purchases shall not be divided to avoid the requirements of the purchasing policy.

15 Standing Orders

The purpose of the standing order is to reduce the cost of issuing and handling small dollar value purchase orders which are issued to one or more defined vendors who supply a variety of products or services. Terms and conditions between the requester (The Board) and the vendor may be established in advance by the Purchasing department. Authorized end-users contact the vendor to initiate a request for goods or services. This eliminates the need to physically generate a separate purchase order for each request. The responsibility for the appropriate use of the standing order is assigned to the staff responsible for the budget of their respective school/department.

16 Board Approval Requirements

1. All contracts involving the acquisition or disposition of real property of the Board.
2. All contracts with a term exceeding one year with a cumulative value exceeding \$350,000.
3. All contracts with a value of \$350,000 or greater.
4. All capital projects.



17 Co-operative Purchasing

The Board encourages co-operative purchasing with other Boards and broader public sector agencies which would result in competitive procurement by the Cooperative that Broader Public Sector Organizations could tap into, without utilizing its own Purchasing resources. Examples of such Cooperatives are the Ontario Educational Collaborative Marketplace (OECM) and Ontario Ministry of Government and Consumer Services (MGCS).

18 Environmental Consideration

Where appropriate, purchasing staff and end user departments will strive to source, promote and support environmentally friendly products and services.

19 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety.

20 Capital Projects

Public tenders or requests for proposals shall be called for construction contracts of new schools, additions, and major renovations.

20.1 Change Orders for Capital Projects

Prior to work being performed, the Manager of Plant will budget each project and provide documentation to the Executive Superintendent of Business & Operations. After the tendering/RFP process, the project budgets will be updated and submitted to the Executive Superintendent of Business & Operations for comparison. If for any reason a project cost is increased, a detailed summary will be provided by the Manager of Plant to the Executive Superintendent of Business & Operations.

Appendix 1

1 Purchasing Code of Ethics

1.1 Goal:

The purpose of the Purchasing Code of Ethics is to provide all employees and trustees with a framework to guide them in the conduct of their responsibilities to ensure an ethical, professional and accountable supply chain. All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Code of Ethics based on the Ontario Broader Public Sector (BPS) Procurement Directive and Supply Chain Code of Ethics:

1.2 Personal Integrity and Professionalism

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between BPS organizations, suppliers and other stakeholders.

Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

1.3 Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

1.4 Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

Appendix 2

1 Debarment Policy

1.1 Goal:

The purpose of the Debarment Policy is to ensure the quality, efficiency and effectiveness of service and product delivery and to maximize savings for taxpayer. Bidders and Suppliers which have demonstrated the inability to deliver quality services and products in an efficient and effective manner or who have engaged in conduct and behaviour which is adverse to the interests of the Algoma District School Board (“the Board”), will be barred from providing service and products to the Board in accordance with the provisions of this Policy.

1.2 Disqualification of Bidders or Suppliers

1. For the purposes of this Policy, Bidder and Supplier shall be deemed to include any related entity and any partner, principal, director or officer of such Bidder or Supplier as well as any other legal entity with one or more of the same partner(s), principal(s), director(s) or officer(s).
2. A Bidder or Supplier may be excluded from eligibility to submit Bids or quotes or a submitted Bid or quote may be summarily rejected and returned to a Bidder or Supplier where the Supervisor of Facility Renewal and Capital Planning, Executive Superintendent of Business and Operations and the Manager of Plant agree, in their absolute sole discretion, that one of the following circumstances has occurred:
 - a. the Bidder or Supplier is or has been involved in Litigation or pending/threatened Litigation with the Board, its elected officials, officers or employees;
 - b. the Bidder or Supplier has failed to pay an amount owed to the Board when due and owing;
 - c. there is documented evidence of poor or substantial performance, non-performance or default by the Bidder or Supplier in respect to any Contract with the Board, either as a Supplier, Consultant, Contractor or Subcontractor;
 - d. the Bidder, Supplier or its personnel have demonstrated abusive behaviour or threatening conduct towards Board employees, their agents or representatives;
 - e. the Bidder or Supplier or its principal(s) has/have been convicted of a criminal offence including but not limited to fraud or theft;
 - f. the Bidder or Supplier has been convicted of any quasi-criminal offence pursuant to applicable legislation or regulations including, but not limited to, the Occupational Health and Safety Act, as amended, where the circumstances of that conviction demonstrate a disregard on the part of the Bidder or Supplier for the health and safety of its workers, Board Employees or the general public;
 - g. the Bidder or Supplier is bankrupt or insolvent;
 - h. the Bidder or Supplier has made a false declaration(s); or,

- i. the Bidder or Supplier has committed professional misconduct or acts or omissions that adversely reflect on the commercial integrity of the Bidder or Supplier.
3. In arriving at a determination for the disqualification of a Bidder or Supplier pursuant to this Section, the Supervisor of Facility Renewal and Capital Planning, Executive Superintendent of Business and Operations and the Manager of Plant, will consider whether the circumstances are likely to affect the Bidder or Supplier's ability to work with the Board, its consultants and representatives, and whether the Board's experience with the Bidder or Supplier indicates that the Board is likely to incur increased staff time and legal costs in the administration of any dealings with the Bidder or Supplier.
4. Based on the severity of the events leading to the disqualification, the Supervisor of Facility Renewal and Capital Planning, Executive Superintendent of Business and Operations and the Manager of Plant, shall establish the duration of the period during which the disqualification shall be effective. ADSB will advise the Bidder or Supplier, in writing, of the debarment.
5. All Bidders and Suppliers shall comply with the provisions of the Purchasing Policy 6.32 and the provisions of the Broader Public Sector Procurement Directive as issued by the Ministry of Finance.

Supporting Policies

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

[ADSB Conflict of Interest Declaration Form](#)

Other Resources

[Ontario Broader Public Sector \(BPS\) Procurement Directive](#)

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Revised by Board Resolution #045-2022 05 17

1.0 Purpose

The Algoma District School Board **seeks** to acquire goods and services at an acceptable level of quality and in an efficient and timely fashion in order to support the educational goals of the system, while dealing with all vendors in a fair, equitable, consistent and transparent manner. The Board will utilize professional and ethical purchasing practices and procedures to obtain maximum value for funds expended in support of its students, **staff** and schools.

2.0 Principles

————Purchasing Policies and Procedures shall ~~Procedures shall be developed that will:~~

- 2.1 ensure that good standards are maintained in the purchase of all goods and services;
- 2.2 consider not only the price of goods or services but also quality, delivery, service, warranty, and reliability of the vendor;
- 2.3 ensure economical and efficient expenditure of tax dollars by purchasing goods and services on a competitive basis at the lowest cost consistent with the quality required;
- 2.4 provide a level of service to ensure goods and services are obtained within the time frame requirements of the Board's schools and departments;
- 2.5 avoid duplication, waste, and obsolescence through standardization, where applicable, with respect to all purchases;

- 2.6 monitor purchases and maintain consistency;
- 2.7 provide controls that will ensure purchasing policies and procedures are followed by all personnel;
- 2.8 adhere to appropriate Federal and Provincial legislation, regulations, standards and guidelines, including **Ontario Broader Public Sector (BPS) Procurement Directive**.

3.0 **Administrative Detail**

- 3.1 The **Designated Superintendent** shall have the overall responsibility of establishing and maintaining this policy.
- 3.2 It is the responsibility of the Manager of Finance / Supervisor of Purchasing & Accounts Payable, under the authority of the **Designated Superintendent**, to implement and administer this policy, and establish appropriate purchasing guidelines and procedures consistent with this policy.
- 3.3 It is the responsibility of each Senior Administrator, Principal, Department Manager and Supervisor to ensure that ~~their~~**his/her** staff are appropriately informed and comply with the Board's purchasing policy and related purchasing guidelines, directives and procedures.
- 3.4 This policy applies to all personnel involved in the procurement of goods and services on behalf of the Board.
- 3.5 This policy applies **to** all supplies and services purchased from school generated or donated funds.
- 3.6 This policy applies **to** all supplies and services purchased using a corporate credit card.

4.0 Segregation of Duties

Effective control includes both the delegation of authority and segregation of duties across functions and individuals. Segregation of duties increases accountability for the key stages of the procurement process for the key stages of the procurement process.

Illustrated below are key functional roles and responsibilities in the purchasing process that require segregated approvals. At least three of the five procurement functions (Requisitioning, Requisition Approval, Issue of purchase orders / contracts, Receiving and Payment) will be segregated.

Function	Responsibility	Accountable Party
Requisitioning	Authorize the purchasing department to place an order.	Requisitioner
Requisition Approval	Authorize that funds are available to cover the cost of the requested order, and approve order of the requested items.	Budget holder
Purchase Order	Authorize release of the order to the vendor under agreed terms.	Purchasing
Receiving	Authorize that the order was physically received, correct and complete.	Requisitioner
Payment	Authorize release of payment to the vendor.	Accounts Payable

5.0 Purchasing Code of Ethics

The Board expects that all procurement decisions are guided by honesty, integrity, professionalism, and responsible management. All individuals involved in purchasing or other supply chain-related activities must comply with the Board's Purchasing Code of Ethics and the laws of Canada and Ontario.

Refer to Appendix # 1 for the Purchasing Code of Ethics.

6.0 Conflict of Interest

- 6.1 Algoma District School Board employees, Trustees, members of statutory communities and Council of the Board, are entrusted with the protection of the public interest while providing service within the Board's learning environment. In view of the importance of this trust, it is essential that Board employees maintain the highest standards of honesty, integrity, impartiality and conduct and do not place themselves in a perceived or real conflict of interest.
- 6.2 All employees are prohibited from directly or indirectly promoting, offering for sale or selling any book, teaching or learning materials or other article, services, furniture, or equipment to the Algoma District School Board or to any other school board, provincial school or teachers College or to any student.
- 6.3 Section 217 of the Education Act (See Appendix 4 for actual language in the Act) is very clear that it is an offence (with fines) for anyone to employ, give or pay compensation to any employee of a school board for the purpose of promoting or selling, directly or indirectly, any book, teaching or learning materials, or any other goods, services or equipment to the Algoma District School Board or to any other school board, provincial school or teachers College or to any student.
- 6.4 The prohibition does not apply to any employee with respect to a book or other teaching or learning materials, of which the employee is an author, and where the only compensation that they receive from the sale or supply of the book or teaching or learning material is a fee or royalty as per section (217(3) of the Education Act).
- 6.5 A conflict of interest may exist where the decisions made and/or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee or council of the Board, including School Council members, could be, or could be perceived to be, affected by the personal, financial or business interests of that person or that person's family or business associates. It is the individual's responsibility to disclose conflicts of interest including actual or perceived conflicts, and/or possible conflicts but not limited to the specific types of conflicts of interest set out herein.
- 6.6 The individuals mentioned in section 6.2 above are responsible for disclosing a possible (real or perceived) conflict of interest to their immediate supervisor. The Supervisor shall reach out to the Director or Designate for guidance if required. (See form/appendix 3 attached).
- 6.7 A pecuniary interest, direct or indirect, is a financial, monetary or economic interest to an employee, Trustee, or their parent, spouse or child (if known to the ~~member~~individual) that is definable and real and has the potential of affecting the interest of the employee, Trustee and/or member of the statutory community or Council of the Board. The interest, direct or indirect, of the spouse, parent or child of an employee, Trustee and/or member of the statutory community or Council of the Board, shall, if known to the them, be deemed to be also the interest of an employee, Trustee and/or member of the statutory community or Council of the Board.

- 6.8 In procurement activities with suppliers seeking to do business with the Board, employees are responsible for using good judgement and to avoid situations which may present a conflict of interest. –Staff ~~E~~employees must declare a conflict of interest if the circumstances could give, ~~or give~~ or be perceived to give a supplier an unfair advantage.
- 6.9 School Council members are governed by their individual School Council's Conflict of Interest By-laws (as required by Ontario Regulation 612/00).
- 6.10 Any individual engaging in activities that contravene this policy may be subject to disciplinary action or other sanctions, up to and including termination of employment and/or revocation or nonrenewal of permit or privileges.

7.0 Disclosure of Conflict of Interest

Board employees have a duty to report actual or perceived conflicts of interest, including nepotism (see attached Appendix 3). All facts concerning a conflict-of-interest situation must be filed in a written disclosure statement to the individual's immediate supervisor and be brought forward to the Director of Education or Designate to evaluate the concern to and determine an appropriate action plan.

In extenuating circumstances (i.e. in communities in which fewer vendors/services/goods may be available, or situations where there is a unique benefit to the Board or its students), the Director of Education shall present the conflict to the Board of Trustees and the Board shall, through Board motion, either approve or deny the purchase.

If a Board employee discloses a pecuniary interest during a Board meeting, the member must file a written statement of the interest and its general nature with the Board as soon as possible afterwards. Every declaration of interest and the general nature of that interest shall, if the meeting is open to the public, be recorded in the minutes of the meeting by the Board. Every declaration of interest, but not the general nature of that interest, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting open to the public. The Board employee shall not take part in the discussion of, or vote on, any question regarding the matter and shall not attempt to influence the voting on the matter in any way. The member must leave the meeting or the part of the meeting that the matter is being discussed after disclosing their interest if the meeting is not open to the public.

8.0 Buy Canadian Policy

All factors being equal and as far as practical from the standpoint of quality, service and price, preference shall be given to Made in Canada products. In addition, if all factors such as quality, service and price are equal, the Board will endeavor to purchase goods and services from the supplier who maintains a business office or manufacturing facility within the Board's jurisdiction.

9.0 Employee Purchasing

The Purchasing Department is not permitted to purchase items for the personal use of employees, members of the Board, or others (except by resolution of the Board), nor shall its influence be used to obtain preferential treatment for those listed above.

10.0 Unauthorized Purchases

Purchases made in the name of the Algoma District School Board without proper authorization shall be considered an obligation of the person making the purchase and not an obligation of the Board.

11.0 Criteria for Dollar Limits on Purchases related to Quotations, Tenders and Proposals

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring supplies and services .	
\$0 - \$5,000	No Quote required but may choose to do so. May use catalogue prices.
\$5,000 - \$10,000	Informal verbal or written quotation from 1 or more suppliers by telephone, fax, email. Quote(s) must be documented and retained on file.
\$10,000 \$120,000-100,000	- Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by Purchasing Department , or in consultation with purchasing Department . If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Designated Superintendent for review and approval.
Over \$120,000 100,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,000 \$120,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Designated Superintendent for review and approval.

For purchases where the total value of the order(s) is over \$10,000 and less than ~~\$120,000~~**\$100,000**, the **Purchasing Department** may be contacted to assist with obtaining respective quotations. The **Purchasing Department**, in conjunction with the authorized person responsible for the purchase, shall determine the successful supplier. The three written quotations obtained are to be uploaded electronically to the purchase requisition and retained with the Purchase Order.

The Board reserves the right to accept or reject any or all bids, quotations, tenders and proposals, in whole or in part, submitted by suppliers in accordance with the terms and conditions of the bid and the Board's policies and procedures, and the lowest or any bid will not necessarily be accepted.

Criteria for Dollar Limits on Purchases of Consulting Services

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.	
\$0 – \$50,000	Minimum of 3 written quotes on supplier’s letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by Purchasing Department , or in consultation with Purchasing Department . If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Designated Superintendent for review and approval.
Over \$50,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board Website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT’s and RFP’s over \$120,000 100,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single procurement is submitted to the Designated Superintendent for review and approval.
\$0 - \$1,000,000	Non-Competitive (exemption-based only) Requires Approval of the Director of Education
\$1,000,000 or more	Non-Competitive (exemption-based only) Requires Approval of Trustees

12.0 Definitions

Purchase - The act of acquiring goods and/or services of any legal or equitable interest, right or title in goods and/or services or the making of any contract or offer for goods and services and includes the lease of goods and/or services; and “purchased, purchasing, acquisition, procurement, procure, and buy,” shall have similar meanings.

Purchase Order - A legal document which is ADSB's commitment to the vendor for the purchase of goods and/or services at an agreed upon product or service specifications, price, terms, conditions and delivery date. It is also the vendor’s authority to ship and charge for the goods and/or services specified on the order.

Request for Quotation (RFQ) – A request for prices on specific goods or services from invited vendors which are submitted verbally, in writing, or transmitted by facsimile or email as specified in the RFQ. The award is generally made based on the lowest price that meets the specified requested product or service.

Request for Tender (RFT) - A document used to invite supplier responses to supply goods or services based on defined performance and product specifications, defined terms and conditions, and stated delivery requirements.

Request for Proposal (RFP) - A document used to invite responses from suppliers to propose solutions for the supply and delivery of complex products or services, or to provide alternative options or solutions. It requires proponents to apply their best judgement and knowledge in order to fulfill the RFP requirements. The RFP process uses predefined evaluation criteria in which price is not the only factor, and which may be subject to further negotiation prior to final award.

Sole-Source

Sole Source refers to the use of a non-competitive procurement process to acquire goods or services where there is only one available supplier for the source of the goods or service. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the **Designated Superintendent** for review and approval.

Single Source

Single Source refers to a non-competitive method of procurement of goods and services from a supplier in situations where there is or may be another supplier or suppliers capable of delivering these goods or services. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the **Designated Superintendent** for review and approval.

Document Retention

Procurement documents and other pertinent information must be retained for seven years. Information provided by suppliers is to be considered confidential and commercially sensitive. Use and distribution of the information provided is to be restricted to those involved in the procurement process and must be kept in a secure location such as a locked file cabinet, when not in use, during and after the procurement process.

13.0 Exemptions

Competitive bidding requirements may be waived for the following purchases:

- a. Library books, textbooks and publications.
- b. Goods or services available only from a sole source which means that there is only one known source of supply for the goods or services.
- c. Where an expenditure is mandated by a municipality or other body (e.g., building permit, utilities).
- d. In cases where the Ministry of Education or other entity provides special grant funding for specific projects, and where grant money must be spent within a timeline that does not allow for the normal process to occur or **the Ministry provides a list of acceptable products/vendors**.
- e. Due to market conditions, goods or services are in short supply.
- f. The Board may participate in cooperative purchasing groups such as the Ontario Educational Cooperative Marketplace (OECM), Ministry of Government and Consumer Services (MGCS) VOR's, or contracts competitively established by other school boards, colleges, universities, or government agencies when it is in the best interests of the Board through cost savings or efficiencies. ———
- g. In case of emergencies, the Director of Education or designate has the authority to obtain goods and/or services in the most expedient manner possible regardless of the amount. When an emergency exists, the Director of Education or designate will inform the **C**hair of the Board regarding the action taken. Emergencies are defined as circumstances or situations beyond the Board's control which have the potential of affecting the health or safety of students or personnel, or will result in undue financial loss.

Negotiation:

In addition to the above exemptions, purchase by negotiation may be used with the approval of the Director of Education if any of the following conditions exist:

- a. Two or more identical low bids have been received.
- b. All bids fail to comply with the specifications, Tender/RFP terms and conditions.
- c. The extension or revision of an existing contract would prove more cost effective or beneficial to the Board.
- d. A sole source situation exists where there is only one known source of supply for the goods or services.
- e. When only one bid is received through the tendering process.
- f. Purchase of an item where compatibility with an existing product, service or program is an overriding consideration.

14.0 Signing Authorities for the Purchase of Goods/Services

Superintendents, school administrators and managers are responsible for their budgets. They can make purchases of goods or services on behalf of the Board in accordance with the purchasing policies of the Board within their approved budgets and subject to the following limits:

Director of Education and Associate Director	Over \$50,000
Superintendents of Education	Up to \$50,000
Managers	Up to \$25,000
Principals	Up to \$10,000
Other staff as delegated by the primary budget holder	Up to \$5,000

Procedures associated with these levels are established through the Purchasing department.

Multi-year contracts – any contracts extending over a one year period will require approval by the **Designated Superintendent** regardless of the value of the contract.

If an individual department has a unique structure, the **Designated Superintendent** must approve the signing authority that is being requested outside of the above mentioned staff. In addition, contracts or purchases shall not be divided to avoid the requirements of the purchasing policy

15.0 Standing Orders

The purpose of the standing order is to reduce the cost of issuing and handling small dollar value purchase orders which are issued to one or more defined vendors who supply a variety of products or services. Terms and conditions between the requester (The Board) and the vendor may be established in advance by the Purchasing department. Authorized end-users contact the vendor to initiate a request for goods or services. This eliminates the need to physically generate a separate purchase order for each request. The responsibility for the appropriate use

of the standing order is assigned to the staff responsible for the budget of their respective school/department.

16.0 Board Approval Requirements

1. All contracts involving the acquisition or disposition of real property of the Board.
2. All contracts with a term exceeding one year with a cumulative value exceeding \$350,000.
3. All contracts with a value of \$350,000 or greater.
4. All capital projects.

17.0 Co-operative Purchasing

The Board encourages co-operative purchasing with other Boards and broader public sector agencies which would result in competitive procurement by the Cooperative, **allowing** Broader Public Sector Organizations **to access** without utilizing **their** own Purchasing resources. Examples of such Cooperatives are the Ontario Educational Collaborative Marketplace (OECM) and Ontario Ministry of Government and Consumer Services (MGCS).

18.0 Environmental Consideration

Where appropriate, purchasing staff and end user departments will strive to source, promote and support environmentally friendly products and services.

19.0 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety.

20.0 Capital Projects

Public tenders or requests for proposals shall be called for construction contracts of new schools, additions, and major renovations.

20.1 Change Orders for Capital Projects

Prior to work being performed, the Manager of Plant will budget each project and provide documentation to the **Designated Superintendent**. After the tendering/RFP process, the project budgets will be updated and submitted to the **Designated Superintendent** for comparison. If for any reason a project cost is increased, a detailed summary will be provided by the Manager of Plant to the **Designated Superintendent**.

Appendix 1 to Purchasing Policy 6.32

Purchasing Code of Ethics

Goal:

The purpose of the Purchasing Code of Ethics is to provide all employees and trustees with a framework to guide them in the conduct of their responsibilities to ensure an ethical, professional and accountable supply chain. All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Code of Ethics based on the Ontario Broader Public Sector (BPS) Procurement Directive and Supply Chain Code of Ethics.

I. Personal Integrity and Professionalism

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between BPS organizations, suppliers and other stakeholders.

Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. All participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

II. Accountability and Transparency

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

III. Compliance and Continuous Improvement

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the laws of Canada and Ontario. All individuals **are expected to** continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

Appendix 2 to Purchasing Policy 6.32

Debarment Policy

Goal:

The purpose of the Debarment Policy is to ensure the quality, efficiency and effectiveness of service and product delivery and to maximize savings for taxpayers. Bidders and Suppliers which have demonstrated the inability to deliver quality services and products in an efficient and effective manner or who have engaged in conduct and behaviour which is adverse to the interests of the Algoma District School Board ("the Board"), will be barred from providing service and products to the Board in accordance with the provisions of this Policy.

Disqualification of Bidders or Suppliers

(1) For the purposes of this Policy, Bidder and Supplier shall be deemed to include any related entity and any partner, principal, director or officer of such Bidder or Supplier as well as any other legal entity with one or more of the same partner(s), principal(s), director(s) or officer(s).

(2) A Bidder or Supplier may be excluded from eligibility to submit Bids or quotes or a submitted Bid or quote may be summarily rejected and returned to a Bidder or Supplier where the Supervisor of Facility Renewal and Capital Planning, **Designated Superintendent** and the Manager of Plant agree, in their absolute sole discretion, that one of the following circumstances has occurred:

- a. the Bidder or Supplier is or has been involved in Litigation or pending/threatened Litigation with the Board, its elected officials, officers or employees;
- b. the Bidder or Supplier has failed to pay an amount owed to the Board when due and owing;
- c. there is documented evidence of poor or substantial performance, non-performance or default by the Bidder or Supplier in respect to any Contract with the Board, either as a Supplier, Consultant, Contractor or Subcontractor;
- d. the Bidder, Supplier or its personnel have demonstrated abusive behaviour or threatening conduct towards Board employees, their agents or representatives;
- e. the Bidder or Supplier or its principal(s) has/have been convicted of a criminal offence including but not limited to fraud or theft;
- f. the Bidder or Supplier has been convicted of any quasi-criminal offence pursuant to applicable legislation or regulations including, but not limited to, the *Occupational Health and Safety Act*, as amended, where the circumstances of that conviction demonstrate a disregard on the part of the Bidder or Supplier for the health and safety of its workers, Board Employees or the general public;
- g. the Bidder or Supplier is bankrupt or insolvent;
- h. the Bidder or Supplier has made a false declaration(s); or,
- i. the Bidder or Supplier has committed professional misconduct or acts or omissions that adversely reflect on the commercial integrity of the Bidder or Supplier.

(3) In arriving at a determination for the disqualification of a Bidder or Supplier pursuant to this Section, the Supervisor of Facility Renewal and Capital Planning, **Designated Superintendent** and the Manager of Plant, will consider whether the circumstances are likely to affect the Bidder or Supplier's ability to work with the Board, its consultants and representatives, and whether the Board's experience with the Bidder or Supplier indicates that the Board is likely to incur increased staff time and legal costs in the administration of any dealings with the Bidder or Supplier.

(4) Based on the severity of the events leading to the disqualification, the Supervisor of Facility Renewal and Capital Planning, **Designated Superintendent** and the Manager of Plant, shall establish the duration of the period during which the disqualification shall be effective. ADSB will advise the Bidder or Supplier, in writing, of the debarment.

(5) All Bidders and Suppliers shall comply with the provisions of the Purchasing Policy 6.32 and the provisions of the Broader Public Sector Procurement Directive as issued by the Ministry of Finance.



Algoma District School Board

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CHAIR
Jennifer Sarlo

DIRECTOR OF EDUCATION
Lucia Reece

Appendix 3

Algoma District School Board Conflict of Interest Declaration Form

Please complete this form if you believe that you may be involved in a conflict-of-interest situation or if you are unsure and seek to disclose a potential or perceived conflict of interest. Please read Algoma District School Board Purchasing Policy 6.32. If you are reporting an immediate supervisor, skip section 3 and send directly to the Designated Superintendent.

SECTION 1: PERSONAL DETAILS

NAME:

JOB TITLE/ AREA OF RESPONSIBILITY:

SECTION 2: DISCLOSURE DETAILS

The following is a: Self-declaration Report about another employee/volunteer

1. The following actual, potential, or perceived conflict of interest has been identified. Please provide all relevant details. (if more space is required, please attach to this form.)

2. Please outline any extenuating circumstances that you feel ought to be considered during the approval process:

SECTION 3: TO BE COMPLETED BY THE IMMEDIATE SUPERVISOR AND SUBMITTED TO THE DESIGNATED SUPERINTENDENT

If the situation does constitute a conflict of interest, please ensure that all information surrounding the conflict has been disclosed to the Supervisor or Director of Education or designate.

SUPERVISOR NAME:

SIGNATURE:

DATE:

I have reviewed the declaration and recommend the following action(s) to eliminate/mitigate/manage the conflict. (If more space is required, please attach a document to this form.)

SECTION 4: EMPLOYEE'S DECLARATION

To the best of my knowledge and belief any actual, potential, or perceived conflicts between my duties as an employee and my private and/ or business interests have been fully disclosed in this form in accordance with the requirements of the Algoma District School Board Purchasing Policy 6.32. I acknowledge, and agree to comply with, any approach to manage an actual, potential, or perceived conflict of interest.

NAME: _____ SIGNATURE: _____ DATE: _____

SECTION 5: DESIGNATED SUPERINTENDENT OR DIRECTOR OF EDUCATION

The actions described in the approach outlined in Section 3 have been put in place to effectively manage any actual, potential, or perceived conflict of interest disclosed in Section 2. The approach outlined in Section 3 ensures the Algoma District School Board's public interests and reputation ~~is~~are adequately protected.

NAME: _____ SIGNATURE: _____ DATE: _____

OR:

Matter was referred by the Director of Education to the Board of Trustees on _____ (date).

Board Motion # _____ was to approve/deny the purchase.

DIRECTOR OF EDUCATION SIGNATURE: _____ DATE: _____



Appendix 4

Section 217 – Education Act

Promotion or sale of books, etc., by employees of board or Ministry to board, pupil, etc., prohibited

217 (1) No teacher, supervisory officer or other employee of a board or of the Ministry shall, for compensation of any kind other than his or her salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teachers' college, or to any pupil enrolled therein. R.S.O. 1990, c. E.2, s. 217 (1).

Exception for authors

(2) Subsection (1) does not apply to a teacher, supervisory officer or any other employee in respect of a book or other teaching or learning materials of which he or she is an author where the only compensation that he or she receives in respect thereof is a fee or royalty thereon. R.S.O. 1990, c. E.2, s. 217 (2).

Employment of employee of board or Ministry to promote sale of books, etc., to board, pupil, etc., prohibited

(3) No person or organization or agent thereof shall employ a teacher, supervisory officer or other employee of a board or of the Ministry to promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teachers' college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose. R.S.O. 1990, c. E.2, s. 217 (3).

Penalty

(4) Every person who contravenes any provision of subsection (1) or (3) is guilty of an offence and on conviction is liable to a fine of not more than \$1,000. R.S.O. 1990, c. E.2, s. 217 (4).

REPORT TO THE BOARD od 2025 06 24		Item # 3.4
Prepared By:	Superintendent Maurice	
Strategic Priority:	Achievement, Well-Being and Equity	
Purpose:	Information Discussion Motion	
Topic/Issue:	March Break 2025 School Sanctioned Travel	



Rationale
<ul style="list-style-type: none"> As per the <i>School Sanctioned Trips Administrative Procedure</i>, developed under <i>Policy 6.20: School Sanctioned Trips</i>, upon return from out-of-country travel, groups must submit a report to the Board that describes the trip and allows Trustees to make connections to curricular expectations. Below is a report submitted by Colleen Duggan, the Lead Chaperone for the March Break 2025 trip to the United Kingdom.
Key Highlights
<ul style="list-style-type: none"> During the 2024-25 school year, a group of 26 students and 4 chaperones participated in an overseas trip to the United Kingdom over March Break. The group included 17 students from Superior Heights, 7 from White Pines, and one student from both CASS and Korah. The trip provided students with an opportunity to explore the historical, literary, and cultural heritage of England and Scotland through a structured itinerary that included the following highlights: <ul style="list-style-type: none"> March 11: We arrived in Edinburgh, Scotland, met our tour director, and began our journey with an afternoon walking tour of the area around the Royal Mile. Students examined how the city’s architecture is shaped by its geography, including how Edinburgh Castle is built atop an ancient volcanic formation known as Castle Rock. They were even able to visit some landmarks that are said to have inspired the author of Harry Potter. March 12: Visits included Edinburgh Castle and the National Museum of Scotland, deepening students’ understanding of Scottish history and identity. Students toured Edinburgh Castle while learning about its significance in the Wars of Scottish Independence. The visit to the museum included interactive exhibits relating to science, culture, and innovation. Students participated in a guided evening ghost tour through one of the city’s historic cemeteries. While entertaining and atmospheric, the tour also served as an opportunity to explore local folklore, oral history, and the darker chapters of Edinburgh’s past. March 13: We travelled to Yorkshire, toured the medieval city of York and visited the magnificent York Minster cathedral. The students learned about Gothic architectural features and observed how the structure changed with contributions from various eras. They visited the undercroft museum to see the Roman remains, and they climbed to the top of the Central Tower to enjoy the view and gain perspective on the city’s historical layout. March 14: We travelled to Stratford-upon-Avon. We explored Warwick Castle and visited Shakespeare’s birthplace. Warwick Castle is a massive stone fortress with towers, ramparts, dungeons, a peacock garden, and a moat set along the River Avon. It included costumed actors, life-like wax figures, and interactive exhibits where students learned how the castle evolved through various battles, and the realities of life in medieval times. Shakespeare’s birthplace, the restored Tudor-style half-timbered house, also included costumed guides and interactive exhibits. Students learned about Shakespeare’s early life, his family, and his education. They learned about life in Elizabethan England and how Shakespeare’s experiences in Stratford likely influenced the themes and characters in his plays. March 15: The trip continued with a visit to Oxford. Students explored one of the world’s most iconic academic environments, walking in the footsteps of legendary writers such as J.R.R. Tolkien and Lewis Carroll. We ended the day touring the city around Windsor Castle. Students learned about the monarchy’s role in British governance and how royal landmarks impact local economies, tourism, and infrastructure. March 16: We toured Windsor Castle, followed by a guided bus tour of London. Within the castle, we visited the state apartments, exploring rooms still used for ceremonial events and royal receptions. We visited Queen Mary’s Dolls’ House, a detailed miniature of the royal residence from the 1920s, giving them a glimpse into the furniture and fashion of the era while admiring the craftsmanship. We visited many sites on the tour of London, including Big Ben, Westminster Abbey, Buckingham Palace, and Trafalgar Square. Our local guide provided context about the historical and political importance of each site.

- **March 17:** We spent the entire day in **London**. We rode the London Eye, visited some local markets, admired amazing street art, visited the British National Museum, and ended the day with a theatre performance of *Back to the Future*. These experiences offered students a meaningful balance of history, culture, and creativity. From observing global artifacts at the museum to exploring modern artistic expression in the streets and theatre, students gained a deeper appreciation for how the past and present coexist in one of the world’s most dynamic cities.



Warwick Castle, England
March Break 2025

Anticipated Benefits and Insights/ Learning

- Throughout the trip, students engaged in experiential learning that extended across subject areas, including history, geography, literature, art, architecture, and social studies. They developed a deeper understanding of the cultural and political history of the United Kingdom, examined how geography and urban development influence society, and explored how literature and the arts both reflect and shape national identity.
- In addition to academic learning, students gained valuable life skills, building confidence in navigating international travel, managing schedules, budgeting for meals and souvenirs, and engaging respectfully with different cultures. For many, it was their first time away from home or on an international flight, and the experience helped foster independence, adaptability, and a greater sense of self-reliance. Experiences like this empower students to see themselves as capable, curious, and connected citizens of a global community.

Considerations / Next Steps

- While Edsby and email will be good options to reach many families with the invitation to join these groups, a variety of communication methods (e.g. personal reach out) will be needed to ensure families with a full range of lived experience are aware of these opportunities.

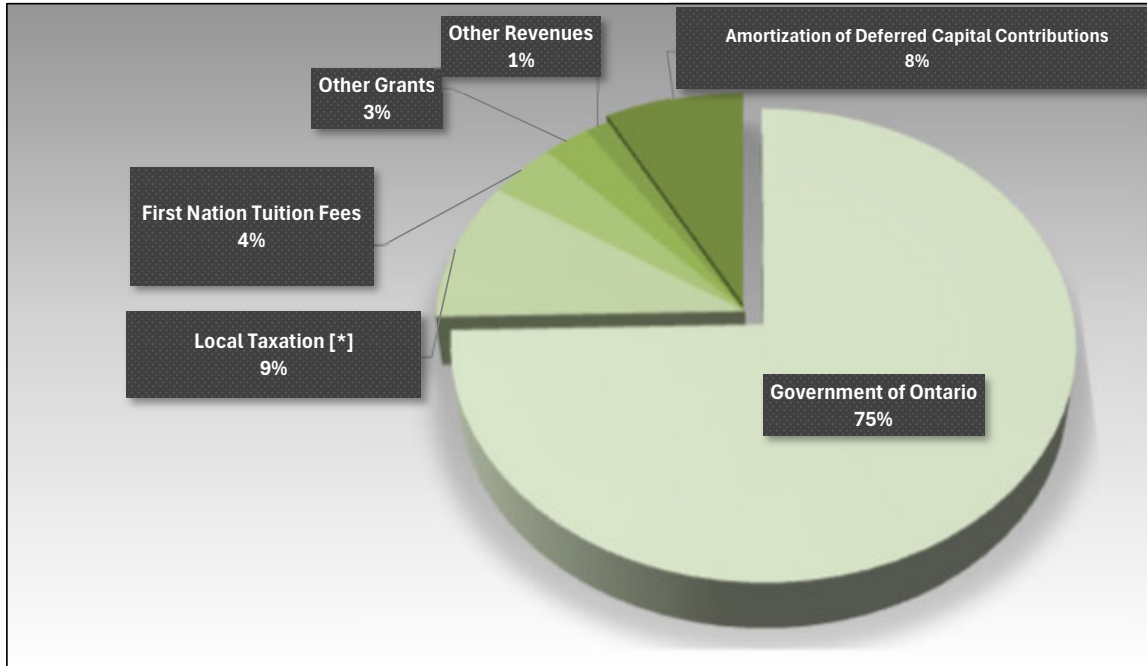


REPORT TO THE BOARD of 2025 06 24		Item # 3.5
Prepared By:	Joe Santa Maria, Associate Director of Corporate Services & Ops	
Strategic Priority:	All Priorities	
Purpose:	Information Discussion Motion	
Topic/Issue:	Approval of the 2025-2026 Budget	

Rationale	
As per section 169.1 of the Education Act, the Board has a responsibility to ensure effective stewardship of the Board’s resources. As such, our draft budget requires review by all levels of supervision to ensure support and agreement.	
Key Highlights	
<ul style="list-style-type: none"> The Ministry of Education announced the 2025-26 Core Funding (Core Ed) on 2025 05 23 and released Memorandum 2025: B02 containing summary budget information which was accompanied by Ministry Projections of School Board Funding. School Boards also received detailed information related to some funding in addition to Core Ed, formerly called Priorities and Partnership Funds (PPF) which is now termed Responsive Education Programs (REP). The Ministry financial website for grant calculation was accessible to Board financial staff on May 23, 2025. Administrative Council began meeting in February to discuss budget planning for the forthcoming year. The budget process was approved by Trustees at their 2025 02 25 Board Meeting. The Operations & Budget Committee met on 2025 06 17 for a budget review that encompassed the Ministry grant projections, current status of budget and Administrative Council’s budget strategies. The Committee approved a final version to present to the Board tonight. The Associate Director of Corporate Services & Operations presented the 2025-26 budget process and strategies to the Special Education Advisory Council (SEAC) on 2025 06 10. Attachments for your review include: <ul style="list-style-type: none"> Attachment #1 2025-26 Estimates - Revenue Attachment #2 2025-26 Estimates - Expenditures Attachment #3 Summary of 2025-2026 Enhancements to Purchase in 2024-2025 Attachment #4 Continued Programs and Projects from 2024-2025 Attachment #5 New Expenditures and Enhancements Included in 2025-2026 Budget Attachment #6 Analysis of Surplus/(Deficit) Balances 2025-2026 Estimates Attachment #7 2025-2026 Estimates Revenue vs. Expenses – Special Education only 	
Anticipated Benefits	
<ul style="list-style-type: none"> To operate in a fiscally responsible environment. 	
Insights / Learning	
<ul style="list-style-type: none"> Due to the election this year, the budget process was delayed which made budget decisions challenging within such short notice to approve the budget. 	
Considerations/Next Steps	
<ul style="list-style-type: none"> Monitor enrolment as we move closer to the start of the new year, which typically increases between the approval date of the budget and the start of the school year. 	
Motion	
That the Board approve a total budget for expenditures and revenue, including transfers to and from accumulated surplus, for the 2025-26 budget year in the amount of \$206,992,779 as described in the Director’s Report to the Board dated 2024 06 24.	
Moved by:	Seconded by:
Motion was: Carried Defeated	Initials of Chair: Resolution #



2025-2026 Estimates Revenue

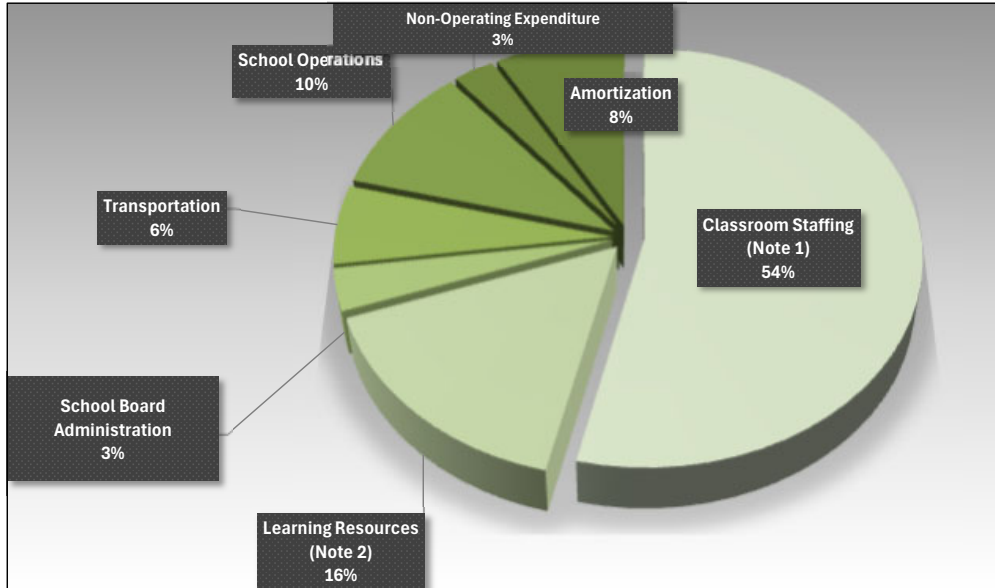


[*] Provincially determined by the Ministry

2024-2025 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	\$ 615,005
Capital and Approved Debt	\$ 2,113,357
Total Revenue	\$ 206,992,779



2025-2026 Estimates Expenditures



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
Subtotal	\$ 204,879,422
Capital and Approved Debt	\$ 2,113,357
Total Expenditures	\$ 206,992,779

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

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 Learning Resources	\$ 32,621,092



Summary of 2025-2026 Enhancements to Purchase in 2024-2025

1. Building and grounds improvements for schools (e.g. learning commons, furniture upgrades)
2. Shop / Tech equipment upgrades
3. Plant Department equipment



Continued Programs and Projects from 2024-2025

1. Support for Instructional Leadership and Board's Strategic Plan (Achievement, Well Being and Equity)
2. Commitments for Special Education and Mental Health Programs
3. Capital Improvements to buildings
4. Language Learner Supports
5. Indigenous Graduation Coach Resources
6. Summer Learning Programs



New Expenditures & Enhancements Included in 2025-2026 Budget

1. Enhancements to and the promotion of Trades programs
2. Specialty Programs and Student Success Supports (Alliance Academies)
3. Special Education Classes, Counsellor Resources and Re-engagement Coaches
4. Upgrades to Servers, Devices and Cybersecurity Software
5. Food Sustainability
6. Capital Upgrades to Schools



Analysis of Surplus/(Deficit) Balances 2025-2026 Estimates

Accumulated Surplus/Deficit (A)		Balance at August 31/25 (B)	Increase (Decrease) in Accum. Surplus/Deficit (C)	Balance at August 31/26 (D)
1	INTERNALLY APPROPRIATED			
2	Retirement Gratuities			
3	Retirement Gratuities	787,729	-	787,729
4	Sub-total Retirement Gratuities	787,729	-	787,729
5	UNAPPROPRIATED			
6	Working Funds	12,854,256	286,732	13,140,988
7	Carry-over	174,247	-	174,247
8	Committed Capital	8,211,243	(901,738)	7,309,505
9	TOTAL INTERNALLY APPROPRIATED	22,027,475	(615,006)	21,412,469

* Opening balances are based on 24-25 Revised Estimates.



2025-2026 Estimates

COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION ONLY

	Special Education (A)	REVENUE (B)	EXPENSES (C)	SURPLUS (DEFICIT) (D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	12,782,934	13,232,468	(449,534)
2	Supply Teachers	253,862	303,465	(49,603)
3	Teacher Assistants	11,715,215	11,662,655	52,560
4	Early Childhood Educators	-	-	-
5	Textbooks & Classroom Supplies	612,267	571,701	40,566
6	Computers	-	-	-
7	Profs. & Para-prof	1,578,961	1,519,199	59,762
8	Library & Guidance	-	-	-
9	Staff Dev.	18,635	43,000	(24,365)
10	Sub-total	26,961,874	27,332,488	(370,614)
	NON-CLASSROOM			
11	Coordinators/Consultants	685,260	601,217	84,043
12	Princ. & VP's	45,256	15,802	29,454
13	Transportation	300,000	550,000	(250,000)
14	Sub-total	1,030,516	1,167,019	(136,503)
15	TOTAL BUDGET	27,992,390	28,499,507	(507,117)

REPORT TO THE BOARD of 2025 06 24		Item # 5.0
Topic/Issue:	Other	



Nothing currently. N/A	

REPORT TO THE BOARD of 2025 06 24		Item # 6.0
Topic/Issue:	Next Meeting Dates	



1. Next Regular Board Meeting is September 23, 2025.	

REPORT TO THE BOARD of 2025 06 24		Item # 7.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Move into In-Camera	



Rationale	
As per Section 207(2) of the Education Act, "A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,	
<ul style="list-style-type: none"> a) the security of the property of the board; b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian; c) the acquisition or disposal of a school site; d) decisions in respect of negotiations with employees of the board; or e) litigation affecting the board." 	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move into Committee of the Whole, Closed Session, and that this portion be closed to public, at _____ p.m.	
Motion was: Carried Defeated	Initials of Chair: Resolution #



REPORT TO THE BOARD of 2025 06 24		Item # 7.1
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn In-Camera Session	

Rationale	
Move to adjourn In-Camera Session.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move to adjourn In-Camera Session of the Regular Board Meeting of 2025 06 24 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 06 24		Item # 8.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn Regular Board Meeting	



Rationale	
Move to adjourn the Regular Board Meeting of 2025 06 24.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move to adjourn the Regular Board Meeting of 2025 06 24 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #