



REGULAR BOARD MEETING AGENDA
Tuesday, April 25, 2023
EDUCATION CENTRE 7:00 P.M.

PUBLIC

A. PROCEDURAL ITEMS

- I. Roll call.
- II. Land Acknowledgement: Read by: Sheryl Evans
- III. Approval of Agenda
- IV. Conflict of Interest

V. Education Topic and/or Delegation

	Superintendent
1. Perspectives: Sharing Experiences of Our MLL Students Guests: ELL Coordinator - Megan Turner-McMillan, Students - TBD	M.B.

VI. System Information

	Superintendent
1. Distribution of Policies: 4.03 (Redundancy of Principal/Vice-Principal Positions)	F.P.
2. Distribution of Policies: 6.02 (Child Abuse Reporting); 6.25 (Retention or Acceleration of Pupils); 6.28.01 (Infectious Disease Including HIV and Aids); 6.28.04 (Administration of Medication at School).	B.V.
3. Distribution of Policies: 2.07 (Supervised Alternative Learning Committee); 6.05 (Attendance – Safe Arrival of Students); 6.09 (Distribution of Promotional Materials – Advertising); 6.18 (Assessment, Evaluation and Reporting); 6.18.01 (Reporting Below Level 1); 6.18.02 (Missed and Late Assignments); 6.18.03 (Academic Honesty); 6.18.04 (Homework Policy)	M.B.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes from 2023 03 28

Minutes to be Received by the Board:

1. SEAC Meeting Minutes from 2023 03 21

VIII. Student Trustees' Report

IX. Reports from Committee Chairs, O.P.S.B.A.



REGULAR BOARD MEETING AGENDA
Tuesday, April 25, 2023
EDUCATION CENTRE 7:00 P.M.

PUBLIC

B. ACTION ITEMS

	Superintendent
1. Approval of Policies: 2.03 (Recruitment & Selection of the Director of Education), 2.05 (Evaluation of the Performance of the Director of Education), 2.08 (Agenda Review Committee), 3.01 (Administrative Council), 3.02 (The Education Act & Other Legislation)	L.R.

C. INFORMATION ITEMS

1. N/A	

FUTURE MEETINGS AND LOCATIONS

2023 05 09 Committee of the Whole Meeting - H.E. Crowder Board Room

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.03: Redundancy in Principal and Vice Principal Positions

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #56-1998 03 31
Reviewed by Board Resolution #109-2014 06 17

For the purpose of declaring redundancies at the principal and vice principal level, seniority will be determined as follows:

The Board will maintain a seniority list, ranked from highest to lowest, for individuals in the administrative position of Principal and Vice Principal.

Seniority for Principal and Vice Principal is defined as the number of years of cumulative experience in that position, in that panel, and continuous employment with the current Board or amalgamated Board.

The Seniority List will indicate both the continuous service for each administrative position held and the cumulative continuous service in any position held with the current Board or amalgamated Board.

Seniority within a position determines the order of redundancy. Where the seniority of individuals in a position is equal, the tie will be broken using the cumulative seniority in the principal and vice principal positions first, followed by the cumulative seniority in all positions.

A person declared redundant in a Principal's position will be placed at the top of the Vice-Principals' seniority list. The individual will be the first considered for the next available principal's position.



SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.03: Redundancy in Principal and Vice Principal Positions

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #56-1998 03 31

Reviewed by Board Resolution #109-2014 06 17

For the purpose of declaring redundancies at the Principal and Vice principal level, seniority will be determined as follows:

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Seniority for Principal and Vice Principal is defined as the number of years of cumulative experience in that position, in that panel, and continuous employment with the current Board or amalgamated Board.

The Seniority List will indicate both the continuous service for each administrative position held and the cumulative continuous service in any position held with the current Board or amalgamated Board.

Seniority within a position determines the order of redundancy. Where the seniority of individuals in a position is equal, the tie will be broken using the cumulative seniority in the Principal and Vice Principal positions first, followed by the cumulative seniority in all positions.

A person declared redundant in a Principal's position will be placed at the top of the Vice Principals' Seniority List. The individual will be the first considered for the next available Principal's position.

SECTION 6: OPERATIONS

Policy 6.02: Child Abuse (Maltreatment) Reporting Policy

Supporting Policies

[4.07 Employee Ethics](#)

Supporting Procedures

Supporting Protocols and Guidelines

[Child Abuse Protocol Between Children's Aid Society of Algoma and Algoma District School Board](#)

Supporting Templates and Forms

[Children's Aid Society School Report Form](#)

Other Resources

[Child and Family Services Act RSO 1990](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #111-2014 06 17

Rationale

The Algoma District School Board recognizes that all employees have an important role to play in identifying and reporting suspected incidents of child abuse and neglect (**child maltreatment**). To fulfill this role, guidelines for employees in recognition of our responsibilities in the area of child protection are outlined below.

Definition of Child Abuse (Maltreatment)

Child abuse (maltreatment) refers to any form of physical, psychological, social, emotional or sexual maltreatment of a child whereby the survival, safety, self-esteem, or growth and development of the child is endangered. There are four main types of child abuse: neglect, emotional, physical and sexual.

Legal Responsibilities

Although the ultimate responsibility for child protection rests with the Children's Aid Society, the Algoma District School Board recognizes its responsibility **and legal obligation** in reporting suspected cases **of child maltreatment** as per [Section 72\(1\) of the Child and Family Services Act RSO 1990](#) which is outlined fully in the [Child Abuse Protocol Between the Children's Aid Society and the ADSB](#).

Similarly, the Algoma District School Board recognizes ***that duty to report applies although the information reported may be confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with this section unless the person acts maliciously or without reasonable grounds for the belief or suspicion.***

Reporting Procedures

All Algoma District School Board employees dealing with suspected cases of child ***maltreatment*** are directed to the appropriate procedures statement that has been developed in accordance with this policy.

[Child Abuse Protocol Between Children's Aid Society and Algoma District School Board](#)

Professional Development Experiences

The Algoma District School Board recognizes the complexities of child ***maltreatment*** identification and ***supports*** the following:

- professional development seminars and workshops devoted to child ***maltreatment***
- specialized training experiences
- dissemination of related materials on child ***maltreatment*** throughout the school system

SECTION 6: OPERATIONS

Policy 6.02: Child Abuse (Maltreatment) Reporting Policy

Supporting Policies

[4.07 Employee Ethics](#)

Supporting Procedures

[Child Abuse Protocol Between Children's Aid Society of Algoma and Algoma District School Board](#)

Supporting Protocols and Guidelines

[Child Abuse Protocol Between Children's Aid Society of Algoma and Algoma District School Board](#)

Supporting Templates and Forms

[Children's Aid Society School Report Form](#)

Other Resources

[Child, Youth and Family Services Act](#)

[Child and Family Services Act RSO 1990](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #111-2014 06 17

Background:

The Child, Youth, and Family Services Act contains provisions for reporting a child who is or may be in need of protection. If any person – *including a person who performs professional or official duties with respect to children* – has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report their suspicions 'immediately' to a children's aid society to provide the information on which the suspicions are based.

Reasonable grounds may include, but are not limited to, any manner of physical, psychological, social - emotional or sexual maltreatment of a child whereby the survival, safety, self-esteem, or growth and development of the child is endangered. This includes the risk that:

- The child has suffered or there is a substantial risk that the child will suffer physical harm
- The child has been or there is a substantial risk that the child will be sexually molested or sexually assaulted
- The child has suffered or there is a substantial risk that the child is likely to suffer emotional harm.

Policy Statement:

All Algoma District School Board staff who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection must report this information without delay as per established reporting protocols. Staff must report directly and not rely on or delegate anyone else to report on their behalf.

Similarly, the Algoma District School Board recognizes that the duty to report applies although the information reported would normally be considered confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with these requirements unless the person acts maliciously or without reasonable grounds for the belief or suspicion.

The duty to report continues to be an ongoing obligation. If a person has made a report to a child protection agency and has additional reasonable grounds to suspect that the child is or may be in need of protection, that person must make a further report.

Reporting Procedures

All Algoma District School Board employees dealing with suspected cases of child maltreatment are directed to the appropriate procedures that have been developed in accordance with this policy. These procedures are contained in the Child Abuse Protocol Between Children's Aid Society and Algoma District School Board (pending revision).

SECTION 6: ORGANIZATION

Policy 6.25 Retention or Acceleration of Pupils

Supporting Policies

Supporting Procedures

[6.25 Retention or Acceleration of Pupils Procedures](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #134 -2012 10 23

Revision by Board Resolution #041-2018 05 08

The Algoma District School Board is committed to ensuring the most appropriate placement for all students. In recognition of all of the factors that influence a student's progress (academic, social, emotional, and physical growth), the ADSB supports age appropriate grade placement. Only in extraordinary circumstances will a student be considered for retention or acceleration.

SECTION 6: ORGANIZATION

Policy 6.25 Retention or Acceleration of Pupils

Supporting Policies

Supporting Procedures

[6.25 Retention or Acceleration of Pupils Procedures](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #134 -2012 10 23

Revision by Board Resolution #041-2018 05 08

The Algoma District School Board (ADSB) is committed to ensuring the most appropriate placement for all students.

In recognition that the placement of students must be based on many factors influencing the student's progress, including academic, social, emotional and physical growth, the ADSB supports age-appropriate grade placement.

Only in extraordinary circumstances will a student be considered for retention or acceleration.

SECTION 6: OPERATIONS

Policy 6.28.01: Infectious Disease including H.I.V. (Human Immunodeficiency Virus)/ A.I.D.S (Acquired Immune Deficiency Syndrome) and Hepatitis C

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

[WSIB Workers Exposure Form](#)

Other Resources

Infection Control Info Packages: [APH - Diseases \(A-Z\)](#)

[Medical Officer of Health Letter to School Principals re: procedures](#)

[Algoma Public Health: Infection Control Program](#)

Approved by Resolution #154-1998 06 23

Revised by Resolution #147-2004 11 09

Revised by Resolution #113-2011 06 14

Approved by Resolution #250-2012 05 22

POLICY STATEMENT

According to the [Health Protection and Promotion Act R.S.O.1990](#), c.H.7, s.28: "The **principal** of the school, becoming aware that a pupil in the school has or may have a communicable disease, shall as soon as possible, report to the Medical Officer of Health of the health unit in which the school is located." The principal will make reasonable effort to inform the parent/guardian that the Medical Officer of Health has been notified; only those diseases you have been informed about. Principals are expected to notify parents of immune suppressed children in the event a communicable disease including chickenpox, measles or mumps once confirmed within the school.

This policy and the supporting procedure recognizes the need to support the provincial curriculum expectations on infectious diseases and provides direction on action to be followed should a student or employee in the system become infected with H.I.V., A.I.D.S., Hepatitis C, or any other infectious disease.

It shall be policy:

1. To provide for students, in a context which emphasizes understanding and the development of healthy sexuality, an education which enables them to be responsible, compassionate individuals, able to avoid the behaviours which might lead to an infectious disease.
2. In cooperation with the Ministry of Health and the Medical Officer of Health, to reinforce the requirements which provide confidentiality to a student or employee who is infected with H.I.V., A.I.D.S., Hepatitis C or another infectious disease.

SECTION 6: OPERATIONS

Policy 6.28.01: Infectious Disease including H.I.V. (Human Immunodeficiency Virus)/ A.I.D.S (Acquired Immune Deficiency Syndrome) and Hepatitis

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

[WSIB Workers Exposure Form](#)

Other Resources

Infection Control Info Packages: [APH - Diseases \(A-Z\)](#)

[Medical Officer of Health Letter to School Principals re: procedures](#)

[Algoma Public Health: Infection Control Program](#)

Approved by Resolution #154-1998 06 23

Revised by Resolution #147-2004 11 09

Revised by Resolution #113-2011 06 14

Approved by Resolution #250-2012 05 22

POLICY STATEMENT

All students and staff are entitled to a safe and healthy learning and working environment. The Board is committed to working cooperatively with staff, parents/guardians, students and related community agencies to support students who may require health and/or medical services while at school or while being supervised by Board personnel.

This policy (and supporting procedure) recognizes the need to support provincial curriculum expectations related to infectious diseases and provides direction on actions to be followed to prevent the transmission of infectious disease should a student or employee in the system become infected with H.I.V., A.I.D.S., Hepatitis, or any other infectious disease.

It shall be policy:

1. To provide for students, in a context which emphasizes understanding and the development of healthy sexuality, an education which enables them to be responsible, compassionate individuals, able to avoid the behaviours which might lead to an infectious disease.
2. In cooperation with the Ministry of Health and the Medical Officer of Health, to reinforce the requirements which provide confidentiality to a student or employee who is infected with H.I.V., A.I.D.S., Hepatitis C or another infectious disease.
3. To follow appropriate procedures to prevent the transmission of infectious disease.
4. As per the [Health Protection and Promotion Act R.S.O.1990](#), c.H.7, s.28, "The principal of the school, on

becoming aware that a pupil in the school has or may have a communicable disease, shall as soon as possible, report to the Medical Officer of Health of the health unit in which the school is located.” The principal will make reasonable effort to inform the parent/guardian that the Medical Officer of Health has been notified. Principals are also expected to notify parents/guardians of immune suppressed children in the event a communicable disease including chickenpox, measles or mumps is confirmed within the school.

DRAFT

SECTION 6: OPERATIONS

Policy 6.28.04: Administration of Medication at School

Supporting Policies

Supporting Procedures

[Administration of Medication at School](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

[Parent Guardian Consent Form for Medication](#)

[Physician's Authorization Form for Medication](#)

Other Resources

Approved by Resolution #7208-1977 on 1977 03 08

Amended by Resolution #12192-1987 on 1987 01 20

Amended by Resolution #055-2009 04 07

Amended by Resolution #043-2015 02 24

Medication (prescription and non-prescription) shall be administered to pupils by school personnel only as prescribed by an attending physician or health care professional and/or with the written consent of a parent or guardian, as per Board procedures.

SECTION 6: OPERATIONS

Policy 6.28.04: Administration of Medication at School

Supporting Policies

Supporting Procedures

[Administration of Medication at School](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

[Parent Guardian Consent Form for Medication](#)

[Physician's Authorization Form for Medication](#)

Other Resources

Approved by Resolution #7208-1977 on 1977 03 08

Amended by Resolution #12192-1987 on 1987 01 20

Amended by Resolution #055-2009 04 07

Amended by Resolution #043-2015 02 24

All students and staff are entitled to a safe and healthy learning and working environment. The Board is committed to working cooperatively with staff, parents/guardians, students and related community agencies to support students who may require health and/or medical services while at school or while being supervised by Board personnel.

The administration of prescription and/or non-prescription medication to a student is primarily the responsibility of the student's parent(s) or guardian(s). The Board recognizes, however, that there may be circumstances where a student must have medication administered during regular school hours.

In these circumstances, medication (prescription and/or non-prescription) shall be administered to pupils by school personnel as per Board procedures, only as prescribed by an attending physician or health care professional, and with the written consent of a parent or guardian.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.07: Supervised Alternative Learning Committee

Supporting Policies

Supporting Procedures

[Supervised Alternative Learning \(SAL\)](#)

Supporting Protocols and Guidelines

[Steps in Supervised Alternative Learning \(SAL\)](#)

Supporting Templates and Forms

[Supervised Alternative Learning Plan \(SALP\)](#)

[Request for Supervised Alternative Learning](#)

[Employer Agreement](#)

Other Resources

[Ontario Regulation 374/10](#)

[Education Act](#)

[Supervised Alternative Learning Policy and Implementation, 2010](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution # 056-2011 04 05

Approved by Board Resolution # 038-2016 04 05

POLICY STATEMENT

The Algoma District School Board acknowledges that, for a variety of reasons, some students may not be able to attend school regularly and therefore may not benefit from a regular school program. In order to broaden program options, the Board shall establish a supervised Alternative Learning Program (ALP) that will provide an alternative learning experience and individualized plan to enable students who are experiencing difficulty in a regular school program, to progress towards obtaining an Ontario Secondary School Diploma or achieving other education and life goals.

The Board shall establish a committee to be known as the Supervised Alternative Learning Committee (SALC) and the committee shall be comprised of:

- a) A member of the board
- b) A superintendent of education
- c) A community representative.

Supervised Alternative Learning (SAL) may be used for students who are not otherwise excused under section 21 of the [Education Act](#). It is intended to be used for a very small segment of the student population who would benefit from an alternative learning program outside the regular school setting and only when other student success have not been effective.

The Board will also establish Guidelines and Procedures to support the Supervised Alternative Learning Program.

CURRENT

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.07: Supervised Alternative Learning Committee

Supporting Policies

Supporting Procedures

Supervised Alternative Learning (SAL)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Supervised Alternative Learning Plan (SALP)

Request for Supervised Alternative Learning

Employer Agreement

Other Resources

[Ontario Regulation 374/10](#)

[Education Action: Section 21](#)

[Supervised Alternative Learning Policy and Implementation \(2010\)](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution # 056-2011 04 05

Approved by Board Resolution # 038-2016 04 05

DEFINITION

Supervised Alternative Learning (SAL)

SAL is an individualized learning program consisting of one or more activities. The SAL is conducted in accordance with the requirements of this Policy and Supporting Procedure.

POLICY STATEMENT

The Algoma District School Board acknowledges that, for a variety of reasons, some students may not be able to attend school regularly and therefore may not benefit from a regular school program. In order to broaden program options, the Board shall establish a supervised Alternative Learning Program (ALP) that will provide an alternative learning experience and individualized plan to enable students who are experiencing difficulty in a regular school program, to progress towards obtaining an Ontario Secondary School Diploma or achieving other education and life goals.

The Board shall establish a committee to be known as the Supervised Alternative Learning Committee (SALC) to make decisions at meetings regarding supervised alternative learning by

pupils of the board. A Committee must be established for the purposes of Ontario Regulation 374/10. ~~and~~ The committee shall be comprised of:

- a) A member of the board,
- b) A superintendent of education,
- c) A community representative.

Supervised Alternative Learning (SAL) may be used for students who are not otherwise excused under Section 21 of the Education Act. It is intended to be used for a very small segment of the student population who would benefit from an alternative learning program outside the regular school setting and only when other student success interventions have not been effective.

The Board will also establish Procedures and Guidelines and ~~Procedures~~ to support the Supervised Alternative Learning Program.

SECTION 6: OPERATIONS

Policy 6.05: Attendance/Safe Arrival of Students

Supporting Policies

Supporting Procedures

[Attendance/Safe Arrival of Students](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry PPM 123 Safe Arrivals](#)

*Approved by Board Resolution #92-1999 05 25
Approved by Board Resolution #40-2005 03 08
Approved by Board Resolution #155-2007 11 20
Reviewed by Board Resolution #088-2014 05 27*

It is the policy of the Algoma District School Board that a safe arrivals program and procedure designed to account for any pupils' unexplained failure to arrive at school after each entry during the school day, will be in place at every elementary school,

- 1.0 Parent/guardians have the primary responsibility to ensure their child's safe arrival at school. Schools shall support parents in these efforts by developing appropriate procedures to assist in monitoring the attendance of students and their safe arrival at school. The school will attempt, in accordance with the Procedures, to contact the parents/guardians whenever an elementary school student's absence is unexplained.

Written procedures concerning the monitoring of student attendance shall be developed and implemented by each elementary school. Written procedures shall reflect the local needs and particular circumstances of the school and community.

- 2.0 Parents/guardians are responsible for informing the school on a timely basis if a student will be late for, or absent from, school at any time.
- 3.0 Appropriate confidentiality shall be maintained by those involved in any aspect of the attendance or the safe arrival procedures.
- 4.0 A copy of each school's Safe Arrival Procedures shall be approved by the Superintendent of Education prior to its release to parents/guardians on an annual basis.

CURRENT

SECTION 6: OPERATIONS

Policy 6.05: Attendance/Safe Arrival of Students

Supporting Policies

Supporting Procedures

Attendance/Safe Arrival of Students

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Policy/Program Memorandum \(PPM\) 123: Safe Arrivals](#)

Approved by Board Resolution #92-1999 05 25

Approved by Board Resolution #40-2005 03 08

Approved by Board Resolution #155-2007 11 20

Reviewed by Board Resolution #088-2014 05 27

It is the policy of the Algoma District School Board that a safe arrivals program and procedure designed to account for any student's unexplained failure to arrive at school after each entry during the school day, will be in place at every elementary **and intermediate** school.

- 1.0 Parents/guardians have the primary responsibility to ensure their child's safe arrival at school. Schools shall support parents in these efforts by developing appropriate procedures to assist in monitoring the attendance of students and their safe arrival at school. The school will attempt, in accordance with the Procedures, to contact the parents/guardians whenever an elementary **or intermediate** school student's absence is unexplained.

Written procedures concerning the monitoring of student attendance shall be developed and implemented by each elementary **and intermediate** school. Written procedures ~~shall~~ **will** reflect the local needs and particular circumstances of the school and community.



- 2.0 Parents/guardians are responsible for informing the school ~~on~~ in a timely ~~basis~~ manner if a student will be late for, or absent from, school at any time.
- 3.0 Appropriate confidentiality shall be maintained by those involved in any aspect of the attendance or the safe arrival procedures.
- 4.0 ~~A copy of each school's Safe Arrival Procedures shall will be forwarded approved by to the appropriate Superintendent of Education prior to its release to parents/guardians on an annual basis.~~

DRAFT

SECTION 6: OPERATIONS

Policy 6.09: Distribution of Promotional Material/Advertising

Supporting Policies

Supporting Procedures

[Criteria for Approval of Materials Procedure](#)

Supporting Protocols and Guidelines

[Guidelines for Schools about Municipal Elections](#)

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #041-2009 03 10

Revised by Board resolution # 085-2015 05 05

POLICY STATEMENT

As a leading community partner, the Algoma District School Board may authorize the distribution of materials that are aligned with its Mission, Vision and Values and that are a benefit to students and families. Materials will be carefully reviewed to ensure they do not promote:

- A particular religion or set of beliefs;
- A specific political party, group, person or personal points of view on political or social issues;
- Individual or corporate financial gain.

Only materials from community partner organizations and groups that are non-profit will be considered for distribution unless otherwise determined by the designated Superintendent. The distribution of materials will be at no cost to the Board.

SECTION 6: OPERATIONS

Policy 6.09: Distribution of Promotional Material/Advertising

Supporting Policies

Supporting Procedures

[Criteria for Approval of Materials Procedure](#)

Supporting Protocols and Guidelines

[Guidelines for Schools about Municipal Elections](#)

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #041-2009 03 10

Revised by Board resolution # 085-2015 05 05

POLICY STATEMENT

As a leading community partner, the Algoma District School Board may authorize the distribution of materials that are aligned with its Mission, Vision and Values and that are a benefit to students and families. Materials will be carefully reviewed to ensure they do not promote:

- A particular religion or set of beliefs;
- A specific political party, group, person or personal points of view on political or social issues;
- Individual or corporate financial gain.

Only materials from community partner organizations and groups that are non-profit will be considered for distribution unless otherwise determined by the designated Superintendent of Education. The distribution of materials will be at no cost to the Board.

SECTION 6: OPERATIONS

Policy 6.18 Assessment, Evaluation and Reporting Policy

Supporting Policies

[6.18.01 Reporting Below Level 1 Policy](#)

[6.18.02 Missed and Late Assignments Policy](#)

[6.18.03 Academic Honesty Policy](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry of Education Growing Success Assessment, Evaluation, and Reporting in Ontario School- First Edition, Covering Grades 1 to 12, 2010](#)

Approved by Board Resolution #025-2011 02 08

Reviewed By Board Resolution #049-2017 05 09

Policy Statement:

The Algoma District School Board acknowledges that the primary purpose of assessment and evaluation is to improve student learning.

Beginning in September 2010, assessment, evaluation and reporting in all schools in the Algoma District will be based on the policies and practices described in the [Ministry of Education Growing Success Assessment, Evaluation, and Reporting in Ontario School- First Edition, Covering Grades 1 to 12, 2010](#), and the ADSB sub-policies listed above.

SECTION 6: OPERATIONS

Policy 6.18 Assessment, Evaluation and Reporting Policy

[6.18.01 Reporting Below Level 1 Policy](#)

[6.18.02 Missed and Late Assignments Policy](#)

[6.18.03 Academic Honesty Policy](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry of Education Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools Grades 1 to 12 - 2010](#)

[Ministry of Education Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools - 2016](#)

Approved by Board Resolution #025-2011 02 08

Reviewed By Board Resolution #049-2017 05 09

[Reviewed By Board Resolution #](#)

Policy Statement:

~~The Algoma District School Board acknowledges that the primary purpose of assessment and evaluation is to improve student learning.~~

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through this process allows students to determine their strengths and areas for improvement, and allows teachers to make judgements regarding the student's achievement of curriculum expectations in the course. Course evaluations are based on the Ontario Ministry Curriculum and adhere to the achievement levels outlined in the Growing Success policy documents. Efforts are made to ensure evaluations are fair, transparent, and equitable for all students.

~~Beginning in September 2010,~~ Assessment, evaluation and reporting in all schools in the Algoma District ~~will be~~ is based on the policies and practices described in the Ministry of Education's [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools Grades 1 to 12 - 2010](#) and [Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools - 2016](#).

SECTION 6: OPERATIONS

Policy 6.18.01: Reporting Below Level 1

Supporting Policies

[6.18 Assessment, Evaluation and Reporting Policy](#)

[6.18.02 Missed and Late Assessment Tasks and/or Assignments](#)

[6.18.03 Academic Honesty Policy](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution #050-2017 05 09

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Occasionally, the use of "R" and marks below 50 per cent may be needed to signal that additional learning is required before the student begins to achieve success in meeting subject/grade or course expectations. These marks indicate the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning.

Gr. 1 – 8

- "R" will be used on the report card when a student has demonstrated learning below Level 1 or 50%.
- R" indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning;

- Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”;
- “I” will be used when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark. Teachers will use their professional judgement and consult with the principal, to determine when the use of “I” is in the best interest of the student. “I” will be used for circumstances such as extended absences or when a student has changed schools.

Gr. 9 – 12

- The minimum mark that will be used to represent student achievement on a mid-term report is 30%. On a final report, the mark will reflect a student’s actual level of achievement (no minimum mark).
 - For Gr. 9 and 10 only, “I” may be used on a mid-term or final report when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark.
- If student achievement is below 50% in a course, the credit recovery team may recommend credit recovery as an option.

SECTION 6: OPERATIONS**Policy 6.18.01: Reporting Below Level 1 and Insufficient Evidence*****Supporting Policies***[6.18 Assessment, Evaluation and Reporting Policy](#)[6.18.02 Missed and Late Assessment Tasks and/or Assignments](#)[6.18.03 Academic Honesty Policy](#)[6.18.04 Homework Policy](#)***Supporting Procedures******Supporting Protocols******Supporting Templates and Forms******Guidelines, Checklists and Other Board Resources******External Resources***

Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution #050-2017 05 09

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Occasionally, the use of "R" and marks below 50 per cent may be needed to signal that additional learning is required before the student begins to achieve success in meeting subject/grade or course expectations. These marks indicate the need for the development of strategies to address the student's specific learning needs in order to support ~~his or her~~ success in learning.

Grades 1 – 8

- "R" will be used on the report card when a student has demonstrated learning below Level 1 or 50%. ~~Teachers will contact the parents/guardians as soon as possible to consult with them and involve them in supporting the student. The report card comment is to describe remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning.~~
- R" indicates the need for the development of strategies to address the student's specific learning needs in order to support ~~his or her~~ success in learning;

- Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English language learners **Multilingual Learners (MLLs)** with modified expectations would rarely receive an “R”;
- “I” will be used when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark. Teachers will use their professional judgement and consult with the principal, to determine when the use of “I” is in the best interest of the student. “I” will be used for circumstances such as extended absences or when a student has changed schools. **The report card comments will include the statement, “There is insufficient evidence to assign a letter grade/percentage mark” and will include why an “I” has been assigned.**

Grades 9 – 12

- The minimum mark that will be used to represent student achievement on a mid-term report is 30%. On a final report, the mark will reflect a student’s actual level of achievement (no minimum mark).
- For **Grades 9 and 10** only, “I” may be used on a mid-term or final report when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark. **The report card comments will include the statement, “There is insufficient evidence available to determine a report card grade.”**
- If student achievement is below 50% in a course, the credit recovery team may recommend credit recovery as an option.

SECTION 6: OPERATIONS

Policy 6.18.02 Missed and Late Assessment Tasks and/or Assignments

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[6.18.01 Reporting Below Level 1](#)

[6.18.03 Academic Honesty Policy](#)

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Revised by Board Resolution #051-2017 05 09

The primary purpose of assessment and evaluation is to improve student learning. It is recognized that regular learning opportunities give students the opportunity to develop their proficiency in the curriculum expectations.

It is the responsibility of all students to provide evidence of their achievement of the overall expectations within the time frame specified by the teacher. Students must understand that there will be consequences for not completing assessment tasks for evaluation or for submitting assessments late.

School Administrators will:

- establish a process to support students in completing assessment tasks (where, when, who);
- communicate ADSB Missed and Late Assignment policy and expectations to students, parents and staff regarding work completion;
- implement measures to avoid overlap and overload of summative assessment due dates (e.g. central calendar, administrative scheduling).

Teachers will:

- work with students to help them develop the necessary learning skills and work habits to ensure successful completion of assigned tasks;
- plan for major assessments to be completed in stages, so that students are less likely to be overloaded near the due date;

- require students to complete assessment tasks by following an established plan (e.g. lunchtime, in-school detention, after school, homework room);
- communicate due dates for summative assessment tasks well in advance;
- maintain ongoing communication with students and/or parents about due dates;
- communicate with parents when students are not meeting due dates;
- ensure that summative assessments are completed under the direct supervision of the teacher whenever possible to support learning skills evaluation;
- on due dates, track individual student completion of assessment tasks;
- take into consideration legitimate circumstances for missed deadlines;
- refer students to school supports for habitually missed assessment tasks (e.g. Student Success team, school counselor, Aboriginal counselor, Special Education Resource Teacher, administration).

Students will:

- demonstrate understanding of curriculum expectations to the best of their abilities;
- manage time to complete tasks;
- ensure understanding of assessment criteria;
- communicate with the teacher when they know of circumstances which may affect their ability to complete an assessment task on time;
- follow teacher direction to complete missed or late assessment tasks (e.g. lunchtime, in-school detention, after school).

Consequences may include:

- for Gr. 1-12, following the process established at the school to complete the assessment task (e.g. lunchtime, in-school detention, after school);
 - Late and incomplete assessments (including homework) will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- for Gr. 7 -12, deducting marks up to 10% for late assessments;
 - Teachers must ensure that mark deductions on individual assessments do not result in a level reduction on the report card if the reduction misrepresents the student's actual level of achievement.
- for Gr. 7 – 12, assigning a placeholder to an assessment task that is not submitted within a reasonable time frame that is clearly articulated by the teacher.
 - If a student has not adequately demonstrated the knowledge and skills related to an overall curriculum expectation, it will be reflected in the student's final evaluation.
 - If the expectation has been demonstrated elsewhere, the placeholder shall be replaced by a No Record (NR) and will not be used in the calculation of the final mark.
 - A 0% is only to be used when an overall curriculum expectation has not been demonstrated by the student in any assessment task throughout the course. Teachers will weigh all evidence of student achievement and will use their professional judgement to determine their report card grades. All placeholders and 0% entries shall be reviewed at the end of each term/semester.

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Policy 6.18.02 Missed and Late Assessment Tasks and/or Assignments

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The primary purpose of assessment and evaluation is to improve student learning. It is recognized that regular learning opportunities give students the opportunity to develop their proficiency in the curriculum expectations.

It is the responsibility of all students to provide evidence of their achievement of the overall expectations within the time frame specified by the teacher. Students must understand that there will be consequences for not completing assessment tasks for evaluation or for submitting assessments late.

Grades 1 to 6:

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grades 7 to 12:

School Administrators will:

- establish a process to support students in completing assessment tasks (where, when, who);
- communicate ADSB Missed and Late Assignment policy and expectations to students, parents and staff regarding work completion;

- implement measures to avoid overlap and overload of summative assessment due dates (e.g. central calendar, administrative scheduling).

Teachers will:

- work with students to help them develop the necessary learning skills and work habits to ensure successful completion of assigned tasks;
- plan for major assessments to be completed in stages, so that students are less likely to be overloaded near the due date;
- require students to complete assessment tasks by following an established plan (e.g. lunchtime, in-school detention, after school, homework room);
- communicate due dates for summative assessment tasks well in advance;
- maintain ongoing communication with students and/or parents about due dates;
- communicate with parents when students are not meeting due dates;
- ensure that summative assessments are completed under the direct supervision of the teacher whenever possible to support learning skills evaluation;
- on due dates, track individual student completion of assessment tasks;
- **inform students and families of the consequences of submitting a late assignment in advance of penalizing;**
- take into consideration legitimate circumstances for missed deadlines and **give students the opportunity to explain circumstances before being penalized for submitting a late assignment;**
- refer students to school supports for habitually missed assessment tasks (e.g. Student Success team, school counselor, Aboriginal counselor, Special Education Resource Teacher, administration).

Students will:

- demonstrate understanding of curriculum expectations to the best of their abilities;
- manage time to complete tasks;
- ensure understanding of assessment criteria;
- communicate with the teacher when they know of circumstances which may affect their ability to complete an assessment task on time;
- follow teacher direction to complete missed or late assessment tasks (e.g. lunchtime, in-school detention, after school).

Consequences for Grades 7-12 may include:

- following the process established at the school to complete the assessment task (e.g. lunchtime, in-school detention, after school);
 - Late and incomplete assessments (including homework) will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.
- deducting marks up to 10% for late assessments;
 - Teachers must ensure that mark deductions on individual assessments do not result in a level reduction on the report card if the reduction misrepresents the student's actual level of achievement.
- assigning a placeholder to an assessment task that is not submitted within a reasonable time frame that is clearly articulated by the teacher.

- If a student has not adequately demonstrated the knowledge and skills related to an overall curriculum expectation, it will be reflected in the student's final evaluation.
- If the expectation has been demonstrated elsewhere, the placeholder shall be replaced by a No Record (NR) and will not be used in the calculation of the final mark.
- A 0% is only to be used when an overall curriculum expectation has not been demonstrated by the student in any assessment task throughout the course. Teachers will weigh all evidence of student achievement and will use their professional judgement to determine their report card grades. All placeholders and 0% entries shall be reviewed at the end of each term/semester.

DRAFT

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Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution #052-2017 05 09

The Algoma District School Board is committed to ensuring that students learn about and demonstrate academically honest behavior. All students and staff are expected to submit authentic work.

DEFINITIONS

Cheating – the use of assistance that is not permitted in an assessment or evaluation task.

Plagiarism – The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's original work.

Forms of Plagiarism and Cheating may include, but are not limited to the following:

- Misrepresenting Effort-
 - presenting someone else's language, ideas, or other original (not common knowledge) as your own material (including direct quotations and paraphrases) without acknowledging its source;
 - misrepresenting body of evidence of learning that has occurred throughout the task (e.g. inaccurate logs, submission of previously evaluated work);
- Copying- submitting completed work that is partial or a direct copy of someone else's work;
- Source Citation- missing or falsifying citations, footnotes, endnotes, works cited or bibliography;

- Misuse of Communication Technologies –using devices to gather information when such acts are prohibited (e.g. communicating answers – texting/emailing during a test).

PROCEDURES

To achieve a school climate that fosters Academic Honesty for all students, the Algoma District School Board utilizes a progressive discipline model which includes a continuum of prevention programs, interventions, supports, and consequences.

Each secondary school will establish an Academic Honesty Committee. The Academic Honesty Committee must comprise, at a minimum, the school principal (or designate), the Student Success teacher, and the Guidance Head (or designate). Where appropriate, other staff, including, for example, professional support staff, subject teachers, credit recovery teachers, a Special Education Head (or designate), and elementary feeder school staff, may be included on the team to inform discussions about individual student placement.

RESPONSIBILITIES

Administration will

- communicate board expectations, procedures and resources such as Ministry and board documents to the wider school community. Examples of communication may include board and school websites, course outlines, board and school newsletters, and student planners. Consequences of such actions are clearly outlined in the school's code of conduct;
- promote character; and
- support teachers/students by following a progressive discipline model.

Teachers will

- model academic honesty by acknowledging sources of material used for instructional purposes;
- apply the procedures for dealing with breaches of academic honesty consistently and fairly;
- communicate expectations regarding plagiarism and cheating;
- provide age-appropriate direct instruction of research skills (e.g. evaluating sources, note making, paraphrasing, proper citing of sources using an appropriate style such as MLA, APA, variety of print and electronic resources);
- design assessment tasks that encourage academic honesty by:
 - (a) ensuring that summative assessments are completed under the direct supervision of the teacher whenever possible (Growing Success; p. 39);
 - (b) encouraging students to demonstrate higher order thinking skills;
 - (c) encouraging students to present creative and original work or reference current events;
 - (d) differentiating assessment tasks;

- (e) engaging students in the design and process of the assessment task and the development of the success criteria;
- (f) involving and monitoring student progress throughout the process by providing descriptive feedback, and structuring tasks to include components, such as conferencing and drafts; and
- (g) using available tools, such as [TurnItIn](#).

CURRENT

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Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution #052-2017 05 09

The Algoma District School Board is committed to ensuring that students learn about and demonstrate academically honest behavior. All students and staff are expected to submit authentic work.

DEFINITIONS

Cheating – the use of assistance that is not permitted in an assessment or evaluation task.

Plagiarism – The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's original work.

Forms of Plagiarism and Cheating may include, but are not limited, to the following:

- Misrepresenting Effort-
 - presenting someone else's language, ideas, or other original (not common knowledge) as your own material (including direct quotations and paraphrases) without acknowledging its source;
 - misrepresenting body of evidence of learning that has occurred throughout the task (e.g. inaccurate logs, submission of previously evaluated work);
- Copying- submitting completed work that is partial or a direct copy of someone else's work;
- Source Citation- missing or falsifying citations, footnotes, endnotes, works cited or bibliography;

- Misuse of Communication Technologies –using devices to gather information when such acts are prohibited (e.g. communicating answers – texting/emailing during a test).

PROCEDURES

To achieve a school climate that fosters Academic Honesty for all students, the Algoma District School Board utilizes a progressive discipline model which includes a continuum of prevention programs, interventions, supports, and consequences.

When responding to students who have plagiarized or cheated, teachers and school teams will use a clear procedure that considers four mitigating factors when determining the appropriate outcomes and support for the student:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents;
- the individual circumstances of the student.

When a student plagiarizes or cheats, the student does not provide evidence of achievement. Based on the consideration of mitigating factors, teachers will choose from a variety of possible responses. Some resolutions include assigning a zero and/or the opportunity to complete a similar evaluation. Consultations on possible consequences should include the teacher, department head (where applicable), and principal or vice-principal. Communication with the student and family should follow immediately. Possible consequences include:

- The teacher calls the parent or guardian
- The student reworks and resubmits
- Alternate assignment
- In-school discipline

Each secondary school will establish an Academic Honesty Committee. The Academic Honesty Committee must comprise, at a minimum, the school principal (or designate), the Student Success teacher, and the Guidance Head (or designate). Where appropriate, other staff, including, for example, professional support staff, subject teachers, credit recovery teachers, a Special Education Head (or designate), and elementary feeder school staff, may be included on the team to inform discussions about individual student placement.

RESPONSIBILITIES

Administration will

- communicate board expectations, procedures and resources such as Ministry and board documents to the wider school community. Examples of communication may include board

and school websites, course outlines, board and school newsletters, and student planners. Consequences of such actions are clearly outlined in the school's code of conduct;

- promote character; and
- support teachers/students by following a progressive discipline model.

Teachers will

- model academic honesty by acknowledging sources of material used for instructional purposes;
- apply the procedures for dealing with breaches of academic honesty consistently and fairly;
- communicate expectations regarding plagiarism and cheating;
- provide age-appropriate direct instruction of research skills (e.g. evaluating sources, note making, paraphrasing, proper citing of sources using an appropriate style such as MLA, APA, variety of print and electronic resources);
- design assessment tasks that encourage academic honesty by:
 - (a) ensuring that summative assessments are completed under the direct supervision of the teacher whenever possible (Growing Success; p. 39);
 - (b) encouraging students to demonstrate higher order thinking skills;
 - (c) encouraging students to present creative and original work or reference current events;
 - (d) differentiating assessment tasks;
 - (e) engaging students in the design and process of the assessment task and the development of the success criteria;
 - (f) involving and monitoring student progress throughout the process by providing descriptive feedback, and structuring tasks to include components, such as conferencing and drafts; and
 - (g) using available tools, such as [Turnitin](#).

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Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution # 053-2017 05 09

Definition:

The purpose of homework is to support student learning and develop learning skills. Homework tasks must connect directly to the learning expectations of the Ontario Curriculum. Homework will support material taught in class and “provide assessment information that both teachers and students can use to adjust instruction and focus learning” (Growing Success p. 34).

There are three types of commonly assigned homework and their intended outcomes, are described below:

Type	Definition	Intended Outcomes
Practice	- review and reinforce learning presented in class (e.g. review of daily work)	-helps students independently practice acquired skills and consolidate learning
Preparation	- work that prepares students for upcoming lessons or assessments (e.g. pre-reading, studying)	–students prepare for upcoming learning opportunities (e.g. gather information or materials, activate prior knowledge)
Extension	- expands on and deepens classroom learning	-students problem solve, think creatively and critically to deepen their understanding and relate learning to the outside world

Characteristics of Effective Homework:

- meaningful, engaging, relevant, and curriculum based
- homework criteria are clearly defined
- must not require resources to which student might not have access
- must not require additional teaching outside the classroom
- allows students to perform the skills required independently
- is monitored and when appropriate, includes formative feedback for learning
- may involve parents in supporting their child's learning but must not require the teaching of new concepts
- is differentiated, as appropriate
- is accommodated and/or modified according to the IEP
- shall be clearly articulated and involve consultation/collaboration among core, rotary and subject teachers, where appropriate
- assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher (Growing Success, p. 39)
- assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class (Growing Success, p. 144).

Timing, Scheduling and Quantity of Homework:

From elementary to high school the amount of time a student spends on homework depends on many factors. When assigning homework, teachers will consider: prior knowledge and skills and summative assessment schedule. Consideration must also be given to other demands on students' time such as: family time, holidays or culturally significant days, and student commitments with respect to extra-curricular activities.

Homework is not mandatory. The decision to assign homework is that of the teacher and depends on a variety of factors. The time required to complete homework will vary from student to student and from day to day. The times indicated below are guidelines, not absolutes.

Time Guidelines

Grade	Time Guideline
Kindergarten	<i>Families are encouraged to read, play, and talk with their children about their learning on a daily basis. Teachers may provide resources to support early learning activities at home.</i>
Grades 1 to 6	<i>Homework in the early grades will primarily include reading, having discussions, participating in literacy and math activities. As a result, homework assigned in the early grades shall more often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with the family. In the late Primary and Junior grades, effective homework may begin to take the form of independent work.</i>
Grades 7 to 8	<i>Homework for practice, preparation or extension for students in grades 7 and 8 shall be clearly articulated and carefully planned, in partnership among core and rotary teachers. Estimated completion time is five hours or less per week.</i>
Grade 9 to 12	<i>Homework for practice, preparation or extension for students in grades 9 - 12 shall be clearly articulated and carefully planned, in partnership among subject teachers. Estimated completion time, inclusive of all courses, is six to ten hours per week for grades 9 – 10, and ten to twenty hours per week for students in grades 11 – 12.</i>
<i>Depending on the type of assignment, course, or program, some students, including those with special needs, may have more of an in-class focus for their learning. If parents/guardians have concerns about the amount or the appropriateness of assigned homework, they are to contact the school.</i>	

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Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution # 053-2017 05 09

Definition

The purpose of homework is to support student learning and develop learning skills. Homework tasks must connect directly to the learning expectations of the Ontario Curriculum. Homework will support material taught in class and “provide assessment information that both teachers and students can use to adjust instruction and focus learning” (Growing Success p. 34). **Homework is not to be evaluated and used as an assessment of a student’s learning.**

There are three types of commonly assigned homework and their intended outcomes, are described below:

Type	Definition	Intended Outcomes
Practice	- review and reinforce learning presented in class (e.g. review of daily work)	-helps students independently practice acquired skills and consolidate learning
Preparation	- work that prepares students for upcoming lessons or assessments (e.g. pre-reading, studying)	–students prepare for upcoming learning opportunities (e.g. gather information or materials, activate prior knowledge)

Extension	- expands on and deepens classroom learning	-students problem solve, think creatively and critically to deepen their understanding and relate learning to the outside world
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Characteristics of Effective Homework:

- meaningful, engaging, relevant, and curriculum based
- homework criteria are clearly defined
- must not require resources to which students might not have access
- must not require additional teaching outside the classroom
- allows students to perform the skills required independently
- is monitored and when appropriate, includes formative feedback for learning
- may involve parents in supporting their child's learning but must not require the teaching of new concepts
- is differentiated, as appropriate
- is accommodated and/or modified according to the IEP
- shall be clearly articulated and involve consultation/collaboration among core, rotary and subject teachers, where appropriate
- assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher (Growing Success, p. 39)
- assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class (Growing Success, p. 144).

Timing, Scheduling and Quantity of Homework:

From elementary to high **secondary** school the amount of time a student spends on homework depends on many factors. When assigning homework, teachers will consider: prior knowledge and skills and summative assessment schedule. Consideration must also be given to other demands on students' time such as: family time, holidays or culturally significant days, and student commitments with respect to extra-curricular activities.

If parents/guardians choose to take their child(ren) out of school at times other than school holidays, the school cannot provide academic activities that replicate the missed learning which includes opportunities for students to demonstrate skills and engage in learning conversations. Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family-initiated absences. For absences due to extended illness, parents/guardians may contact the school principal to discuss available options.

Homework is not mandatory. The decision to assign homework is that of the teacher and depends on a variety of factors. The time required to complete homework will vary from student to student and from day to day. The times indicated below are guidelines, not absolutes.

Time Guidelines

Grade	Time Guideline
Kindergarten	<i>Families are encouraged to read, play, and talk with their children about their learning on a daily basis. Teachers may provide resources to support early learning activities at home.</i>
Grades 1 to 6	<i>Homework in the early grades will primarily include reading, having discussions, participating in literacy and math activities. As a result, homework assigned in the early grades shall more often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with the family. In the late Primary and Junior grades, effective homework may begin to take the form of independent work.</i>
Grades 7 to 8	<i>Homework for practice, preparation or extension for students in grades 7 and 8 shall be clearly articulated and carefully planned, in partnership among core and rotary teachers. Estimated completion time is five hours or less per week.</i>
Grades 9 to 12	<i>Homework for practice, preparation or extension for students in grades 9 - 12 shall be clearly articulated and carefully planned, in partnership among subject teachers. Estimated completion time, inclusive of all courses, is six to ten hours per week for grades 9 – 10, and ten to twenty hours per week for students in grades 11 – 12.</i>

Depending on the type of assignment, course, or program, some students, including those with special needs, may have more of an in-class focus for their learning. If parents/guardians have concerns about the amount or the appropriateness of assigned homework, they are to contact the school.



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
CLOSED SESSION
2023 03 28
5:30 p.m.
H.E. CROWDER BOARD ROOM**

The Regular Board Meeting was called to order by Chair Jennifer Sarlo.

- A. (I) Attendance as per attached schedule.

(Resolution #027-2023)

On motion of Trustees Sheryl Evans and Russell Reid it was approved:

That the Board move into Closed Session at 5:30 p.m.

- (II) **Conflict of interest** from past meeting.

Trustee Nick Apostle declared a Conflict of Interest on 2023 02 28 for item D.2 – Approval of the Terms & Conditions for Principals and Vice-Principals (September 1, 2020 - August 31, 2024) and left the meeting on 2023 02 28.

D. Action Items

Action Items D.1 and D.2 were discussed and approved in Closed Session and moved into Open Session and approved in Open Session as items **B.2, Resolution #034-2023** and **B.3, Resolution # 035-2023**.

(Resolution # 028-2023)

On motion of Trustees Greg Bowman and Russell Reid it was approved:

D.1 JK-12 ORGANIZATION FOR 2023 - 2024

1.7.0 Proposed Resolution

- 1.7.1** That the proposed JK-12 organization for September 2023 be approved as contained in the Director's Report to the Board of 2023 03 28 subject to funding, the budgetary process and any significant changes in school enrolments requiring organizational changes.

(Resolution #029-2023)

On motion of Trustees Elaine Johnston and Heather Whitley it was approved:

**D.2 DECLARATION OF ALGOMA DISTRICT SCHOOL BOARD'S SURPLUS PROPERTY –
ROCKHAVEN PUBLIC SCHOOL**

2.4.0 Proposed Resolution

2.3.1 That the Board confirm the attached property as surplus to the Board and available for sale in accordance with Ontario Regulation 444/98 (Attachment D.2 #1).

Updates given:

- E.1 Negotiations Update**
 - E.2 Arbitration and Grievance Update**
 - E.3 Personnel/Property/Other Issues**
-

(Resolution #030-2023)

On motion of Trustees Russell Reid and Sheryl Evans it was approved:

That the Board adjourn Closed Session at 7:00 p.m.

(Resolution #037-2023)

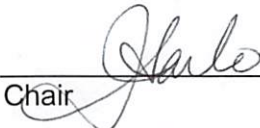
On motion of Trustees Elaine Johnston and Sheryl Evans it was approved:

That the Board resume Closed Session at 8:57 p.m.

(Resolution #038-2023)

On motion of Trustees Debbie Shamas and Russell Reid it was approved:

That the Board adjourn Closed Session at 9:20 p.m.

Chair 

Secretary 



ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING – CLOSED SESSION

Date of Meeting: **Tuesday, March 28, 2023**

Time of Meeting: **5:30 p.m.**

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Nick Apostle	On Line			
Greg Bowman	Present			
Sheryl Evans	Present			
Elaine Johnston	Present			
Sara McCleary	Absent			
Marie Murphy-Foran	Absent			
Susan Myers	Present			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Russell Reid	Present			
Heather Whitley	Present			
<u>Admin. Council</u>				
L. Reece	Present			
J. Santa Maria	Present			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
F. Palumbo	Present			
<u>Others</u>				

Elaine Johnston
 Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

**MINUTES
OPEN SESSION**

2023 03 28

7:00 p.m.

H.E. CROWDER BOARD ROOM

The Regular Board Meeting was called to order by Chair Jennifer Sarlo.

A. (I) Roll Call

Attendance as per attached schedule.

(Resolution #031-2023)

On motion of Trustees Debbie Shamas and Heather Whitley it was approved:

That the Board move into Open Session at 7:09 p.m.

(II) Land Acknowledgement – Read by Superintendent Heather Whitley

(III) Approval of Agenda

(Resolution #032-2023)

On motion of Trustees Greg Bowman and Elaine Johnston it was approved:

That the Agenda dated 2023 03 28 be approved as distributed.

(IV) Conflict of interest -past meeting

Trustee Nick Apostle declared a Conflict of Interest on 2023 02 28 for item D.2 – Approval of the Terms & Conditions for Principals and Vice-Principals (September 1, 2020 - August 31, 2024) and left the meeting on 2023 02 28.

A. (V) Education Topic and/or Delegation

1. Update on Bridge Building Contest
Guests: Principal of Kiwedin-Shannon Irwin and
Students – Andrew P. and Emmett O. M.B.
2. Overview and Update of Rebound North
Guests: S.A.T. Teacher Heidi MacDonald, and Teachers Scott MacDonald
and Carla Muto, Students – Jersie G. and Skylar C. M.B.

(VI) System Information

1. Tour for Humanity Bus in ADSB March 27 – March 31 J.M.
2. Language Support and Services in ADSB
Guests: Lianne Vezeau and Sara Amato, Jessica Nicholson,
Jenna Carlucci and Mikaela Caputo B.V.
3. Discussion of Policies: 2.03 (Recruitment & Selection of the Director of
Education), 2.05 (Evaluation of the Performance of the Director of Education),
2.08 (Agenda Review Committee), 3.01 (Administrative Council), 3.02 (The
Education Act & Other Legislation) L.R.

(Resolution #033-2023)

On motion of Trustees Sheryl Evans and Russell Reid it was approved:

A. (VII) Approval of Minutes from Previous Meetings**Minutes to be Approved by the Board:**

1. Regular Board Meeting Minutes of 2023 02 28.

(VII) Minutes to be Received by the Board.

1. Special Education Advisory Committee (SEAC) meeting Minutes of 2023 02 14.
-

A. Reports from Committee Chairs, OPSBA Items

(VIII) Student Trustees' Reports

(IX) Reports from Committee Chairs, O.P.S.B.A., P.I.C.

(Resolution #034-2023)

On the motion of Trustees Elaine Johnston and Greg Bowman it was approved:

B.1 TRUSTEE TRAVEL – 2023 OPSBA EDUCATION LABOUR RELATIONS & HUMAN RESOURCES SYMPOSIUM

1.3.0 Proposed Resolution

1.3.1 That approval be granted for up to 11 Trustees to attend the 2023 OPSBA Education Labour Relations & Human Resources Symposium being held at the Sheraton Centre Hotel in Toronto, ON, from April 27 to April 28, 2023.

Items D.1 and D.2 approved and moved from Closed Session to Open as the following B items:

(Resolution #034-2023)

On the motion of Trustees Greg Bowman and Russell Reid it was approved:

B.2 School Year Calendar for 2023-2024

2.7.0 Proposed Resolution

2.7.1 That the Board, subject to the approval of the three coterminous Boards, approve the School Year Calendar for the 2023-2024 school year, as contained in the Director's Report of 2023 02 28.

(Resolution #035-2023)

On the motion of Trustees Elaine Johnston and Heather Whitley it was approved:

**B.3 DECLARATION OF ALGOMA DISTRICT SCHOOL BOARD'S SURPLUS PROPERTY
– ROCKHAVEN PUBLIC SCHOOL**

3.3.0 Proposed Resolution

3.3.1 That the Board confirm the attached property as surplus to the Board and available for sale in accordance with Ontario Regulation 444/98 (Attachment D.2 #1).

C. INFORMATION ITEMS

ADSB Quarterly Report – Q2

FUTURE MEETINGS AND LOCATIONS

2023 04 25 Regular Board Meeting – H.E Crowder Board Room

(Resolution #036-2023)

On the motion of Trustees Russell Reid and Elaine Johnston it was approved:

That the Board move to adjourn the Public Meeting at 8:49 pm.


Chair


Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, March 28, 2023**

Time of Meeting: **7:00 p.m.**

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Nick Apostle	On Line			
Greg Bowman	Present			
Sheryl Evans	Present			
Elaine Johnston	Present.			
Sara McCleary	Absent			
Marie Murphy-Foran	Absent			
Susan Myers	Present			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Russell Reid	Present.			
Heather Whitley	Present			
<u>Student Trustees</u>				
Teagen Britten	On Line			
Nevaeh Pine	Absent			
Ava Engel	Present			
<u>Admin. Council</u>				
L. Reece	Present			
J. Santa Maria	Present			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
F. Palumbo	Present.			
<u>Others</u>				
L. Aceti	Present			
F. Walsh	Present.			
<u>Media</u>				
Brian Kelly	Present			
Warren Taylor	Present			


 Chair or Trustee Designate



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

MINUTES OF MEETING
March 21, 2023
DT Walkom/Teams
12:00 Start Time

Present: S. Kitts (North Shore Tribal Council), A. Gauthier (Thrive Child Development Centre) P. Mick (Member-At-Large), Margaret Tuomi, (Autism Ontario) ,M. Barbeau (Community Living Algoma, E. Torresan (Algoma Family Services), S. McIlquham (Sault Ste Marie Down Syndrome Society

Trustees: R. Reid.

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

Regrets: S. Evans, R. Reid

Meeting called to order at 12:05p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the hybrid meeting.

1. Round Table - Introduction of members, staff, and guests.

2. Approval of Agenda and Minutes (February 14, 2023)

Approval of Agenda. Moved by S. Kitts. Seconded by M. Tuomi. All in favour.

Approval of Minutes. Moved by M. Tuomi Seconded by P. Mick All in favour.

3. Correspondence: nothing received

4. Presentation: *Language Programs & Services in ADSB (ADSB Language Team)*

- ***Our Team:*** Our Language team includes 2 Speech - Language Pathologists (SLPs) - Sara Amato and Lianne Vezeau, as well as 3.5 Communicative Disorders Assistants (CDAs) - Jenna Carlucci, Mikaela Caputo, Jess Nicholson and Danielle Secondi. Danielle's position is shared with Huron-Superior CDSB to support eastern area schools.
- ***Tiered Support Model:*** Our Language support services are based on a tiered service model, Generally, our Language team focuses on Kindergarten-Grade Three students with an eye towards early intervention/remediation. The first tier of support focuses on providing language -rich classroom programming. Our Language team supports classroom educators through resources and professional learning opportunities. Tier 2 supports are focused on small group intervention provided by our CDAs. Four different types of groups are used. Groups are focused on pre-linguistic skills, language

development, language enrichment and language component skills. Tier 3 supports include formal assessment and consultation provided by the SLPs. SLPs complete formal language assessments to assess student's understanding and use of language. A formal assessment is also used as the basis for identification by the IPRC as a student with a Language Impairment and the provision of an Individual Education Plan.

- Our team members have a family of schools and use a block scheduling model that rotates intervention blocks among schools. Usually four schools will receive services simultaneously from the CDAs.
- Screening of all JK and SK students for both language needs and speech, as well as screening of Grade 1-3 students considered at-risk for language or speech needs took place this year. In future years, the focus will be on screening all incoming JK students as well as SK-3 students considered at-risk. Our SLPs will also be participating in JK transition meetings this spring for students with potential language needs.
- Our Language team also works extensively to provide ongoing professional learning for teachers, early childhood educators, educational assistants and other board staff.

Questions related to the presentation.

- **JK Transitions process.** S. Kitts inquired about the JK Transition process. B. Vallee stated that during the first phase of the transitions process, K. Viita works with community partners to gather information for a student profile. The profile provides information on specific student needs that may include behavior, physical needs, language development, etc. Our goal is for our Language team to be involved with students that have language needs as early as possible, so the SLPs will be participating in the next phase of Transitions (which includes school-based meetings in the springtime). S. Kitts also noted how hard it is to reach parents that have had no prior connection to an outside agency. This is an ongoing concern. Now that the registration process is online, principals reach out to all incoming kindergarten families, and Welcome to Kindergarten nights provide a great opportunity to see the kids. Nevertheless, each September we do have students that begin school without any school personnel being aware of their needs prior to the start.
- **Older Students:** S. McIlquham asked what happens to students after grade 3...is there any involvement by SLPs? B. Vallee responded that we focus on K-3 to ensure early intervention with language skills. However, as students move through the grades other academic needs may also appear and we sometimes need to expand our focus to include other areas (e.g. literacy development). S. McIlquham also asked specifically about students with Down Syndrome. B. Vallee responded that access to support services continues based on student programming needs. For example, our SLPs continue to provide ongoing consultation and support for staff working with students in all classrooms as well as providing ongoing support to specialized programs/ classrooms.

5. Member Organization Updates

S. Kitts (North Shore Tribal Council)

- Still lots of meetings going on with schools.
- Transition Meetings with Garden River's daycare services to begin to prepare JK's with high needs for the upcoming school year.

M. Barbeau (Community Living Algoma)

- Still working on one list to help support students.
- Shelly Moore presentation follow-up. In contact with both school boards for professional learning sessions to begin in October 2023

M. Tuomi (Autism Ontario),

- Training for Autism and mental health taking place on April 4 and 5.
- April is Autism Awareness Month with the theme of “Celebrate the spectrum”. This will help promote learning about autism, how we can make changes and support people with ASD. Lots of resources available (sent out to SEAC members)

A. Gauthier (Thrive)

- Nothing to report this month.

P. Mick (Member- At-Large)

- Nothing to report this month.

S. McIlquham (Sault Ste Marie Down Syndrome Society)

- **March 21, 2023 is World Down Syndrome Day.** The goal is to promote the development of individuals with Down Syndrome, so their lives may be enriched and that they may reach their full potential.
- Since 1983, life expectancy for babies born with Down Syndrome has doubled!

E. Torresan (Algoma Family Services)

- May be aware that AFS has been working with Children’s Aid Society (CAS) to find a solution for high-risk adolescents who require more intensive treatment options. AFS has secured the former Holder House as a facility. Hiring and staff training is underway and looking into having their first clients in place during the spring.
- Also progressing with the new Youth Hub located on Douglas Street. This will offer multiple services- counselling, laundry, showers, skill development, cooking and wood working among others. Hoping to have a summer program running.

6. Report from the Board (Trustees)

- Great presentation on the new FIT program that will be available for Gr. 7 & 8 students next year. Following the success of our Hockey Skills program, the FIT program will provide students with addition training experiences related to swimming, cross-country skiing and dance. The program will run out of the White Pines Intermediate program.
- Opportunity to tour the new Trades Trailer that we will be using to bring new trades-related experiences to our Intermediate students. The trailer is completely renovated with tools, equipment to help students get a better feel for the trades. The tour took place at the Moose Lodge, which was set up for local Skills Ontario carpentry competition.

7. Report from Administration (B. Vallee & K. Viita)

- **Transitions:** The next phase of the Transitions process includes school-based meetings set for April and May. The Special Education team, including Special Education Assignment Teachers (SEATs), Special Education Leads (SELEADS) and our multi-disciplinary team will be working with school-based teams to conduct transition meetings and planning for the 72 incoming students that are participating in the process.

- **Development of the 20203 Special Education Plan/Report:** Letters have gone out to all schools to be sent to families re the Parent Survey. A link to the survey is embedded in the letter. We are using two surveys this year– there is a general survey focused on special education programs and services, and a second survey focused on specialized programs and classrooms. Surveys will be live until the end of March.
- **February Principal's Meeting:** With a busy agenda for the February Principal's Meeting, we focused on providing principals with information updates on a number of topics of interest.
- **Vice-Principal Professional Learning:** Our quarterly vice-principal's session occurred at the end of February. Kristen Viita and the Special Education Assignment Teachers led both an elementary and a secondary session on applying instructional leadership strategies to support teachers in ensuring effective learning for students with an Individual Education Plan. We will be continuing this work with our Principal group at their next leadership learning session (March 23rd) as well.
- **On-Going SERT Professional Learning** – SELEADs/SEATs have been focused on using a “grand rounds” format in which SERTs present a learning profile and the group examines needs and next steps to improve programming for the student. Our secondary SERTs also participated in a full day PD session focused on transitions to secondary school and content of the learning strategies courses.
- **CAT4/Insight: CAT4/Insight Testing:** Each October our Grade 3 students have participating in group testing using the Canadian Achievement Test 4th edition and Insight. These assessments provide both ability and achievement data and are used to identify both individual and school-wide learning needs. As discussed at our October meeting, we will be shifting our focus from testing Grade 3 students each fall to testing Grade 2 students each spring beginning in 2023. Accordingly, CAT4/Insight testing for our Grade 2 students has been scheduled for April 11th through the 14th.

8. Upcoming Agenda Items:

- Over the next few meetings, we are hoping to provide a more detailed look at some of the programs and services that our team provides by inviting various members of our multi-disciplinary team to give SEAC members more detail about the work they are doing in our schools. We are hoping to have our Autism/Behaviour team and our LD Resource Facilitator come to our next few meetings.

9. Next Meeting: April 18, 2023

10. Motion to adjourn: Moved by S.Kitts. Seconded by M. Tuomi.

Meeting adjourned at 1:20



B.1 Director's Report to The Board

Date: 2023 04 25

Subject: APPROVAL OF POLICIES

1.1.0 Background

1.1.1 As part of our policy review process, the following policies have been reviewed by trustees, administrative council and appropriate Board personnel and are attached as items:

- | | |
|------|--|
| 2.03 | Recruitment and Selection of the Director of Education |
| 2.05 | Evaluation of the Performance of the Director of Education |
| 2.08 | Agenda Review Committee |
| 3.01 | Administrative Council |
| 3.02 | The Education Act & Other Legislation |

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
2.03	2	No change to policy
2.05	2	<i>"Policy" section:</i> Updated pronouns from "his/her" to "their"
2.08	2	Proposed deletion of policy
3.01	3	<i>"Composition" section:</i> Corrected job title to show "Associate Director of Corporate Services and Operations"
3.02	3	Proposed deletion of policy

B.1 Director's Report To The Board

Date: 2023 04 25

Subject: APPROVAL OF POLICIES

1.3.0 Recommendations

1.3.1 It is recommended as part of the regular review process, that the Board approve the following policies:

- 1.3.1 a 2.03 Recruitment and Selection of the Director of Education
- 1.3.1 b 2.05 Evaluation of the Performance of the Director of Education
- 1.3.1 c 2.08 Agenda Review Committee
- 1.3.1 d 3.01 Administrative Council
- 1.3.1 e 3.02 The Education Act & Other Legislation

as outlined in the Director's Report of 2023 04 25.

1.4.0 Proposed Resolution

1.4.1 That the Board approve, as part of the regular review process, the following policies:

- 1.4.1 a 2.03 Recruitment and Selection of the Director of Education
- 1.4.1 b 2.05 Evaluation of the Performance of the Director of Education
- 1.4.1 c 2.08 Agenda Review Committee
- 1.4.1 d 3.01 Administrative Council
- 1.4.1 e 3.02 The Education Act & Other Legislation

as outlined in the Director's Report of 2023 04 25.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.03: RECRUITMENT AND SELECTION OF THE DIRECTOR OF EDUCATION

Supporting Policies

Supporting Procedures

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

Approved by Board Resolution #055 – 2018 06 12

1.0 RATIONALE

The Board of Trustees is responsible for the recruitment and selection of the Director of Education who is the chief education officer, chief executive officer and secretary of the Algoma District School Board.

This governance policy establishes governing principles for a process by which the Board will recruit and select a candidate for the position of a director of education.

Algoma District School Board is committed to recruiting and employing a director of education who is highly qualified and who possesses outstanding leadership qualities.

The Board recognizes the importance of appointing a highly effective system leader to implement the work of the Board. The Board shall seek a director of education who promotes success for all students and staff members, open communication and positive community relationships.

2.0 DEFINITIONS

Board means the Board of Trustees.

Search Consultant means an executive search firm or individual retained by the Board to facilitate and advise the Board during the recruitment and selection process of a director of education.

3.0 POLICY

- 3.1** Algoma District School Board has a policy, Role of the Director of Education which is particularly relevant for the purposes of the recruitment and selection of a director of education. The policy describes the Board's expectations of the director. The role description highlights a commitment to student achievement and well-being. It states that the director must provide educational leadership; demonstrate effective system direction and planning; exhibit fiscal responsibility; and provide successful organizational and personnel management. The policy describes a director who establishes positive working relations with members of the Board, the staff, and community. In addition, the director is expected to engage in effective communications with all stakeholders to promote and protect public education within the district and the province.
- 3.2** The Board is committed to the establishment of a recruitment and selection process for the director's position, which captures the complexity of the workplace and provides practical, multi-criteria assessments of the degree to which the candidates possess the knowledge, skills and attributes of a successful system leader.
- 3.3** The Board is also committed to holding itself to high standards and continually stresses and reinforces the importance of confidentiality throughout all steps of the recruitment and selection process in order to preserve the integrity of the Board, the candidates and the search process from start to successful completion.
- 3.4** For greater certainty, in the case of an unplanned vacancy in the position of director of education and/or the need to appoint an interim director of education, the Board is not required to follow this policy.

4.0 Selection of Search Consultant

- 4.1** When it is known that the position of the director of education will become vacant, the Board will select a Search Consultant to assist and/or perform any of the duties related to the recruitment and selection process upon terms as specified by the Board, and to include the following key components identified below.

5.0 Duties of the Search Consultant

- 5.1** In consultation with the Board, the Search Consultant will prepare a candidate profile for the position of the director of education which will include the components of the Role of the Director of Education Board Policy, the key priorities of the Board for the new director to accomplish and any other selection criteria and leadership competencies sought in the ideal candidate.

- 5.2** To ensure that the selection process considers local needs, the Search Consultant will gather information about the strengths of the system, challenges for the coming years, and the qualities and skills that are perceived as necessary for the director of education. This information will be brought to the Board's attention when preparing the candidate profile. Those to be consulted may include the senior team, trustees, employee groups, and the parent involvement committee.
- 5.3** The Search Consultant will be responsible for developing the following additional key components of the search process as well as any other duties assigned by the Board:
- a. develop a search strategy for candidate identification, including advertising and application requirements;
 - b. ensure that all qualified Algoma District School Board employees are made aware of the search process;
 - c. review all applicant resumes/applications and recommend to the Board a short list of candidates for the Board to consider and interview;
 - d. develop an interview format and questions which must be consistent with all applicable Algoma District School Board policies regarding hiring and human resource practices, including all equity policies;
 - e. training for the Board on the interview process to ensure a consistent, fair and equitable process;
 - f. conduct reference and credential checks on all finalist candidates and prepare a detailed report for review by the Board; and
 - g. provide support and assistance during the interviews of candidates and assist in the selection debriefing by the Board.

6.0 Duties of the Board

- 6.1** The committee of the whole Board will be responsible for the oversight of the recruitment and selection of the director of education, including the following key components:
- a. approve the candidate profile, and search strategy for candidate identification, including advertising and application requirements;
 - b. develop the employment contract framework and parameters;
 - c. approve a short list of candidates to be interviewed;
 - d. approve the interview format and questions to be asked of candidates during the interview;
 - e. attend any training sessions provided on the interview and selection process;
 - f. review the Search Consultant's reference check report;
 - g. conduct the interview of potential candidates and select final candidate to be recommended to the Board; and
 - h. approve the final employment contract for the director of education and make a recommendation to the Board.

- 6.2** The Chair of the Board, with the assistance of legal counsel, will negotiate on behalf of the Board with the selected candidate to draft an employment contract.
- 6.3** A motion of the Board adopting the recommendation of the committee of the whole to approve the final employment contract of the director will be made.
- 6.4** A formal resolution appointing the successful candidate must be made by the Board.
- 6.5** The announcement of the appointment of a new director of education will be coordinated with the new director and a communications officer of the Algoma District School Board.

NO CHANGE

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.05: EVALUATION OF THE PERFORMANCE OF THE DIRECTOR OF EDUCATION

Supporting Policies

Supporting Procedures

[Director of Education Performance Review Procedure](#)

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

[The Ontario Leadership Framework](#)

Approved by Board Resolution #027-2016 02 16

RATIONALE

An effective performance review provides a mutual learning opportunity to provide feedback to the Director of Education in a process which strengthens the organization and benefits students.

The Ministry of Education has directed that school Boards conduct an evaluation of the performance of the Director of Education (*Education Act 169.1(1)*).

POLICY

It is the policy of the Algoma District School Board to:

1. Ensure accountability for the effective leadership and management of the school system and the effective implementation of its Multi-Year Strategic Plan.
2. Provide the Director of Education with concrete feedback from the elected Board on his/her performance to be used as a basis for his/her personal development in the role.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.05: EVALUATION OF THE PERFORMANCE OF THE DIRECTOR OF EDUCATION

Supporting Policies

Supporting Procedures

[Director of Education Performance Review Procedure](#)

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

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POLICY

It is the policy of the Algoma District School Board to:

1. Ensure accountability for the effective leadership and management of the school system and the effective implementation of its Multi-Year Strategic Plan.
2. Provide the Director of Education with concrete feedback from the elected Board on **their** performance to be used as a basis for **their** personal development in the role.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.08: Agenda Review Committee

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #223-2012 04 10

Approved by Board Resolution #108-2017 11 28

COMPOSITION

The Agenda Review Committee shall consist of:

- a) Chair and Vice-Chair
- b) One Additional Trustee Chosen in Rotation
- c) Director of Education

TERMS OF REFERENCE

The purpose of the Agenda Review Committee is to support the development of agenda items for Board meetings by advising on such issues as timelines and thoroughness of items, action versus information items, open and closed session, and the order of items on the agenda. Actions may include but are not limited to the following:

- To review the action and information items proposed by administration for Board meetings.
- To review action and information items proposed by Board committees and individual trustees for Board meetings.
- To assist administration in organizing agenda items for Board meetings.
- To review with administration, Board committees, and/or individual trustee matters of procedural concern regarding items for inclusion in Board meetings.
- To assist administration in directing requests or inquiries from outside the Board for disposition as appropriate.
- As per [Bylaw 4.5 Notice of Meeting](#), there may be unusual circumstances where the supporting materials may not be available until the time of the meeting.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.08: Agenda Review Committee

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

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- To assist administration in directing requests or inquiries from outside the Board for disposition as appropriate.
- As per [Bylaw 4.5 Notice of Meeting](#), there may be unusual circumstances where the supporting materials may not be available until the time of the meeting.

SECTION 3: ADMINISTRATIVE COUNCIL

Policy 3.01: Administrative Council

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #236-2012 05 08

Approved by Board Resolution #056-2018 06 12

COMPOSITION

The Board of Education has established an Administrative Council consisting of all senior officials whose duties are outlined in the Education Act.

The Administrative Council includes:

- The Director of Education
- The Executive Superintendent of Business & Operations
- The Superintendents of Education

TERMS OF REFERENCE

1. The Director of Education shall be Chair of the Administrative Council.
2. The Superintendents, all on the same level of responsibility and authority, shall provide advice and guidance to the Director of Education and assist in carrying out the policies of the Board, develop and implement procedures, programs and supports related to these policies.
3. The Administrative Council shall meet as requested by the Board or by the Director of Education.
4. A "Report of the Director of Education" will be prepared for regular meetings of the Board and/or as required.
5. The Director of Education will have reports submitted on any topics requested by the Board by resolution.

SECTION 3: ADMINISTRATIVE COUNCIL

Policy 3.01: Administrative Council

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #236-2012 05 08

Approved by Board Resolution #056-2018 06 12

COMPOSITION

The Board of Education has established an Administrative Council consisting of all senior officials whose duties are outlined in the Education Act.

The Administrative Council includes:

- The Director of Education
- ~~The Executive Superintendent of Business & Operations~~ Associate Director of Corporate Services and Operations
- The Superintendents of Education

TERMS OF REFERENCE

1. The Director of Education shall be Chair of the Administrative Council.
2. The Superintendents, all on the same level of responsibility and authority, shall provide advice and guidance to the Director of Education and assist in carrying out the policies of the Board, develop and implement procedures, programs and supports related to these policies.
3. The Administrative Council shall meet as requested by the Board or by the Director of Education.
4. A "Report of the Director of Education" will be prepared for regular meetings of the Board and/or as required.

5. The Director of Education will have reports submitted on any topics requested by the Board by resolution.

DRAFT

SECTION 3: ADMINISTRATIVE COUNCIL**Policy 3.02: The Education Act and Other Legislation*****Supporting Policies******Supporting Procedures******Supporting Protocols and Guidelines******Supporting Templates and Forms******Other Resources******[Education Act](#)***

Approved by Board Resolution #154-1998 06 23

Revised by Resolution #236-2012 05 08

Revised by Resolution #040-2018 05 08

The core legislation that governs elementary level and secondary level education in the Province of Ontario is [The Education Act](#), and any regulations issued under its authority.

In addition, other statutes and regulations may expand upon, add to, overlap [The Education Act](#) in many areas. Some examples are the following:

- [Immunization of School Pupils Act](#)
- [Municipal Conflict of Interest Act](#)
- [School Boards and Teachers Collective Negotiations Act](#)
- [Teaching Profession Act](#)
- [Municipal Act.](#)

The Algoma District School Board shall fulfill its mandate in accordance with The Education Act (and its associated regulations) that deal with key issues such as the [Safe Schools Act](#), Teacher Performance Appraisal, and Criminal Background Check. In addition the Board shall act in accordance with all other federal and provincial legislation, and with all municipal by-laws which might impact upon it.

Such legislation would include (but would not be restricted to) the following statutes and any regulations issued under these statutes:

- Building Code
- Canadian Charter of Rights and Freedoms
- Employment Standards Act
- Freedom of Information and Protection of Privacy Act
- Health Promotion and Protection Act
- Highway Traffic Safety Act
- Human Rights Code
- Occupational Health and Safety Act
- Ontario Fire Code
- Ontario Hydro Act.
- Pay Equity Act
- Pension Benefits Act
- Teachers' Pension Act
- Tobacco Control Act
- Workers' Compensation Act