



REGULAR BOARD MEETING AGENDA
March 29, 2022
Microsoft TEAMS & EDUCATION CENTRE 7:00 P.M.

A. PROCEDURAL ITEMS

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

V. Education Topic and/or Delegation

	Superintendent
1. Update on Bridge Building Contest – Guests: ELSS – Student Rhianna Goymer, Teacher Jeff Watts, Principal, Rick Juuti and Ben R. McMullins – Student Amy MacMichael, Teacher Cindy Zappacosta	M.B.

VI. System Information

	Superintendent
1. Supporting Literacy JK-12	M.B.
2. Distribution of Policy 6.32 Purchasing Policy and 6.40 Investment Policy	J.S.M.
3. Distribution of Policy 6.26 Volunteer Policy	J.M.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes from 2022 02 15

Minutes to be Received by the Board:

1. S.E.A.C. Meeting Minutes from 2022 02 08

VIII. Student Trustees' Report

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



REGULAR BOARD MEETING AGENDA
March 29, 2022
Microsoft TEAMS & EDUCATION CENTRE 7:00 P.M.

B. ACTION ITEMS	
	Superintendent
1. Approval of Policy 2.09 Electronic Meetings	L.R.
2. Appointment of Student Trustees for 2022-2023 School Year	J.M.
3. JK-12 Organization for 2022-2023	J.M/M.B./F.P.
4. Trustee Determination and Distribution	J.S.M.
5. Election By-Law – To Delegate Authority to Returning Officer for the 2022 Trustee Elections	J.S.M.
C. INFORMATION ITEMS	
1. Quarterly Report – Q2	J.S.M.
FUTURE MEETINGS AND LOCATIONS	
2022 04 12 5:30 p.m. 7:00 p.m.	Committee of the Whole Board Meeting – H.E. Crowder Board Room Closed Open

SECTION 6: OPERATIONS

Policy 6.32: Purchasing

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry of Finance Supply Chain Guidelines](#)

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #055-2011 04 05

Amended by Board Resolution # 077-2016 06 14

1.0 Purpose

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

2.0 Principles

Procedures shall be developed that will:

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

- 2.6 monitor purchases and maintain consistency;
- 2.7 provide controls that will ensure purchasing policies and procedures are followed by all personnel;
- 2.8 adhere to appropriate Federal and Provincial legislation, regulations, standards and guidelines, including [Ministry of Finance Supply Chain Guidelines](#).

3.0 **Administrative Detail**

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

4.0 **Purchasing Code of Ethics**

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

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

5.0 **Conflict of Interest**

- 5.1 In procurement activities with suppliers seeking to do business with the Board, staff are responsible for using good judgement and to avoid situations which may present a conflict of interest.
- 5.2 No employee of the Algoma District School Board shall knowingly purchase on behalf of the Board any goods or services from a supplier that is owned or operated by an employee of the Board or by a relative of an employee of the Board (including parent,

child, spouse, partner, sibling, in-law) without the prior approval of the Administrative Council. Such supplier, or employee, could be perceived to have a direct influence on the use of a particular good or service by the Board.

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

5 Buy Canadian Policy

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

6 Employee Purchasing

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

7 Unauthorized Purchases

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

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

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring supplies and services.	
\$0 - \$5000	No Quote required but may choose to do so. May use catalogue prices.
\$5000 - \$10,000	Informal verbal or written quotation from 1 or more suppliers by telephone, fax, email. Quote(s) must be documented and retained on file.
\$10,000 - \$100,000	Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to Superintendent of Business for review and approval.
Over \$100,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to Superintendent of Business for review and approval.

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

Request for Quotation (RFQ) – A request for prices on specific goods or services from selected vendors which are submitted verbally, in writing, or transmitted by facsimile or email as specified in the RFQ.

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

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

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

9.1 **Exemptions**

Competitive bidding requirements may be waived for the following purchases:

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

Negotiation:

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

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

9.2 Criteria for Dollar Limits on Purchases of Consulting Services

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.	
\$0 – \$50,000	Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to Superintendent of Business for review and approval.
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\$0 - \$1,000,000	Non-Competitive (exemption-based only) Requires Approval of the Director of Education
\$1,000,000 or more	Non-Competitive (exemption-based only) Requires Approval of Trustees

10.0 Signing Authorities for the Purchase of Goods/Services

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

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

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

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

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

11.0 Standing Orders

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

12.0 Board Approval Requirements

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

13.0 Co-operative Purchasing

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

14.0 Environmental Consideration

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

15.0 Industry Safety Standards

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

16.0 Capital Projects

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

16.1 Change Orders for Capital Projects

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

Appendix 1

Purchasing Code of Ethics

Goal:

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

I. Personal Integrity and Professionalism

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

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

SECTION 6: OPERATIONS

Policy 6.32: Purchasing

Supporting Policies

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry of Finance Supply Chain Guidelines](#) [Ontario Broader Public Sector \(BPS\) Procurement Directive](#)

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2.0 Principles

Procedures shall be developed that will:

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- 2.2** consider not only the price of goods or services but also quality, delivery, service, warranty, and reliability of the vendor;
- 2.3** ensure economical and efficient expenditure of tax dollars by purchasing goods and services on a competitive basis at the lowest cost consistent with the quality required;

- 2.4 provide a level of service to ensure goods and services are obtained within the time frame requirements of the Board's -schools and departments;
- 2.5 avoid duplication, waste, and obsolescence through standardization where applicable with respect to all purchases;
- 2.6 monitor purchases and maintain consistency;
- 2.7 provide controls that will ensure purchasing policies and procedures are followed by all personnel;
- 2.8 adhere to appropriate Federal and Provincial legislation, regulations, standards and guidelines, including Ministry of Finance Supply Chain Guidelines Ontario Broader Public Sector (BPS) Procurement Directive.

3.0 Administrative Detail

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

4.0 Segregation of Duties

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

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

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

4.05.0 Purchasing Code of Ethics

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

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

5.06.0 Conflict of Interest

- 65.1** In procurement activities with suppliers seeking to do business with the Board, staff are responsible for using good judgement and to avoid situations which may present a conflict of interest.
- 65.2** No employee of the Algoma District School Board shall knowingly purchase, on behalf of the Board, any goods or services from a supplier that is owned or operated by an employee of the Board, or by a relative of an employee of the Board (including parent, child, spouse, partner, sibling, in-law), without the prior approval of the Administrative Council. Such supplier, or employee, could be perceived to have a direct influence on the use of a particular good or service by the Board.
- 65.3** A conflict of interest exists where the decisions made and/or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee or council of the Board, including School Council members, could be, or could be perceived to be, affected by the personal, financial or business interests of that person or that person's family or business associates.
- 65.4** In procurement activities with suppliers, staff must declare a conflict of interest if the circumstances could give, or be perceived to give a supplier an unfair advantage.
- 65.5** School Council members are governed by their individual School Council's Conflict of Interest By-laws (as required by [Ontario Regulation 612/00](#)).

57.0 Buy Canadian Policy

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

68.0 Employee Purchasing

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

79.0 Unauthorized Purchases

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

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

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring supplies and services .	
\$0 - \$5000	No Quote required but may choose to do so. May use catalogue prices.
\$5000 - \$10,000	Informal verbal or written quotation from 1 or more suppliers by telephone, fax, email. Quote(s) must be documented and retained on file.
\$10,000 - \$100,000	Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to <u>the Executive Superintendent of Business & Operations</u> for review and approval.
Over \$100,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to <u>the Executive Superintendent of Business & Operations</u> for review and approval.

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

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

Criteria for Dollar Limits on Purchases of Consulting Services

<u>The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.</u>	
<u>\$0 – \$50,000</u>	<u>Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Executive Superintendent of Business & Operations for review and approval.</u>
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<u>\$0 - \$1,000,000</u>	<u>Non-Competitive (exemption-based only) Requires Approval of the Director of Education</u>
<u>\$1,000,000 or more</u>	<u>Non-Competitive (exemption-based only) Requires Approval of Trustees</u>

11.0 Definitions

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

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

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

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

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

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

Sole Source

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

Single Source

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

Document Retention

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

9.12.0 Exemptions

Competitive bidding requirements may be waived for the following purchases:

- a. Library books, textbooks and publications.
- b. Goods or services available only from a sole source which means that there is only one known source of supply for the goods or services.
- c. Where an expenditure is mandated by a municipality or other body, (e.g., building permit, utilities).
- d. In cases where the Ministry of Education or other entity provides special grant funding for specific projects, and where grant money must be spent within a timeline that does not allow for the normal process to occur.
- e. Due to market conditions, goods or services are in short supply.

- f. The Board may participate in cooperative purchasing groups such as the Ontario Educational Cooperative Marketplace (OECM), Ministry of Government and Consumer Services (MGCS) VOR's, or contracts competitively established by other school boards, colleges, universities, or government agencies when it is in the best interests of the Board through cost savings or efficiencies.
- g. In case of emergencies, the Director of Education or designate has the authority to obtain goods and/or services in the most expedient manner possible regardless of the amount. When an emergency exists, the Director of Education or designate will inform the chair of the Board regarding the action taken. Emergencies are defined as circumstances or situations beyond the Board's control which have the potential of affecting the health or safety of students or personnel, or will result in undue financial loss.

Negotiation:

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

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

9.2 Criteria for Dollar Limits on Purchases of Consulting Services

Move this under 10.0 ???? RT

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring consulting services.	
\$0 \$50,000	Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by purchasing, or in consultation with purchasing. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to Superintendent of Business for review and approval.
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\$0 \$1,000,000	Non-Competitive (exemption-based only) Requires Approval of the Director of Education
\$1,000,000 or more	Non-Competitive (exemption-based only) Requires Approval of Trustees

10.013.0 Signing Authorities for the Purchase of Goods/Services

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

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

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

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

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

14.0 ~~11.0~~ Standing Orders

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

12.0~~15.0~~ Board Approval Requirements

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

16.0 ~~13.0~~ Co-operative Purchasing

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

14.0~~17.0~~ Environmental Consideration

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

15.0~~18.0~~ Industry Safety Standards

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

19.0 ~~16.0~~ Capital Projects

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

~~16.1~~ 19.1 Change Orders for Capital Projects

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

DRAFT

Appendix 1

Purchasing Code of Ethics

Goal:

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

I. Personal Integrity and Professionalism

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

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

Appendix 2 to Purchasing Policy 6.32

Debarment Policy

Goal:

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

Disqualification of Bidders or Suppliers

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

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

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

(g) the Bidder or Supplier is bankrupt or insolvent;

(h) the Bidder or Supplier has made a false declaration(s); or,

(i) the Bidder or Supplier has committed professional misconduct or acts or omissions that adversely reflect on the commercial integrity of the Bidder or Supplier.

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

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

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

SECTION 6: OPERATIONS

Policy 6.40: Investment Policy

Supporting Policies

[6.32 Purchasing Policy](#)

Supporting Procedures

Supporting Protocols and Guidelines

[Ontario Regulation 41.10 "Eligible Investments"](#)

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #50-1998 02 24

Amended by Board Resolution #067-2009 04 21

Amended by Board Resolution #078-2010 05 18

Revised By Board Resolution #092-2015 05 05

The Board will periodically have surplus funds varying in amount from \$100,000 to several million for very limited periods of time of approximately one to six weeks. The Board, as a public body, desires to maintain fairness and a competitive market through calling for quotations on each investment where the term exceeds one week. Most institutions will not provide money market quotes on investments with a term of less than a week. Investments that do not yield a return greater than the interest on overnight investments plus the administrative cost of calling for quotations will be placed in overnight investments at the Board's home bank provided that the interest earned less investment charges will exceed the amount of interest that would be generated by leaving the funds in the Board's bank account. If not, the funds will be left in the Board's bank account to earn the premium interest rates negotiated by Board officials for the Board's bank accounts.

When a temporary surplus occurs, the Manager of Finance (or designate) will make formal investments through calling for quotations from a list of financial firms deemed qualified to quote. Over a period of time the Board will give all Chartered Banks, Trust Companies, and Credit Unions an opportunity to demonstrate that they are able to meet the Board's criteria for quoting on investments. The criteria to be met by a financial institution in order to remain on the calling list are that they:

- maintain a sound financial status so that the Board can be reasonably assured of reimbursement upon maturation of the investment
- quote only on financial instruments approved under Ontario regulation 41/10 "Eligible Investments" prescribed under S.241 of the [Education Act](#)
- respond very quickly to the Board's calls for quotations so that the Board does not lose higher quotes from other institutions because the allowable response time for confirming acceptance has

elapsed. Often a late quote is lower than the others because they are having a difficult time finding a competitive quote

- continue to quote on all or the majority of the investment calls
- continue to demonstrate an ability to remain competitive through being successful in obtaining some investments on an ongoing basis.

All institutions on the calling list will be requested to quote on specific investment amounts for fixed periods of time. To ensure that the full amount of the surplus funds are invested, to minimize the administrative costs of evaluating quotes, and to promote fairness through maintaining the uniformity of the principal value that all institutions are quoting on, the Board will not entertain quotes on discounted financial instruments.

CURRENT

SECTION 6: OPERATIONS

Policy 6.40: Investment Policy

Supporting Policies

[6.32 Purchasing Policy](#)

Supporting Procedures

[Investment Procedure](#)

Supporting Protocols and Guidelines

[Ontario Regulation 41.10 "Eligible Investments"](#)

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #50-1998 02 24

Amended by Board Resolution #067-2009 04 21

Amended by Board Resolution #078-2010 05 18

Revised By Board Resolution #092-2015 05 05

POLICY STATEMENT

The purpose of this policy is to provide an effective framework for the investment and management of Algoma District School Board surplus cash balances that ensures the security of the principal amount and optimizes investment returns while conforming to the Education Act. This includes the investment of temporary surplus cash balances for short-term periods of time. Furthermore, the administration of engaging in such activity shall be minimal and only where practical and possible.

INVESTMENT GOALS

The investment goals of ADSB shall, in order of priority, be as follows:

- to minimize the risk associated with investments by ensuring that the Board is compliant with the Education Act Regulation for Eligible Investments, while maintaining sufficient cash liquidity to meet disbursements and other obligations;
- to achieve a competitive rate of return on any temporary surplus cash balances; and
- to minimize administration costs where practical and possible.

ELIGIBLE INVESTMENTS

The Board shall invest funds that are temporarily surplus to its operating requirements and any reserve funds in only those securities that are expressly permitted under Section 241 of the Education Act:

1. Under section 241 of the Education act, the Board does not have the power to invest in a security other than a security prescribed under Ontario Regulation 41/10, Part IV s.8-12;
2. The Board shall not invest in a security that is expressed or payable in any currency other than Canadian dollars. O.Reg. 41/10, s. 11(1).

RESPONSIBILITIES

The Executive Superintendent of Business & Operations, and/or the Manager of Finance will be responsible for making the following determinations:

- the amount available to be invested;
- the length of time for investment;
- the financial institution with whom to invest; and
- the compliance of investments with Board policy and the Education Act.

DEFINITIONS

Surplus Cash Balances – the amount of funds held within centrally managed accounts that exceeds the cash required for day-to-day board operations. This does not apply to fund balances held by schools.

MOVED PAST POLICY BELOW TO A PROCEDURE

~~The Board will periodically have surplus funds varying in amount from \$100,000 to several million for very limited periods of time of approximately one to six weeks. The Board, as a public body, desires to maintain fairness and a competitive market through calling for quotations on each investment where the term exceeds one week. Most institutions will not provide money market quotes on investments with a term of less than a week. Investments that do not yield a return greater than the interest on overnight investments plus the administrative cost of calling for quotations will be placed in overnight investments at the Board's home bank provided that the interest earned less investment charges will exceed the amount of interest that would be generated by leaving the funds in the Board's bank account. If not, the funds will be left in the Board's bank account to earn the premium interest rates negotiated by Board officials for the Board's bank accounts.~~

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- quote only on financial instruments approved under Ontario regulation 41/10 “Eligible Investments” prescribed under S.241 of the Education Act
- respond very quickly to the Board’s calls for quotations so that the Board does not lose higher quotes from other institutions because the allowable response time for confirming acceptance has elapsed. Often a late quote is lower than the others because they are having a difficult time finding a competitive quote
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- continue to demonstrate an ability to remain competitive through being successful in obtaining some investments on an ongoing basis.

All institutions on the calling list will be requested to quote on specific investment amounts for fixed periods of time. To ensure that the full amount of the surplus funds are invested, to minimize the administrative costs of evaluating quotes, and to promote fairness through maintaining the uniformity of the principal value that all institutions are quoting on, the Board will not entertain quotes on discounted financial instruments.

SECTION 6: OPERATIONS

Policy 6.26: Volunteer Policy

Supporting Policies

[6.19 Volunteer Driver Insurance](#)

[6.20 Curricular Trips](#)

[6.49.01 Board Code of Conduct](#)

Supporting Procedures

[Volunteer Procedure](#)

[Religious Accommodation](#)

[6.49.03 Bullying Prevention and Intervention Policy.doc](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

External Resources

[The Education Act, 1998, Regulation 298 95/96, s. 11](#)

Approved by Board Resolution #052-2016 05 10

POLICY

The Board supports and values the involvement of parent and community volunteers in its elementary and secondary schools. A co-operative team approach for the management of volunteers in schools is supported.

RATIONALE

The purpose of inviting volunteers to assist students in our schools is to:

- a) encourage participation in order to enhance school-based activities and academic learning;
- b) increase communication and positive relationships between the school, parents and the community;

In order to reinforce a sense of community, volunteers are encouraged from within the community, and efforts should be made to involve a wide representation of the community.

DEFINITIONS

Parent Volunteer

A parent volunteer in a school is a parent or guardian who currently has a child enrolled in and attending that school or is a member of the community who continues as a volunteer in a school without interruption after the child has left the school.

Community Volunteer

A community volunteer is any member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task which supports a classroom, a school or a system-wide program.

When not specifically stated, the word volunteer refers to both parent and community volunteers. Co-op students are not defined as volunteers.

Current

SECTION 6: OPERATIONS

Policy 6.26: Volunteer Policy

Supporting Policies

[4.08 Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing](#)

[6.19 Volunteer Driver Insurance](#)

[6.20 Curricular Trips](#)

[6.49.01 Board Code of Conduct](#)

[6.49.03 Bullying Prevention and Intervention Policy](#)

[6.57 Modified School Operations During the COVID-19 Pandemic](#)

Supporting Procedures

[Volunteer Procedure](#)

[Religious Accommodation](#)

[Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing Procedure](#)

[6.49.03 Bullying Prevention and Intervention Policy.doc](#)

Supporting Protocols and Guidelines

[Algoma District School Board's Coach and Mentor Support Guide](#)

Supporting Templates and Forms

[ADSB Volunteer Application Form](#)

[ADSB Volunteer Principal Support Folder](#)

External Resources

[The Education Act, 1998, Regulation 298 95/96, s. 11](#)

Approved by Board Resolution #052-2016 05 10

[Revised by Board Resolution #](#)

POLICY

The Board supports and values the involvement of parent and community volunteers in its ~~elementary and secondary~~ schools. A co-operative team approach for the management of volunteers in schools is supported.

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- b) increase communication and positive relationships between the school, parents and the community;

In order to reinforce a sense of community, volunteers are encouraged from ~~within~~ the community, and efforts ~~should are to~~ be made to involve a wide representation of ~~the~~ community members.

DEFINITIONS

Parent/Guardian Volunteer

A parent/guardian volunteer in a school is a parent or guardian who currently has a child enrolled in and attending that school, ~~or is a member of the community who continues as a volunteer in a school without interruption after the child has left the school.~~

Community Volunteer

A community volunteer is any member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task which supports a classroom, a school or a system-wide program.

When not specifically stated, the word volunteer refers to both parent/guardian and community volunteers. Co-op students are not defined as volunteers.

Volunteers in schools cannot be used to perform activities that are the full responsibility of teachers or other Board employees and must be limited to extra support activities.



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
CLOSED SESSION**

2022 02 15

5:30 p.m.

MICROSOFT TEAMS & D. T. WALKOM

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

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

(Resolution #011-2022)

On motion of Trustees Marie Murphy-Foran and Susan Thayer it was approved:

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

(Resolution #012-2022)

On motion of Trustees Susan Myers and Sheila Nyman it was approved:

D. **Action Items**

Action Item D.1 as per Closed Session item No.1, dated 2022 02 15, and moved into Open Session as item B.6, **Resolution #023-2022:**

D.1 **SALE OF PROPERTY**

1.3.0 **Proposed Resolution**

- 1.3.1 That the Board confirm the sale of property.
-

(Resolution #013-2022)

On motion of Susan Thayer and Marie Murphy-Foran it was approved:

That the Board adjourn Closed Session at 7:01 p.m.

(Resolution #025-2022)

On motion of Sheila Nyman and Susan Myers it was approved:

That the Board resume Closed Session at 8:23 p.m.

(Resolution #026-2022)

On motion of Sheila Nyman and Susan Myers it was approved:

That the Board adjourn Closed Session at 8:40 p.m.

Chair



Secretary





ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

Date of Meeting: Tuesday, February 15, 2022

Time of Meeting: 5:30 p.m.

(8:20 pm return)

Location: EDUCATION CENTRE & MICROSOFT TEAMS

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Pres.			
Sandra Edwards	Pres.			
Sheryl Evans	Pres.			
Elaine Johnston	Pres.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.		6:15 pm	
J. Maurice	Absent			
M. Bell	Pres.		6:15 pm	
F. Palumbo	Pres.		6:15 pm	
<u>Others</u>				
L. Aceti	Abs.			

Brent Rankin

Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

**MINUTES
OPEN SESSION**

2022 02 15

7:00 p.m.

MICROSOFT TEAMS & D.T. WALKOM

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

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

(Resolution #014-2022)

On motion of Trustees Sheila Nyman and Elaine Johnston it was approved:

That the Board move into Open Session at 7:07 p.m.

- A. (III)** **Approval of Agenda**

(Resolution #015-2022)

On motion of Trustees Susan Thayer and Greg Bowman it was approved:

That the Agenda dated 2022 02 15 be approved as distributed.

- A. (V)** **Education Topic and/or Delegation**

1. Aviation & Aerospace Update – Transport Canada PSTAR Exam
Guests: Jennifer Macintosh, Joe Luxton, Doug Snedden & Students:
James Carricato, Noah Ficociello, Fischer Lane, Shannon Lee,
Matti Michaud, Damion Mincone.

M.B.

- A. (VI)** **System Information**

1. 2020-2021 Annual Health & Safety Report, Guest Chris Alfano
2. Distribution of Policy 2.09 Electronic Meetings
3. Update on School Year Calendar Consultation

J.S.M.
L.R.
M.B.

(Resolution #016-2022)

On motion of Trustees Susan Myers and Sandra Edwards it was approved:

A. (VII) Approval of Minutes from Previous Meetings

Minutes to be Approved by the Board.

1. Regular Board Meeting Minutes of 2022 01 18
2. Organizational Board Meeting Minutes of 2022 02 01

(VII) Minutes to be Received by the Board.

1. S.E.A.C. Meeting Minutes of 2022 01 11
-

A. Reports from Committee Chairs, OPSBA Items

(VIII) Student Trustees' Reports

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

(Resolution #017-2022)

On the motion of Trustees Marie Murphy-Foran and Brent Rankin it was approved:

B.1 RECEIPT OF THE 2020-2021 ANNUAL JHSC ANNUAL REPORT

1.4.0 Resolution

- 1.4.1 That the Board receive the 2020-21 Annual Report of the Joint Health and Safety Committee and express its appreciation to the committee members for their work this past year on behalf of all Board employees.
-

(Resolution #018-2022)

On the motion of Trustees Susan Myers and Sandra Edwards it was approved:

B.2 APPROVAL OF SCHOOL YEAR CALENDAR OF 2022-2023

2.4.0 Proposed Resolution

- 2.4.1 That the Board, subject to the approval of the three coterminous Boards, approve the School Year Calendar for the 2022-2023 school year, as contained in the Director's Report of 2022 02 15.

(Resolution #019-2022)

On the motion of Trustees Susan Thayer and Greg Bowman it was approved:

B.3 BUDGET DEVELOPMENT PROCESS FOR 2022-2023

3.3.0 Proposed Resolution

- 3.3.1 That the Board approve the budget process for 2022-2023 as described in the Director's Report to the Board of 2022 02 15.

(Resolution #020-2022)

On the motion of Trustees Marie Murphy-Foran and Elaine Johnston it was approved:

B.4 APPROVAL OF POLICIES

- 4.4.1 That the Board approve, as part of the regular review process, the following policy:
- 4.4.1 a 4.06 Participation in Federal or Provincial Elections
- as outlined in the Director's Report of 2022 02 15.

(Resolution #021-2022)

On the motion of Trustees Sheryl Evans and Sheila Nyman it was approved:

B.4 APPROVAL OF POLICIES

4.4.1 That the Board approve, as part of the regular review process, the following policy:

4.4.1 b 4.10 Flowers for Bereavement

as outlined in the Director's Report of 2022 02 15.

(Resolution #022-2022)

On the motion of Trustees Sheila Nyman and Sheryl Evans it was approved:

B.5 APPROVAL OF ELECTION BY-LAW – TO ADOPT “VOTE BY MAIL” PROCEDURES**5.3.0 Proposed Resolution**

5.3.1 That the Algoma District School Board continue the use of “vote by mail” as an alternative voting method for the election of Trustees in the unorganized areas (Areas without Municipal Organization) as per attached By-Law #2022-2 (See Attachment B.5 #1).

C. INFORMATION ITEMS

N/A

FUTURE MEETINGS AND LOCATIONS

2022 03 01 Committee of the Whole Board Meeting - Board Room & Virtual

5:30 p.m. Closed
7:00 p.m. Open

(Resolution #024-2022)

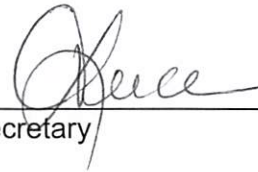
On the motion of Trustees Marie Murphy-Foran and Susan Thayer it was approved:

That the Board more to adjourn Public Meeting at 8:18 p.m.

Chair

A handwritten signature in blue ink, appearing to be "H. H. H.", written over a horizontal line.

Secretary

A handwritten signature in blue ink, appearing to be "S. Thayer", written over a horizontal line.



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: Tuesday, February 15, 2022

Time of Meeting: 7:00 p.m.

Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
<u>Trustees</u>				
Greg Bowman	Pres.			
Sandra Edwards	Pres.			
Sheryl Evans	Pres.			
Elaine Johnston	Pres.			
Marie Murphy-Foran	Pres.			
Susan Myers	Pres.			
Sheila Nyman	Pres.			
Brent Rankin	Pres.			
Russell Reid	Absent			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Student Trustees</u>				
Shail Giroux	Pres.			
Annika Morrison	Pres.			
Manook Wilson	Pres.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Absent			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
F. Walsh	Pres.			
L. Aceti	Pres.			
<u>Media</u>				
D. Taylor	Pres.			Soo Today S. Star
B. Kelly	Pres.			


 Chair or Trustee Designate



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

MINUTES OF MEETING
February 8, 2022
Via MS Teams
12:00 Start Time

Present: H. Cutler (Algoma Public Health - Infant Child Development Program), S. Kitts (North Shore Tribal Council), P. Mick (Member-At-Large), Amanda Gauthier (Thrive Child Development Centre), M. Barbeau (Community Living Algoma),

Trustees: S. Evans, R. Reid

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

Regrets:

Guests: Shaun Labine (Special Education Assignment Teacher)
Amanda Naccarato (SERT/Learning Support Teacher)

Meeting called to order at 12:00 p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the Teams meeting.

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

2. Approval of Agenda and Minutes (November 30, 2021)

- Agenda approval. Moved by. S. Kitts. Seconded by S. Evans. All in favour.
- Approval of Minutes. Moved by S. Kitts. Seconded by S. Evans. All in favour.

3. Correspondence:

- **District School Board of Niagara SEAC re: Nursing Shortage:** Letter outlining challenges caused by nursing shortages that leave students awaiting nursing care required for them to attend school safely. B. Vallee commented that at present we have not really seen service changes for Algoma District School Board students.
- **Renfrew Catholic DSB SEAC re: Online Learning/UDL:** Letter re: concerns with online learning supports and Universal Design for learning in provincial learning resources and the platforms used to access these resources. Our SEAC has already written a letter on this topic.
- **Lakehead DSB SEAC re: EAs and PSW pay:** Letter regarding pandemic increase in PSW pay. As EAs perform many similar tasks, request for the Minister to investigate a similar pay increase for them as well.

- **Ministry of Education Special Education Updates:** Although it has been several years since this has been sent out, the Ministry has provided an update on matters related to Special Education..
- **Minister's Advisory Council on Special Education (MACSE) June Minutes-** Minutes from the June MACSE meeting were provided.

4. Presentation/Discussion: Grade 6-8 Empower Reading

- Shaun Labine, Special Education Assignment Teacher
- Amanda Naccarato, SERT/Learning Support Teacher

- **What is Empower?**
 - EmpowerTM Reading is a series of evidence-based reading intervention programs that were developed by Dr. Maureen W. Lovett and her team at The Hospital for Sick Children (SickKids). Each reading intervention program requires training specific to the program.
- **Why Empower?**
 - EmpowerTM Reading includes daily lessons on decoding, spelling and comprehension that support children and adolescents with significant reading and spelling difficulties to become strategic, independent, and flexible learners.
- **Who is suitable for the program?**
 - Looking for students in grade 6-8
 - Often students with a learning disability, or a similar profile
 - Strong attendance
 - Appropriate behaviour
 - Decoding is an area of weakness
- **Not suitable for the program?**
 - Students in SK – Gr. 5 (Gr. 2-5 program also in place in most ADSB schools)
 - Students that may require a different pace (e.g. students with cognitive delays should not be grouped with students with a learning disability for Empower as they will learn at a different pace)
 - Significant Behaviour issues (group time is very focused so interruptions need to be avoided)
 - English language learners (ELL) who have received less than 2 years of Canadian schooling

Empower Locations

- Currently the grade 6-8 program has been implemented at the following school sites:
 - Superior Heights Intermediate (2nd year)
 - Boreal FI
 - Korah Intermediate
 - Central Algoma Intermediate
 - Two Virtual Groups (students from FH Clergue, HM Robbins, RM Moore, East View, Grandview, Queen Elizabeth, Mountainview, Tarentorus)

Sample Plan

-  60 minutes uninterrupted time
-  Lessons build upon each other –daily review of previous lessons
-  Review and practice of the Sounding Out Strategy, Rhyming Strategy, Peeling Off Strategy, Vowel Alert Strategy, SPY Strategy, Story reading
-  Print work sheet to support each strategy
-  Opportunities for hands-on practice and games

Presentation also included feedback from parents and students about how the program improved reading skills and helped build confidence!

Comments/Questions:

- Are students able to take the program more than once? Empower is really designed to develop the skills the first time taking the program. We have had a few students who had started the Gr. 2-5 program and were unable to finish (e.g. moved schools) that are participating in the Gr. 6-8 program.
- Would this be something that would help our students who English is not first language? It is recommended that the ELL student should be in the Canadian schooling system for at least 2 years

5. Member Organization Updates

P. Mick (Member at large)

- Nothing to report.

L. Lambert (APH Infant Child Development Program)

- Autism clinic first 2 weeks of February.
- Still a large focus on COVID-19 at APH
- Busy with the transition meetings and process for students entering school next year.

S. Kitts (North Shore Tribal Council)

- Nothing to report

A Gauthier (Thrive)

- *Entry to School* will be a component of the revised Ontario Autism Program. This program will run for six months prior to school entry. There are two parts to the program. The first is a 6-month half-day preschool program to prepare for school entry and the next 6 months consists of additional support with the transition into school. The pre-school component will be a play based, half day program. It is a collaborative model meaning that there will be both early childhood educators and behavioral therapists in the room as well as regular consultation from a multi-disciplinary team that

can include occupational therapy, physical therapy, speech-language pathology, social work, etc.

- Effective February 15, 2022, Thrive will no longer be accepting outside referrals for our Self-Regulation Clinic. This clinic will continue to be available to clients and families who are receiving other THRIVE services. The website has a section on self-regulation and will guide families to some very helpful resources, and if they are receiving services at THRIVE their therapy team can provide them with education and refer them for some consultation if needed.
- The self-regulation community of practice has developed a power point which has been widely shared so that each agency can provide self-regulation education to the families that they support. If you or your agency are interested in learning more/joining the Self-Regulation Community of Practice, please contact Sarah Bates 705-759-1131 ext. 209.

M. Barbeau (Community Living Algoma)

- Nothing to report

6. Report from the Board (Trustees)

- Ongoing policy review continues
- Consultation regarding the 2022 / 2023 School Year Calendar
- Presentation of the Math-Up Resource
- Updates on students attending in person/ remote

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

- **Kindergarten Transitions:** Our first round of meetings took place in January. Looking forward to welcoming a number of students with special education needs to our schools. We also had the opportunity to make a presentation to the trustees in January with updates on our transition process. Profiles of incoming students have been provided to schools. School-based follow-up meetings will take place during the spring months.
- **Remote/In-Person Learning:** Most of our students returned to on-site learning on January 17th. We have noted a small uptick in the number of students that are learning remotely. ADSB has decided to hold off until March to ask families to formally commit to remote vs. on-site learning.
- **Insight/CAT4 Results:** Results of the Canadian Achievement Test (4th Edition) and Insight testing conducted in October with our Grade 3 and 4 students have now arrived. We have historically tested our Gr. 3 students; however, due to COVID-19 uncertainty, we postponed the testing scheduled for fall 2020, so our Grade 4 students also completed the testing this year. The special education department is currently in the process of sharing the results with each school. The results provide a pre-screening tool for future assessments, but the “snapshot” of the school’s achievement profile is also helpful when looking at programming and supports. We have decided that, moving forward, we are going to be conducting this assessment with Grade two students during the spring months (as opposed to Grade 3s during the fall) so our Gr. 2s are also slated to participate in CAT4/Insight in May 2022.
- **Ongoing SERT Professional Development:** Much of the scheduled SERT professional development during the past month focused on training in how to interpret CAT4/Insight tests. As we will begin to develop IEPs for the second semester/reporting period, we have also focused some of our discussion on alternative programming pages. Secondary SERTs focused on the transition processes for Gr. 8 students that will be shifting panels with sharing of transition profiles quickly approaching at the beginning of March.

- **OCASE Presentation “Science of Reading”:** The Ontario Council for Administrators of Special Education provided a presentation on *The Science of Reading*, conducted by Maria DePalma from SickKids. The presentation was focused on how the science of reading impacts upon the use of appropriate intervention programs for students presenting with reading disability. We actually work with Maria on a regular basis, as she is one of our contacts regarding the Empower Reading program. B. Vallee participated in this webinar on January 28th.
- **Formal Assessments:** Our assessment schedule has picked back up again, with psychological-educational assessments beginning again in February. Our Speech-Language Pathologists will also be conducting an assessment blitz for February and early March to clear all of the referrals received in December.
- **February 4th PD Day:** The Special Education Department provided a series of five workshops, presented virtually, on the following topics: *Executive Functioning*, *Supporting Students during Unstructured Times*, *Tier One Strategies to Support Students with Social Language*, *Visual Supports*, and the *EA Role in Supporting Mental Health*. Our team also provided *Behaviour Management Systems* training for Noon Hour Assistants on the PD Day.
- **CDAs hit the ground running:** Our new Communication Disorders Assistants have hit the ground running with language development groups taking place in twelve schools. Language development groups are going to be occurring on a block schedule, so students will be participating in groups until the end of February, at which point services will shift to twelve different schools.

8. Next meeting: March 8, 2022

9. Motion to adjourn: Moved by. S. Evans. Seconded by S. Kitts.

Meeting adjourned at 1:15p.m.



B. 1 Director's Report to The Board

Date: 2022 03 29

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:

2.09 Electronic Meetings (Attending Meetings via Technology)

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
2.09	2	Paragraph 3 – Addition of "To maintain confidentiality, members joining a closed meeting via electronic means (i.e. teleconference, videoconference) shall ensure they are in a private room/area such that they cannot be seen or heard by other persons who are not part of the meeting. The recording of a closed meeting, by any means, is strictly prohibited."

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 2.09 Electronic Meetings (Attending Meetings via Technology)

as outlined in the Director's Report of 2022 03 29.

B.1 Director's Report to The Board

Date: 2022 03 29

Subject: **APPROVAL OF POLICIES**

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 2.09 Electronic Meetings (Attending Meetings via Technology)

as outlined in the Director's Report of 2022 03 29.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.09: Electronic Meetings (Attending Meetings via Technology)

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Education Act, R.S.O. \(1990\)](#)

[Regulation 463/97: Electronic Meetings](#)

Approved by Board Resolution #85-1998 04 28

Approved by Board Resolution #054-2011 04 05

Approved by Board Resolution #109-2017 11 28

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

1. At the request of any board member or student representative, the Board shall provide the member or representative with electronic means for participating in one or more meetings of the board or of a committee of the board, including a committee of the whole board. [Reference: [Reg. 463/97 Sec. 3\(1\)](#)]
2. The electronic means required by Paragraph 1 above shall permit the member or representative to hear and be heard by all other participants in the meeting.
3. The electronic means shall be provided in such a way as to comply with the rules governing conflict of interest of members.
4. Pupil representatives and ratepayers who are participating through electronic means will not participate in any proceedings of the board or committee of the board, including a Committee of the Whole Board that are closed to the public in accordance with the Act.
5. Subject to any conditions or limitations provided for under the [Education Act](#) or under [Regulation 463/97](#), a member of the board who participates in a meeting through electronic means in accordance with [Regulation 463/97](#) shall be deemed to be present at the meeting for the purposes of every act.

6. The Algoma District School Board requires that at every meeting of the board or of a committee of the whole board the following persons be physically present in the meeting room of the board:
 - The Chair of the Board or his or her designate.
 - At least one additional member of the board.
 - The Director of Education of the Board or his or her designate.

The Algoma District School Board further requires that, at every meeting of a committee of the board, except a committee of the whole board, the following persons shall be physically present in the meeting room of the committee:

- The Chair of the Committee or his or her designate.
 - The Director of Education of the Board or his or her designate.
7. Despite paragraph 1 of this policy, the Board may refuse to provide a member with electronic means of participation in a meeting of the Board, a meeting of the Committee of the Whole Board or a meeting of any committee of the Board, where to do so is necessary to ensure compliance with the physical attendance in the meeting room section of this policy [Section 5(3), [Regulation 463/97](#)].
 8. The meeting room of the board or of a committee of the Board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board (Section 6(1), [Regulation 463/97](#)) except for those sections of said meetings which are closed to the public in accordance with the Act.

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.09: Electronic Meetings (Attending Meetings via Technology)

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Education Act, R.S.O. \(1990\)](#)

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3. The electronic means shall be provided in such a way as to comply with the rules governing conflict of interest of members. **To maintain confidentiality, members joining a closed meeting via electronic means (i.e. teleconference, videoconference) shall ensure they are in a private room/area such that they cannot be seen or heard by other persons who are not part of the meeting. The recording of a closed meeting, by any means, is strictly prohibited.**

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5. Subject to any conditions or limitations provided for under the [Education Act](#) or under [Regulation 463/97](#), a member of the board who participates in a meeting through electronic means in accordance with [Regulation 463/97](#) shall be deemed to be present at the meeting for the purposes of every act.
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 - The Chair of the Board or his or her designate.
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The Algoma District School Board further requires that, at every meeting of a committee of the board, except a committee of the whole board, the following persons shall be physically present in the meeting room of the committee:

- The Chair of the Committee or his or her delegate.
 - The Director of Education of the Board or his or her delegate.
7. Despite paragraph 1 of this policy, the Board may refuse to provide a member with electronic means of participation in a meeting of the Board, a meeting of the Committee of the Whole Board or a meeting of any committee of the Board, where to do so is necessary to ensure compliance with the physical attendance in the meeting room section of this policy [Section 5(3), [Regulation 463/97](#)].
 8. The meeting room of the board or of a committee of the Board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board (Section 6(1), [Regulation 463/97](#)) except for those sections of said meetings which are closed to the public in accordance with the Act.

B.2 Director's Report to the Board

Date: 2022 03 29

Subject: **APPOINTMENT OF STUDENT TRUSTEES FOR 2022 - 2023**

2.1.0 Background & Information

2.1.1 Bill 78, The Education Statute Law Amendment Act (Student Performance) 2006, Ontario Regulation 07/07 – Student Trustees, and Policy Statement 3 (2.10) allows for the appointment of two student trustees to the Board through an election process.

2.1.2 Student Trustee Shail Giroux from Korah Collegiate and Vocational School, Annika Morrison from Michipicoten High School and Indigenous Student Trustee Manook Wilson from Elliot Lake Secondary School will complete their terms on July 31, 2022.

2.1.3 As part of the process, applications for the 2022-2023 Student Trustee positions were invited from members of the Student Senate Association as per the Eligibility requirements outlined in 2.10 Student Trustee Policy. Please see the attached application package (B.2 Attachment #1).

Three applications were received for the posting. Board Personnel approved three students to move forward to the election process as they met all eligibility criteria and their application packages provided evidence of strong academic standing, good leadership and communication skills. An election was held by the Student Senate on March 2, 2022 to determine the Student Trustees for the 2022-2023 school year. The two successful candidates for the Student Trustee positions for 2022-2023 are Teagan Britten from Michipicoten High School and Ava Engel from Korah C & V S.

2.1.4 Applications for the position of Vice-Chair of the ADSB Northern Indigenous Youth Council were invited in May 2021 from student members of the Council for the 2021-2022 school year, as per eligibility requirements outlined in 2.10 Student Trustee Policy. The duties of the Vice-Chair include to support the Chair, and to assume the roles of Chair and Indigenous Student Trustee in the subsequent school year, 2022-2023.

B.2 Director's Report to the Board

Date: 2022 03 29

Subject: APPOINTMENT OF STUDENT TRUSTEES FOR 2022-2023

continued...

2.1.4 Two applications were received for the Vice-Chair position. Board Personnel approved both students for Vice-Chair to move forward to the election process as they met all eligibility criteria and their application packages provided evidence of strong academic standing, combined with good leadership and communication skills. An election was held by the ADSB Northern Indigenous Youth Council on June 8, 2021, to determine the Vice-Chair position for the 2021-2022 school year, to become the Chair and Indigenous Student Trustee in the 2022-2023 school year. The successful candidate for the incoming Chair and Indigenous Student Trustee position for 2022-2023 is Nevaeh Pine from White Pines C & V S.

2.2.0 Recommendation

2.2.1 It is recommended that the Board approve the appointment of Teagan Britten from Michipicoten High School and Ava Engel from Korah C & V S as the Student Trustees and Nevaeh Pine from White Pines C & V S as Indigenous Student Trustee, for the Algoma District School Board, effective August 1, 2022 to July 31, 2023.

2.3.0 Proposed Resolution

2.3.1 That the Board approve the appointment of Teagan Britten from Michipicoten High School and Ava Engel from Korah C & V S as the Student Trustees and Nevaeh Pine from White Pines C & V S as Indigenous Student Trustee, for the Algoma District School Board, effective August 1, 2022 to July 31, 2023.



B.3 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 03 29

SUBJECT: **JK-12 ORGANIZATION 2022-2023**

SECONDARY

3.1.0 Background

3.1.1 The following is the proposed 2022-2023 organization for program delivery for the Board's secondary schools.

3.2.0 Information

3.2.1 The proposed organization for secondary schools for 2022-2023 is developed in consultation with principals and is based on the following information:

- (a) the projected enrolment for each school
- (b) the number of option sheets received from each school
- (c) the course selection made by students
- (d) the overall GSN funding (Grants for Student Needs) as allocated by the Ministry of Education

3.2.2 The total projected enrolment for the regular secondary program for September 2022 is 3481 (head-count) with a staffing complement of 278.0 FTE teachers. This compares to the September 2021 proposed enrolment of 3196 (head-count) with a staffing complement of 264.3 FTE teachers. For September 2022, the projected increase from the September 2021 proposed enrolment is 285 secondary students. Increase in enrolment and changes in programming resulted in an increase of 13.7 FTE teachers.

The Board's Alternative Education Programs, including the Algoma Education Connection and North Shore Adolescent Program are projected to have an enrolment of 212 students (Headcount) in September 2022 with a staffing complement of 14.3 FTE teachers. This is an increase of 0.3 FTE teachers from 2021-2022.

B.3 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 03 29

SUBJECT: JK-12 ORGANIZATION 2022-2023

ELEMENTARY

3.3.0 Background

3.3.1 The following elementary organization is proposed for the 2022-2023 school year and reflects changes in enrolment and Primary Class Size expectations.

3.4.0 Information

3.4.1 Organization of Grades JK to 8 (Compared to Proposed March 2021)

The proposed 2022-2023 organization for **Grades JK to 8** includes 290 classes or 290 FTE (full-time equivalent) teaching staff based on a projected JK-8 enrolment of 6624. The March 2021 Projections proposed 283 classes or 283 FTE (full-time equivalent) teaching staff for an enrolment of 6392 students which equates to an increase in enrolment of 232 students. The staffing complement proposed for organizing the JK-8 classes for September 2022 will result in an increase of 7 class or 7.0 FTE teaching staff from the March 2021 Projections.

Past trends indicate that Kindergarten enrolment fluctuates significantly, therefore, these numbers will need to be reviewed as necessary over the upcoming months and classes may be reorganized in September to reflect enrolment changes and primary class size requirements.

3.5.0 Recommendation

3.5.1 It is recommended that the proposed JK-12 organization for September 2022 be approved as contained in the Director's Report to the Board of 2022 03 29 subject to funding, the budgetary process and any significant changes in school enrolments requiring organizational changes.

3.6.0 Proposed Resolution

3.6.1 That the proposed JK-12 organization for September 2022 be approved as contained in the Director's Report to the Board of 2022 03 29 subject to funding, the budgetary process and any significant changes in school enrolments requiring organizational changes.



B. 4 Director's Report To The Board

Date: 2022 03 29

Subject: **TRUSTEE DETERMINATION AND DISTRIBUTION**

4.1.0 Information and Background

4.1.1 On December 15, 2009, the Student Achievement and School Board Governance Act, 2009 was passed by the Ministry of Education. The bill arose out of recommendations made by the Governance Review Committee indicating the duties of Boards, Chairs, Trustees and Directors of Education. The bill states that the core business of school boards is student achievement.

4.1.2 In the past, determining the number of trustees was based on the principle of representation by population (referred to as "trustee determination"), as well as the geographic area each of their trustees will represent (referred to as "trustee distribution"). The December 15th bill removes the administrative burden of school boards to calculate the number of their trustees each election year which was the "trustee determination" part of the formula. The amendments to the Education Act now state that the number of trustees in each board is now set at the number determined for the 2006 regular election. This number applies for the 2010 election year and all subsequent election years. A Board may, by resolution, reduce its number of elected trustees to not fewer than five. The amendments described above are reflected in Ontario Regulation 412/00.

4.1.3 The trustee determination calculations by Board staff in 2006 indicated a maximum of ten trustees. Included (for your reference only) is this calculation, that was completed in 2006 and included in the 2006 Board item (See attachment B.4 #1). Although it is not necessary to do so, we have also updated this document with updated MPAC information for 2022 (see attachment B.4 #2). In addition, the Board also has a First Nation trustee, two student trustees and an Indigenous student trustee. These numbers will be in effect for the 2022 election and subsequent years.

4.1.4 The "trustee distribution" task will continue to be in effect for 2022 and subsequent years for Boards to determine. Boards continue to be responsible for allocating their trustee positions over their area of jurisdiction by combining municipalities and wards in their area of jurisdiction into a number of geographic areas and allotting their trustee positions to these areas.

In completing this task, the Ministry has developed a website (<http://www.edu.gov.on.ca/eng/trustee-elections/>) and a template to complete. (See attachment B.4 #2). The website currently only contains 2018 election links. The current 2022 election calculator can be found at the following link.

<http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>

B. 4 Director's Report To The Board

Date: 2022 03 29

Subject: TRUSTEE DETERMINATION AND DISTRIBUTION (cont'd)

4.1.0 Information and Background (cont'd)

4.1.5 The Municipal Property Assessment Corporation (MPAC) produced the Population of Electoral Group Reports. These reports provided the 2022 electoral populations in the various townships, municipalities, or wards in the school district.

4.1.6 The Regulation requires that the Board meet to either pass a resolution designating one or more municipalities within the Board's area of jurisdiction as low population municipalities and directing that an alternative distribution of members be done in respect of them for purposes of the election of Board members **OR** must pass a resolution stating that the Board has decided not to designate any municipality within the Board's area of jurisdiction as a low population municipality. The Regulation also specifies four principles that the Board should have regard to in carrying out its duties which are as follows:

1. Municipalities with low populations should receive reasonable representation.
2. Evidence of historic, traditional, or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population.

The Regulation contains no other guideline or criteria to assist the Board in its deliberations on this matter.

4.1.7 Attachment B.4 #3 shows the alternative quotient calculated according to the regulation with:

- a) the low population resolution that includes all areas outside Sault Ste. Marie, its locality and Prince where the sum of electoral quotients is increased by one.
- b) Huron Shores is allocated in accordance with year 2000 ward allocation between Central Algoma and the North Shore.

4.1.8 Trustees assessed and reviewed the options for distribution on 2022 03 01.

B.4 Director's Report To The Board

Date: 2022 03 29

Subject: **TRUSTEE DETERMINATION AND DISTRIBUTION (cont'd)**

4.2.0 Recommendations

4.2.1 It is recommended that the Board designate the following municipalities as low population municipalities and that for purposes of an alternative distribution of members in respect of them for purposes of the election of Board members, the sum of the electoral quotients for the municipalities designated as low population be increased by one.

Hornepayne
Chapleau Township
Chapleau Locality (Unorganized Townships)
Michipicoten Locality (Unorganized Townships)
Michipicoten Township
Dubreuilville Township
White River Township
Jocelyn Township
Hilton Township
Hilton Beach Township
St. Joseph Township
Macdonald Meredith Township
Laird Township
Tarbutt/Tarbutt Additional Township
Johnson Township
Plummer Additional Township
Bruce Mines
Thessalon
Central Algoma Locality (Unorganized Townships)
Huron Shores (Thessalon Township)
Huron Shores (Thompson Township, Iron Bridge, Day and Bright
Additional and two unorganized townships)
Blind River
Shedden Township
North Shore Township
North Shore Locality (Unorganized Townships)
Elliot Lake
Prince Township
Sault Locality

4.2.2 It is recommended that the Board approve the distribution of trustees as shown in Attachment B.4 #3 in the Director's Report to the Board of 2022 03 29.

B.4 Director's Report To The Board

Date: 2022 03 29

Subject: **TRUSTEE DETERMINATION AND DISTRIBUTION (cont'd)**

4.3.0 Proposed Resolutions

4.3.1 That the Board designate the following municipalities as low population municipalities and that for purposes of an alternative distribution of members in respect of them for purposes of the election of Board members, the sum of the electoral quotients for the municipalities designated as low population be increased by one.

Hornepayne
Chapleau Township
Chapleau Locality (Unorganized Townships)
Michipicoten Locality (Unorganized Townships)
Michipicoten Township
Dubreuilville Township
White River Township
Jocelyn Township
Hilton Township
Hilton Beach Township
St. Joseph Township
Macdonald Meredith Township
Laird Township
Tarbutt/Tarbutt Additional Township
Johnson Township
Plummer Additional Township
Bruce Mines
Thessalon
Central Algoma Locality (Unorganized Townships)
Huron Shores (Thessalon Township)
Huron Shores (Thompson Township, Iron Bridge, Day and Bright
Additional and two unorganized townships)
Blind River
Shedden Township
North Shore Township
North Shore Locality (Unorganized Townships)
Elliot Lake
Prince Township
Sault Locality

4.3.2 That the Board approve the distribution of trustees as shown in Attachment B.4 #3 in the Director's Report to the Board of 2022 03 29.

EXHIBIT 1

ALGOMA DISTRICT SCHOOL BOARD

TRUSTEE DETERMINATION

Notes:

The exhibit below indicates how the number of trustees for the Board is determined.

The Board will have 10 trustees plus the First Nation trustee and student trustees for the 2006-2009 term. This is identical to the current situation.

	Data	Source		
	a	b	c	d
1	Population of Electoral Group	MPAC		76,336
2	Board area	Table 1, O. Reg. 412/00		9,069
3	Board density	Population divided by area		8
4	Dispersal factor	Table 5, O. Reg. 412/00		20.3
5	Number of population-based Trustees	Table 2, O. Reg. 412/00 (range 60,000 to 99,999)		8
6	Number of density-based Trustees	Refer to Table 3, O. Reg. 412/00 using Board density figure (density 4 or more)	0	
7	Number of density-based (area adjusted) Trustees	Refer to Table 4, O. Reg. 412/00 using Board area figure (8,000 to less than 12,000 sq. kms.)	1	
8	Number of density-based Trustees	Lessor of line 6 or 7		0
9	Number of additional Trustees based on dispersal	refer to rules set out in O. Reg. 412/00, s. 3 using dispersal factor (10 or more but less than 25)		2
10	Number of Trustees	Line 5 plus greater of line 8 or 9		10

Trustee Determination & Distribution Calculator

Trustee Distribution

Submitted Data

District School Board	Algoma District School Board
Population of Board's Electoral Group	74,070
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	10

Trustee Distribution – Template B

Enter the number (one or two) by which the sum of the electoral quotients for low population municipalities will be increased (as per [s.4.\(2\) of O. Reg. 412/00](#))

1

Chart 1 – Low Population Municipalities

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
Chapleau Locality - 5289	127	0.017	0.022
Chapleau Township	1,163	0.157	0.198
Hornepayne Township	701	0.095	0.119
Dubreuilville Twp.	100	0.014	0.017
Michipicoten Locality - 5727-21	121	0.016	0.021
Wawa Municipality	1,726	0.233	0.294
White River Township	440	0.059	0.075
Prince Township	698	0.094	0.119

Sault Locality - 5727-01-19	3,442	0.465	0.586
Bruce Mines Town	471	0.064	0.08
Central Alg. Locality - 5727-20	259	0.035	0.044
Hilton Twp.	271	0.037	0.046
Hilton Beach Village	174	0.023	0.03
Huron Shores (Ward 1)	1,465	0.198	0.249
Jocelyn Twp.	245	0.033	0.042
Johnson Twp.	581	0.078	0.099
Laird Township	861	0.116	0.146
MacDonald Meredith Aberdeen Additional	1,128	0.152	0.192
Plummer Addl	558	0.075	0.095
St. Joseph Twp.	1,052	0.142	0.179
Tarbutt Twp.	405	0.055	0.069
Thessalon Town	1,200	0.162	0.204
Blind River Town	2,013	0.272	0.342
Huron Shores (Wards 2, 3 and 4)	23	0.003	0.004
North Shore Township	353	0.048	0.06
North Shore Locality - 5727-22	109	0.015	0.019
Spanish Town	468	0.063	0.08
City of Elliot Lake	8,331	1.125	1.417
TOTALS	28,485	3.846	4.848

Chart 2 – Remaining Municipalities

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
City of Sault Ste. Marie: Ward 1	11,162	1.507	1.262
City of Sault Ste. Marie: Ward 2	10,651	1.438	1.204
City of Sault Ste. Marie: Ward 3	9,472	1.279	1.071
City of Sault Ste. Marie: Ward 4	7,475	1.009	0.845
City of Sault Ste. Marie: Ward 5	6,825	0.921	0.772
TOTALS	45,585	6.154	5.154

	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
GRAND TOTAL	74,070	10	10

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2022 Trustee Determination and Distribution

Algoma District School Board

Lead Municipality for Area's Election

Territory without Municipal Organization (Vote by Mail)

2022 POPULATION DESIGNATION AND TRUSTEE DISTRIBUTION						
	a Municipality or Township	b 2022 Population	c Population Designation	d Electoral Quotient	e Alternative Quotient	f Number of Trustees
1	Chapleau Locality - 5289	127	Low	0.017	0.022	
2	Chapleau Township	1,163	Low	0.157	0.198	
	Total Chapleau	1,290		0.174	0.220	
3	Hornepayne Township	701	Low	0.095	0.119	
	Total Hornepayne	701		0.095	0.119	
4	Dubreuilville Twp.	100	Low	0.014	0.017	
5	Michipicoten Locality - 5727-21	121	Low	0.016	0.021	
6	Wawa Municipality	1,726	Low	0.233	0.294	
7	White River Township	440	Low	0.059	0.075	
	Total Wawa and surrounding area	2,387		0.322	0.407	
8	TOTAL NORTH AREA	4,378		0.591	0.746	1
9	Sault Ste. Marie: Ward 1	11,162		1.507	1.262	1
10	Sault Ste. Marie: Ward 2	10,651		1.438	1.204	1
11	Sault Ste. Marie: Ward 3	9,472		1.279	1.071	1
12	Sault Ste. Marie: Ward 4	7,475		1.009	0.845	1
13	Sault Ste. Marie: Ward 5	6,825		0.921	0.772	1
14	City of Sault Ste. Marie	45,585		6.154	5.154	5
15	Prince Township	698	Low	0.094	0.119	
16	Sault Locality - 5727-01-19	3,442	Low	0.465	0.586	
	Total Prince Township and Sault Locality	4,140		0.559	0.705	1
17	TOTAL SAULT STE. MARIE & AREA	49,725		6.713	5.859	6
18	Bruce Mines Town	471	Low	0.064	0.080	
19	Central Alg. Locality - 5727-20	259	Low	0.035	0.044	
20	Hilton Twp.	271	Low	0.037	0.046	
21	Hilton Beach Village	174	Low	0.023	0.030	
22	Huron Shores (Ward 1) *	1,465	Low	0.198	0.249	
23	Jocelyn Twp.	245	Low	0.033	0.042	
24	Johnson Twp.	581	Low	0.078	0.099	
25	Laird Township	861	Low	0.116	0.146	
26	MacDonald Meredith	1,128	Low	0.152	0.192	
27	Plummer Addl	558	Low	0.075	0.095	
28	St. Joseph Twp.	1,052	Low	0.142	0.179	
29	Tarbutt Twp.	405	Low	0.055	0.069	
30	Thessalon Town	1,200	Low	0.162	0.204	
31	TOTAL CENTRAL ALGOMA AREA	8,670		1.171	1.475	1
32	Blind River Town	2,013	Low	0.272	0.342	
33	Huron Shores (Wards 2, 3, & 4) *	23	Low	0.003	0.004	
34	North Shore Township	353	Low	0.048	0.060	
35	North Shore Locality - 5727-22	109	Low	0.015	0.019	
36	Spanish Town	468	Low	0.063	0.080	
37	TOTAL NORTHSORE AREA	2,966		0.400	0.505	1
38	City of Elliot Lake	8,331	Low	1.125	1.417	
39	TOTAL ELLIOT LAKE AREA	8,331		1.125	1.417	1
40	Total Low Population Municipalities	28,485		3.846	4.848	5
41	Total Sault Ste. Marie	45,585		6.154	5.154	5
42	GRAND TOTAL	74,070		10	10	10

* Note:

1) The 2018 Huron Shores municipality is split above according to year 2000 boundaries - see lines 40 & 43.



B. 5 DIRECTOR'S REPORT TO THE BOARD

DATE: 2022 03 29

**SUBJECT: Election By-Law – To Delegate Authority to Returning Officer for the 2022
Trustee Election**

5.1.0 Background and Information

- 5.1.1 In past elections, The Algoma District School Board conducted the election of trustees for all school boards within the unorganized areas (Areas without Municipal Organization). Co-terminus School Boards bought service from ADSB to conduct their portion of the election in past elections.
- 5.1.2 On 2022 02 15 the Board passed a By-Law to adopt "Vote By Mail" procedures similar to past elections.
- 5.1.3 For the 2022 Election, ADSB has contracted the City of Sault Ste. Marie to act as Returning Officer on its behalf. In the past, ADSB had its own experienced technical staff act as this resource but due to recent attrition, this service was felt best to leverage community expertise in order to perform this task.
- 5.1.4 A contract with the City of Sault Ste. Marie is being developed currently for the city's clerk to act as ADSB's Returning Officer. This would also include utilizing the City's Compliance Audit Committee should there be applications for compliance audits of the candidates' campaign expenses. Any expenses are fully funded by the Ministry of Education.

5.2.0 Recommendation

- 5.2.1 It is recommended that the Algoma District School Board enter into a contract for the City of Sault Ste. Marie clerk, to act as ADSB's Returning Officer for the 2022 Trustee Election (See Attachment B.5 #1).

5.3.0 Proposed Resolution

- 5.3.1 That the Algoma District School Board enter into a contract for the City of Sault Ste. Marie clerk, to act as ADSB's Returning officer for the 2022 Trustee Election (See Attachment B.5 #1).

BY-LAW NO. 2022-03

APPOINTMENT AND OATH OF RETURNING OFFICER

Municipal Elections Act, 1996, s.15(2)

Algoma District School Board – Territories Without Municipal Organization in the Algoma District (Chapleau Locality, Missarenda Locality, Michipicoten Locality, Sault Locality, Central Algoma Locality, North Shore Locality)

Name of Person Appointed as Returning Officer:

Rachel Tyczinski

The person named above is hereby appointed Returning Officer for the Algoma District School Board election in territories without municipal organization in the Algoma District (Missarenda Locality, Michipicoten Locality, Sault Locality, Central Algoma Locality, North Shore Locality) and in addition to the duties and responsibilities of a Returning Officer as provided in the *Municipal Elections Act, 1996*, is hereby delegated all powers and duties of the Secretary of the School Board, including the following duties and responsibilities pursuant to the *Municipal Elections Act, 1996*:

- Authority to make all preparations for the election including Vote by Mail
- Authority to prepare for and conduct a recount in the election
- Authority to revise Preliminary List and Voters List
- Authority to maintain peace and order throughout the election
- Authority to hire or appoint election officials
- Authority to amend the Voters List to add an elector, remove an elector's own name and/or correct erroneous information;
- Authority to require a person to provide proof of identity, qualifications or any other matter;
- Authority to approve or deny applications for revisions to the Voters List;
- Authority to receive elections results as they are reported on Voting Day;
- Authority to maintain peace and order at the Voting Place by removing anyone who is causing a disturbance;
- Discretionary authority to provide for any matter or procedure not otherwise provided for in an Act or regulation which in their opinion, is necessary or desirable for conducting the election.

Lucia Reece

I, the person named above, solemnly swear (or affirm) that I will:

- act faithfully in the capacity set out in my appointment and perform all the duties required by law without partiality, fear or affection,
- maintain and aid in maintaining the secrecy of the voting, and

Declared before me at the City of Sault Ste. Marie in the District of Algoma this day of 2022.

A Commissioner, etc.

Rachel Tyczinski



Algoma District School Board
Fiscal 2021-22 Q2 Report
For the 6 months ended February 28, 2022

	Approved Budget (Annual)	Q1 Actuals (Sept - Nov)	YTD Spend as % of Budget
Total Revenue	169,202,981	86,724,262	51.3%
Expenditures			
Classroom	100,813,688	51,550,413	51.1%
Non- Classroom	68,389,293	34,256,183	50.1%
Total Expenditures	169,202,981	85,806,596	50.7%