



REGULAR BOARD MEETING AGENDA
March 30, 2021
EDUCATION CENTRE 7:00 P.M.

A. PROCEDURAL ITEMS

- I. Roll call
- II. Land Acknowledgement: Read by **Lucia Reece** (Next Meeting: _____)
- III. Approval of Agenda
- IV. Conflict of Interest

V. Education Topic and/or Delegation

	Superintendent
1. Director's Update on Operations During COVID-19 Outbreak	L.R.
2. Update on Devices for Students to Support Learning	J.S.M.

VI. System Information

	Superintendent
1. Update on Student Well-Being Survey	J.M.
2. Distribution of Policies: 5.01 Pupil Accommodation Review, 6.36 Equity and Inclusive Education, 6.45 Parent Involvement Committee (PIC) Policy	J.M./L.R.
3. Discussion of Policies 4.01 Recruitment, Hiring and Promotion Policy, and 4.02 Conflict of Interest: Hiring and Assignment of Staff	L.R./F.P.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

- 1. Regular Board Meeting Minutes of 2021 02 23

Minutes to be Received by the Board:

- 1. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2021 01 19

VIII. Student Trustees' Report

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

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REGULAR BOARD MEETING AGENDA
March 30, 2021
EDUCATION CENTRE 7:00 P.M.

B. ACTION ITEMS	
	Superintendent
1. Approval of Policies: 4.01 Recruitment, Hiring and Promotion Policy, 4.02 Conflict of Interest: Hiring and Assignment of Staff, 6.49 Board Code of Conduct, 6.49.01 Safe Schools, 6.49.02 Progressive Discipline Policy, inc. Suspension and Expulsions, 6.49.03 Bullying Prevention and Intervention.	J.M./L.R.
2. Approval of Revised 2021-2022 School Year Calendar	M.B.
3. Approval of Elementary & Secondary 2021-2022 Organization	F.P./J.M.
4. Approval of New Special Education Advisory Committee (SEAC) Member	B.V.
C. INFORMATION ITEMS	
1. Quarterly Report	J.S.M.
FUTURE MEETINGS AND LOCATIONS	
2021 04 20 5:30 p.m. 7:00 p.m.	Committee of the Whole Meeting – H.E. Crowder Board Room Closed Open

SECTION 5: SCHOOLS AND STAFFING

Policy 5.01: Pupil Accommodation Review Policy

Supporting Policies

Supporting Procedures

[Pupil Accommodation Review Procedure for Public Delegations](#)

Supporting Protocols and Guidelines

[Accommodation Review Committee Terms of Reference](#)

[Ministry of Education Pupil Accommodation Review Guideline \(Revised April 2018\)](#)

Supporting Templates and Forms

[Public Request Form - Presentation Related to a Pupil Accommodation Review](#)

Other Resources

[Education Act Section 8 \(1\) 26 School Closings; Section 171 \(1\) 7 Power of Boards to Close Schools;](#)

[Sections 194-196 Disposal or Purchase of a School Site](#)

[Ontario Regulation 444/98 Disposition of Surplus Real Property](#)

[Ministry of Education Administrative Review of Accommodation Review Process](#)

[2015:B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline](#)

[Appendix A: Pupil Accommodation Review Guideline, April 2018](#)

[Appendix B: Community Planning and Partnerships Guideline, March 2015](#)

[2018: B02 Revised Pupil Accommodation Review Guideline and Community Planning & Partnerships Guideline Updates](#)

Approved by Resolution #236-2012 05 08

Approved by Resolution #040-2016 04 05

Approved by Resolution #023-2020 02 25

1.0 POLICY STATEMENT

- 1.1 The Algoma District School Board's mission is for all learners to see themselves as "confident learners, caring citizens." The Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area, servicing a number of community schools. Various factors beyond the control of the Board impact on this commitment. These factors include population shifts, changes in funding models, new legislation, changing educational objectives, community aspirations and the physical limitations and/or aging of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, Board personnel monitor and evaluate all schools on a regular basis and study, in detail, schools whose viability may be in question.
- 1.3 Algoma District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The Board therefore

maintains that the detailed study of any school must have a district-wide perspective and include public consultation for input and feedback.

2.0 APPLICATION

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs.
- 2.2 This policy **does not apply (i.e. Exemptions):**
- 2.2.1 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
 - 2.2.2 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
 - 2.2.3 When a lease is terminated;
 - 2.2.4 When the Board is considering the relocation of a grade or grades or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
 - 2.2.5 When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - 2.2.6 Where a facility has been serving as a holding school in a community whose permanent school is under construction or being repaired; and
 - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.

3.0 PROCESS

- 3.1 The process of student accommodation review, which may or may not result in a change in student accommodation, shall consist of five stages:
- i. School Board Long Term Planning
 - ii. Initial Staff Report
 - iii. Community Consultation and Public Meetings
 - iv. School Information Profiles (SIP) Analysis
 - v. Final Staff Report and Decision of the Board of Trustees
- a) **School Board Long Term Planning** - School Boards will undertake long term Capital Plans informed by any relevant information from local municipal governments as well as other community and First Nation partners that expressed an interest prior to an accommodation review. All such relevant information from municipalities and other community partners (i.e. First Nation partners in affected school communities) will be included as part of the initial staff report.
- b) **Initial Staff Report** - Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended

scenario and at least two alternative scenarios to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option. The initial staff report must also include information on actions taken by Board staff prior to establishing a pupil accommodation review process and supporting rationale.

The recommended and alternative options included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- if applicable, the rationale for exempting the school from the Standard PAR process and utilizing the Modified PAR process (see section 10);
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners (i.e. First Nation partners in affected school communities) prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section 5.0) will be made available to the public, as determined in the Board's policy, and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

- c) **Community Consultation and Public Meetings** - The Board must ensure that individuals from the school(s) under review and the broader community are involved to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:
- Accommodation Review Committee (ARC) (see section 8);
 - Consultation with municipal governments local to the affected school(s) (see section 6);
 - Public Meetings (see section 7);
 - Public Delegations (see section 8.2);

- d) **School Information Profiles (SIP) Analysis (see section 5)** - Board staff are required to develop **School Information Profiles (SIPs)** as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on the local community

- e) **Final Staff Report and Decision of the Board of Trustees (see section 8)**

- 3.2 Student accommodation review may result in changes to the grades offered in a school; closures; and/or any other practical solutions to overcrowded, underutilized or inadequate school facilities.
- 3.3 In this policy, use of the word “school” shall mean “schools” where more than one school is being considered.
- 3.4 In this policy use of the word “day” shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
- 3.5 In this policy the term “school board administration” and “Director of Education” shall refer to the Director of Education or designate.

STANDARD ACCOMMODATION REVIEW PROCESS

4.0 Formation of an Accommodation Review Committee (ARC) and Terms of Reference:

4.1 Role

The Board must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The Board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section 6 and 7) to be presented to the Board of Trustees.

4.2 Membership

4.2.1 The membership of the ARC must endeavor to include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

4.2.2 The following shall be invited to be members of the local ARC:

- The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
- A community member appointed by each of the school council(s) of the school(s) under review;
- A First Nation tuition agreement partner from the affected school community;
- A municipal representative or council member from each of the local municipalities in which the school(s) under review is (are) locally appointed by the Board;
- Where a person, or persons, above declines the invitation to be a member of the local ARC, the Board shall appoint a replacement.

The following composition of the committee will be established where feasible:

- a) The principal of each school under review shall be a member of the local ARC.
- b) A staff member of each school under review shall be a member of the local ARC.
- c) For each secondary school under review, the principal may appoint a senior secondary student as a member of the local ARC.
- d) The Superintendent of Education or a senior Board official shall be a member of the local ARC.
- e) Trustees are not required to serve on ARCs.
- f) The local ARC shall elect a member of the committee to chair the meetings.

4.3 Formation

The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

4.4 Terms of Reference

The Board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and accommodation objectives in undertaking the ARC and reflect the Board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

4.5 Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by Board staff. It is recommended that the ARC hold as many working meetings as necessary within the timelines established in their Board's pupil accommodation review policy.

5.0 School Information Profile

- 5.1 School Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on local community

- 5.2 A School Information Profile (SIP) will be completed by Board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP.

Facility Profile:

- School name and address;
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
- School attendance area (boundary) map including First Nation communities;
- Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- Planning map of the school with zoning, official plan or secondary plan land use designations;
- Size of the school site (acres or hectares);
- Building area (square feet or square metres);
- Number of portable classrooms;
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.);
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.);

- Ten-year history of major facility improvements (item and cost);
- Projected five-year facility renewal needs of school (item and cost);
- Current Facility Condition Index (FCI) with a definition of what the index represents;
- A measure of proximity of the students to their existing school, and the average distance to the school for students;
- Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
- School utility costs (totals, per square foot, and per student);
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
- Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free);
- On-the-ground (OTG) capacity and surplus/shortage of pupil place.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
- Describe the course and program offerings at the school;
- Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, Ojibwe language, Indigenous studies, etc.);
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
- Current grade organization of the school (e.g. number of combined grades, etc.);
- Number of out of area students;
- Utilization factor/classroom usage;
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- Current extracurricular activities.

Other School Use Profile:

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
- Availability of before and after school programs or services (e.g. childcare) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery;
- Description of the school's suitability for facility partnerships.

The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 5.3 The Ministry of Education expects the Board to prepare SIPs that are complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review. While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

6.0 Consultation with Local Municipal Governments

- 6.1 Within 5 days of the Board of Trustees' approval to undertake a pupil accommodation review, the Board must invite, to a meeting, the affected single and upper-tier municipalities (Mayors, Reeves or equivalents and to CAO or equivalent) as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the Board's initial staff report. This meeting will take place before the first public meeting.
- 6.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected municipalities/partners. School Boards must also notify the Director(s) of Education of their coterminous Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.
- 6.3 The affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting. Otherwise, the School Board will not be required to include this response in the final staff report.
- 6.4 The Board must document its efforts to meet with the affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees. (See Section 8.1.4)

7.0 Public Meetings

- 7.1 Once the Board has received an initial staff report and has approved the initiation of a pupil accommodation review, the Board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

- 7.2 The public meetings are to be announced and advertised publicly by the Board through an appropriate range of media as determined by the Board.
- 7.3 At a minimum, the first public meeting must include the following:
- an overview of the ARC orientation session;
 - the initial staff report with recommended and alternative accommodation options;
 - a presentation of the School Information Profile(s) SIPs.

8.0 Completing the Accommodation Review

8.1 Final Staff Report

At the conclusion of the pupil accommodation review process, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the Board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

Board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The report will include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

8.2 Delegations to the Board of Trustees Meeting

Once Board staff submits the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.

After the public delegations, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

8.3 Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s), or to approve a different outcome.

8.4 Transition Planning

The transition of students is to be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board is expected to establish a separate committee to address the transition for students and staff.

9.0 Timelines of the Standard PAR Process (see Appendix A)

The pupil accommodation review process must comply with the following minimum timelines:

9.1 Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities, other community and First Nation partners that expressed an interest prior to the pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous school Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The affected municipalities must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in the final report.

9.2 The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included in the first public meeting.

9.3 Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.

9.4 There must be a minimum period of 60 business days between the first and final public meetings.

9.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

9.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

9.7 If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.

- 9.8 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

MODIFIED ACCOMMODATION REVIEW PROCESS

- 10.0 In certain circumstances, where the potential pupil accommodation options available are deemed by the Board to be less complex, and do not include one or more schools eligible to receive support from the Ministry's Rural and Northern Education Fund (RNEF), the Board may find it appropriate to undertake a modified pupil accommodation review process.
- 10.1 The conditions for conducting a modified pupil accommodation review process must satisfy condition #1 along with two or more of conditions #2 to #5:
1. exclusion of any RNEF eligible school in the pupil accommodation review; and, either
 2. distance to the nearest available accommodation; or
 3. utilization rate of the facility; or
 4. number of students enrolled at the school; or
 5. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).
- 10.2 The Board may consider additional factors that are defined in the Board's pupil accommodation review policy to qualify for the modified pupil accommodation review process.
- 10.3 Multiple factors may be developed by the Board to appropriately reflect varying conditions across the Board (e.g. urban, rural, elementary panel, secondary panel, etc.).
- 10.4 The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the Board's pupil accommodation review.

Implementing the Modified Accommodation Review Process

- 10.5 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board's pupil accommodation review policy.
- 10.6 The initial staff report and SIPs must be made available to the public and posted on the Board's website.
- 10.7 A public meeting will be announced and advertised through an appropriate range of media as determined by the Board.
- 10.8 Following the public meeting, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the

Board's policy and posted on the Board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review. It must also include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

- 10.9 When the Board staff submit the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback through a public delegation to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.
- 10.10 After the public delegation, Board staff will compile feedback from public delegations which will be presented to the Board of Trustees with the final staff report.
- 10.11 The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation (s) of the final staff report, or to approve a different outcome.
- 10.12 The Ministry encourages the Board not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).
- 10.13 A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process (see Appendix A)

The modified pupil accommodation review process must comply with the following minimum timelines:

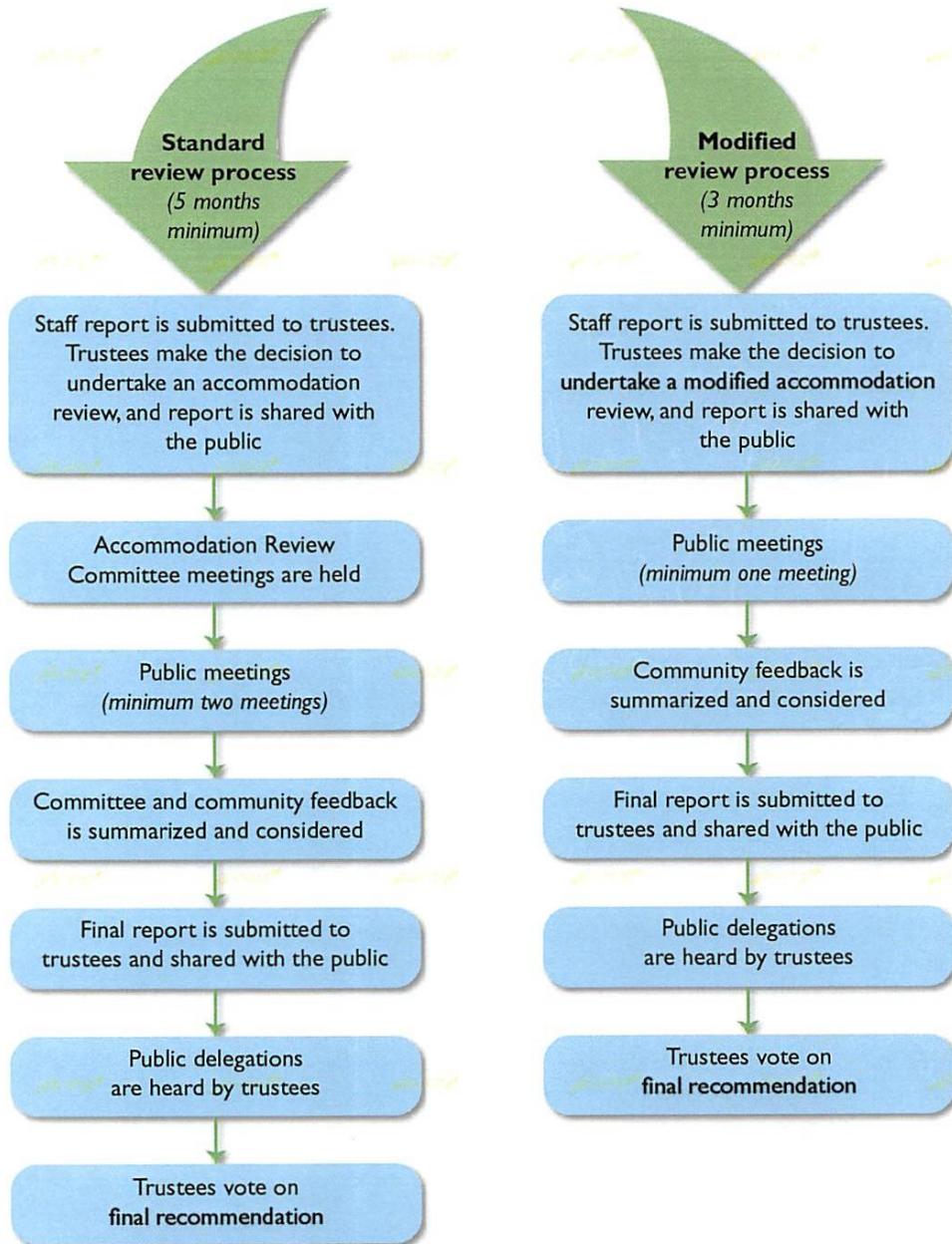
- 10.14 Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities through the Clerks Department (or equivalent), other community and First Nation partners that expressed an interest prior to the modified pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 10.15 The meeting between the School Board, affected single, lower and upper-tier municipalities and other community and First Nation partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.

- 10.16 The affected single and upper-tier municipalities, as well as other community and First Nation partners that expressed an interest prior to the modified public accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in their final staff report.
- 10.17 The School Board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held.
- 10.18 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 10.19 If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- 10.20 If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 10.21 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 10.22 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

APPENDIX A: TIMELINES: STANDARD AND MODIFIED ACCOMMODATION REVIEW

Action	Standard	Modified	When
Presentation of initial report from Administration to the Board of Trustees	✓	✓	Discretion
Board decision to conduct an Accommodation review	✓	✓	Discretion, at regular meeting of the Board
Notice of Board decision to conduct an accommodation review to parents, guardians, school and broader community	✓	✓	Within five business days of the Board's decision
Formation of Accommodation Review Committee	✓		Prior to first public meeting
Consultation meetings with municipal and community partners	✓	✓	As required, prior to final public accommodation review meeting
Notice of the first public accommodation review meeting to school and broader community	✓	✓	At least 10 business days prior to the meeting
First public accommodation review meeting	✓	✓	No sooner than 40 business days following the Board's decision
Information package prepared for ARC	✓		No later than ARC's first working meeting of the ARC
Working meetings of the ARC	✓		As scheduled by ARC, after the first public meeting, prior to final public meeting
Notice of final public accommodation review meeting school and broader community	✓		At least 10 business days prior to the meeting
Final public accommodation review meeting	✓		No sooner than 60 business days following the first public meeting
Final report from administration posted on website.	✓	✓	No fewer than 10 business days following final public meeting
Meeting for public delegations/input	✓	✓	No fewer than 10 days following presentation of report from administration to SE/SCC
Follow-up meeting to prepare recommendation to Board	✓	✓	No fewer than 10 business days following the SE/SCC meeting for public input
Public Board meeting to determine accommodation recommendations	✓	✓	Regularly scheduled Board meeting held no sooner than 10 business days following the SE/SCC meeting for public delegations, and prior to summer break
NOTE: Additional Public Meeting if School Closure is Introduced in final staff report	✓	✓	No fewer than 20 business days from the posting of the final staff report with no fewer than 10 business days before the public delegations.

Pupil Accommodation Review Processes



SECTION 5: SCHOOLS AND STAFFING

Policy 5.01: Pupil Accommodation Review Policy

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[Ontario Regulation 444/98 Disposition of Surplus Real Property](#)

[Ministry of Education Administrative Review of Accommodation Review Process](#)

[2015:B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline](#)

[2018: B02 Revised Pupil Accommodation Review Guideline and Community Planning & Partnerships Guideline Updates](#)

Approved by Resolution #236-2012 05 08

Approved by Resolution #040-2016 04 05

Approved by Resolution #023-2020 02 25

Approved by Resolution #

1.0 POLICY STATEMENT

- 1.1 The Algoma District School Board's mission is for all learners to see themselves as "confident learners, caring citizens." The Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area, servicing a number of community schools. Various factors beyond the control of the Board impact on this commitment. These factors include population shifts, changes in funding models, new legislation, changing educational objectives, community aspirations and the physical limitations and/or aging of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, Board personnel monitor and evaluate all schools on a regular basis and study, in detail, schools whose viability may be in question.
- 1.3 Algoma District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The Board therefore maintains that the detailed study of any school must have a district-wide perspective and include public consultation for input and feedback.

2.0 APPLICATION

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs.
- 2.2 This policy **does not apply (i.e. Exemptions):**
- 2.2.1 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
 - 2.2.2 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
 - 2.2.3 When a lease is terminated;
 - 2.2.4 When the Board is considering the relocation of a grade or grades or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
 - 2.2.5 When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - 2.2.6 Where a facility has been serving as a holding school in a community whose permanent school is under construction or being repaired; **and or**
 - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees.

Appendix B: Outlines the process to be followed under the Exemptions listed in 2.2.

3.0 PROCESS

- 3.1 The process of student accommodation review, which may or may not result in a change in student accommodation, shall consist of five stages:
- i. School Board Long Term Planning
 - ii. Initial Staff Report
 - iii. Community Consultation and Public Meetings
 - iv. School Information Profiles (SIP) Analysis
 - v. Final Staff Report and Decision of the Board of Trustees
- a) **School Board Long Term Planning** - School Boards will undertake long term Capital Plans informed by any relevant information from local municipal governments as well as other community and First Nation partners that expressed an interest prior to an accommodation review. All such relevant information from municipalities and other community partners (i.e. First Nation partners in affected school communities) will be included as part of the initial staff report.

- b) **Initial Staff Report** - Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option. The initial staff report must also include information on actions taken by Board staff prior to establishing a pupil accommodation review process and supporting rationale.

The recommended and alternative options included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- if applicable, the rationale for exempting the school from the Standard PAR process and utilizing the Modified PAR process (see section 10);
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners (i.e. First Nation partners in affected school communities) prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section 5.0) will be made available to the public, as determined in the Board's policy, and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

- c) **Community Consultation and Public Meetings** - The Board must ensure that individuals from the school(s) under review and the broader community are involved to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:
- Accommodation Review Committee (ARC) (see section 8);
 - Consultation with municipal governments local to the affected school(s) (see section 6);
 - Public Meetings (see section 7);
 - Public Delegations (see section 8.2);

- d) **School Information Profiles (SIP) Analysis (see section 5)** - Board staff are required to develop **School Information Profiles (SIPs)** as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on the local community

- e) **Final Staff Report and Decision of the Board of Trustees (see section 8)**

- 3.2 Student accommodation review may result in changes to the grades offered in a school; closures; and/or any other practical solutions to overcrowded, underutilized or inadequate school facilities.
- 3.3 In this policy, use of the word “school” shall mean “schools” where more than one school is being considered.
- 3.4 In this policy use of the word “day” shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
- 3.5 In this policy the term “school board administration” and “Director of Education” shall refer to the Director of Education or designate.

STANDARD ACCOMMODATION REVIEW PROCESS

4.0 Formation of an Accommodation Review Committee (ARC) and Terms of Reference:

4.1 Role

The Board must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The Board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section 6 and 7) to be presented to the Board of Trustees.

4.2 Membership

4.2.1 The membership of the ARC must endeavor to include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

4.2.2 The following shall be invited to be members of the local ARC:

- The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
- A community member appointed by each of the school council(s) of the school(s) under review;
- A First Nation tuition agreement partner from the affected school community;
- A municipal representative or council member from each of the local municipalities in which the school(s) under review is (are) locally appointed by the Board;
- Where a person, or persons, above declines the invitation to be a member of the local ARC, the Board shall appoint a replacement.

The following composition of the committee will be established where feasible:

- a) The principal of each school under review shall be a member of the local ARC.
- b) A staff member of each school under review shall be a member of the local ARC.
- c) For each secondary school under review, the principal may appoint a senior secondary student as a member of the local ARC.
- d) The Superintendent of Education or a senior Board official shall be a member of the local ARC.
- e) Trustees are not required to serve on ARCs.
- f) The local ARC shall elect a member of the committee to chair the meetings.

4.3 Formation

The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

4.4 Terms of Reference

The Board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and accommodation objectives in undertaking the ARC and reflect the Board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

4.5 Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by Board staff. It is recommended that the ARC hold as many working meetings as necessary within the timelines established in their Board's pupil accommodation review policy.

5.0 School Information Profile

- 5.1 School Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on local community

- 5.2 A School Information Profile (SIP) will be completed by Board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP.

Facility Profile:

- School name and address;
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
- School attendance area (boundary) map including First Nation communities;
- Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- Planning map of the school with zoning, official plan or secondary plan land use designations;
- Size of the school site (acres or hectares);
- Building area (square feet or square metres);
- Number of portable classrooms;
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.);
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, courts for basketball, tennis, etc.);

- Ten-year history of major facility improvements (item and cost);
- Projected five-year facility renewal needs of school (item and cost);
- Current Facility Condition Index (FCI) with a definition of what the index represents;
- A measure of proximity of the students to their existing school, and the average distance to the school for students;
- Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
- School utility costs (totals, per square foot, and per student);
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
- Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free);
- On-the-ground (OTG) capacity and surplus/shortage of pupil place.

Instructional Profile:

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
- Describe the course and program offerings at the school;
- Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, Ojibwe language, Indigenous studies, etc.);
- Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
- Current grade organization of the school (e.g. number of combined grades, etc.);
- Number of out of area students;
- Utilization factor/classroom usage;
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- Current extracurricular activities.

Other School Use Profile:

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
- Availability of before and after school programs or services (e.g. childcare) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery;
- Description of the school's suitability for facility partnerships.

The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 5.3 The Ministry of Education expects the Board to prepare SIPs that are complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review. While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

6.0 Consultation with Local Municipal Governments

- 6.1 Within 5 days of the Board of Trustees' approval to undertake a pupil accommodation review, the Board must invite, to a meeting, the affected single and upper-tier municipalities (Mayors, Reeves or equivalents and to CAO or equivalent) as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the Board's initial staff report. This meeting will take place before the first public meeting.
- 6.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected municipalities/partners. School Boards must also notify the Director(s) of Education of their coterminous Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.
- 6.3 The affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting. Otherwise, the School Board will not be required to include this response in the final staff report.
- 6.4 The Board must document its efforts to meet with the affected municipalities, as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees. (See Section 8.1.4)

7.0 Public Meetings

- 7.1 Once the Board has received an initial staff report and has approved the initiation of a pupil accommodation review, the Board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 7.2 The public meetings are to be announced and advertised publicly by the Board through an appropriate range of media as determined by the Board.
- 7.3 At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative accommodation options;
- a presentation of the School Information Profile(s) SIPs.

8.0 Completing the Accommodation Review

8.1 Final Staff Report

At the conclusion of the pupil accommodation review process, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the Board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

Board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The report will include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

8.2 Delegations to the Board of Trustees Meeting

Once Board staff submits the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.

After the public delegations, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

8.3 Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s), or to approve a different outcome.

8.4 Transition Planning

The transition of students is to be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board is expected to establish a separate committee to address the transition for students and staff.

9.0 Timelines of the Standard PAR Process (see Appendix A)

The pupil accommodation review process must comply with the following minimum timelines:

9.1 Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities, other community and First Nation partners that expressed an interest prior to the pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous school Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The affected municipalities must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in the final report.

9.2 The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included in the first public meeting.

9.3 Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.

9.4 There must be a minimum period of 60 business days between the first and final public meetings.

9.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

9.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

9.7 If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.

9.8 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

MODIFIED ACCOMMODATION REVIEW PROCESS

- 10.0 In certain circumstances, where the potential pupil accommodation options available are deemed by the Board to be less complex, and do not include one or more schools eligible to receive support from the Ministry's Rural and Northern Education Fund (RNEF), the Board may find it appropriate to undertake a modified pupil accommodation review process.
- 10.1 The conditions for conducting a modified pupil accommodation review process must satisfy condition #1 along with two or more of conditions #2 to #5:
1. exclusion of any RNEF eligible school in the pupil accommodation review; and, either
 2. distance to the nearest available accommodation; or
 3. utilization rate of the facility; or
 4. number of students enrolled at the school; or
 5. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).
- 10.2 The Board may consider additional factors that are defined in the Board's pupil accommodation review policy to qualify for the modified pupil accommodation review process.
- 10.3 Multiple factors may be developed by the Board to appropriately reflect varying conditions across the Board (e.g. urban, rural, elementary panel, secondary panel, etc.).
- 10.4 The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the Board's pupil accommodation review.

Implementing the Modified Accommodation Review Process

- 10.5 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board's pupil accommodation review policy.
- 10.6 The initial staff report and SIPs must be made available to the public and posted on the Board's website.
- 10.7 A public meeting will be announced and advertised through an appropriate range of media as determined by the Board.
- 10.8 Following the public meeting, Board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy and posted on the Board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report. The final staff report must

include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review. It must also include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being.

- 10.9 When the Board staff submit the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback through a public delegation to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.
- 10.10 After the public delegation, Board staff will compile feedback from public delegations which will be presented to the Board of Trustees with the final staff report.
- 10.11 The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation (s) of the final staff report, or to approve a different outcome.
- 10.12 The Ministry encourages the Board not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).
- 10.13 A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process (see Appendix A)

The modified pupil accommodation review process must comply with the following minimum timelines:

- 10.14 Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities through the Clerks Department (or equivalent), other community and First Nation partners that expressed an interest prior to the modified pupil accommodation review and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 10.15 The meeting between the School Board, affected single, lower and upper-tier municipalities and other community and First Nation partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.
- 10.16 The affected single and upper-tier municipalities, as well as other community and First Nation partners that expressed an interest prior to the modified public accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in their final staff report.

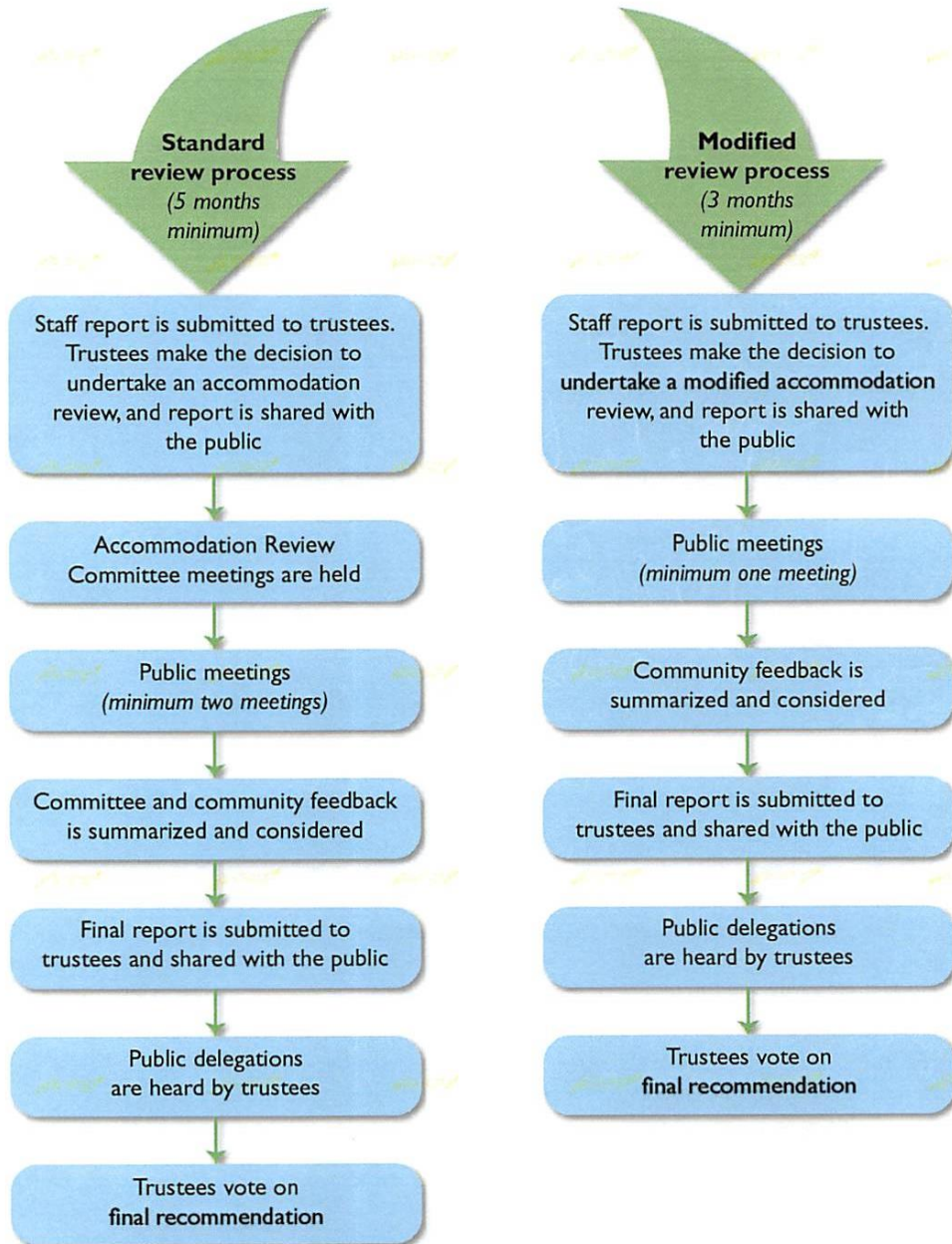
- 10.17 The School Board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held.
- 10.18 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 10.19 If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- 10.20 If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 10.21 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 10.22 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

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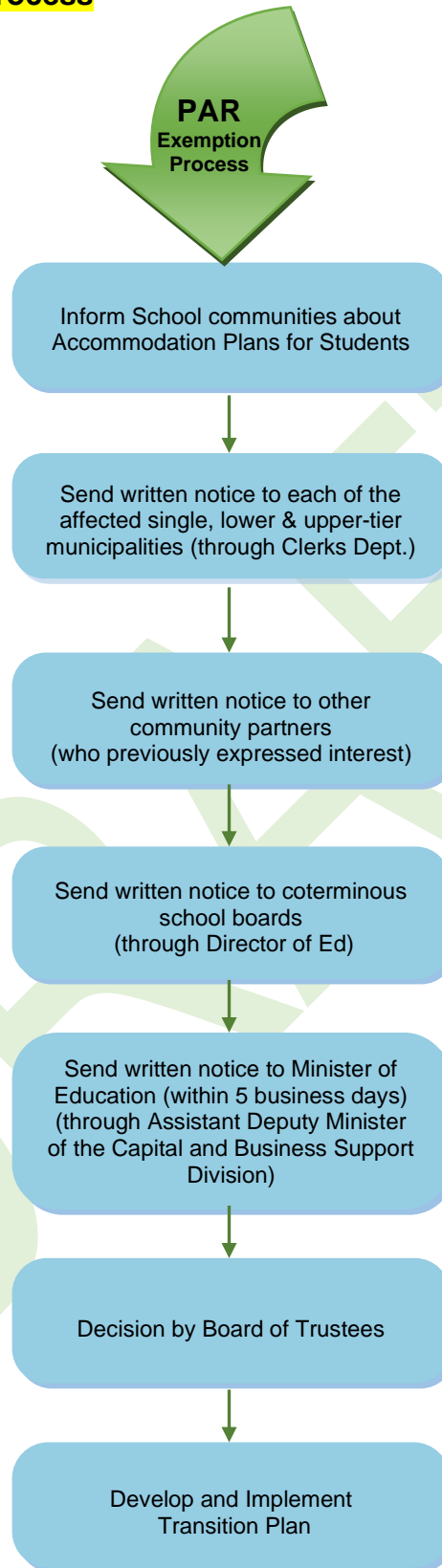
APPENDIX A: TIMELINES: STANDARD AND MODIFIED ACCOMMODATION REVIEW

Action	Standard	Modified	When
Presentation of initial report from Administration to the Board of Trustees	✓	✓	Discretion
Board decision to conduct an Accommodation review	✓	✓	Discretion, at regular meeting of the Board
Notice of Board decision to conduct an accommodation review to parents, guardians, school and broader community	✓	✓	Within five business days of the Board's decision
Formation of Accommodation Review Committee	✓		Prior to first public meeting
Consultation meetings with municipal and community partners	✓	✓	As required, prior to final public accommodation review meeting
Notice of the first public accommodation review meeting to school and broader community	✓	✓	At least 10 business days prior to the meeting
First public accommodation review meeting	✓	✓	No sooner than 40 business days following the Board's decision
Information package prepared for ARC	✓		No later than ARC's first working meeting of the ARC
Working meetings of the ARC	✓		As scheduled by ARC, after the first public meeting, prior to final public meeting
Notice of final public accommodation review meeting school and broader community	✓		At least 10 business days prior to the meeting
Final public accommodation review meeting	✓		No sooner than 60 business days following the first public meeting
Final report from administration posted on website.	✓	✓	No fewer than 10 business days following final public meeting
Meeting for public delegations/input	✓	✓	No fewer than 10 days following presentation of report from administration to SE/SCC
Follow-up meeting to prepare recommendation to Board	✓	✓	No fewer than 10 business days following the SE/SCC meeting for public input
Public Board meeting to determine accommodation recommendations	✓	✓	Regularly scheduled Board meeting held no sooner than 10 business days following the SE/SCC meeting for public delegations, and prior to summer break
NOTE: Additional Public Meeting if School Closure is Introduced in final staff report	✓	✓	No fewer than 20 business days from the posting of the final staff report with no fewer than 10 business days before the public delegations.

Pupil Accommodation Review Processes



Appendix B: Exemption Process



SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Safe Schools Policy](#)

[6.49.01 Board Code of Conduct Policy for Safe Schools](#)

[6.49.02 Progressive Discipline Including Suspension and Expulsion](#)

[6.49.03 Bullying Prevention and Intervention](#)

Supporting Procedures

[Religious Accommodations](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools](#)

[Ontario Human Rights Code](#)

[Bill 157 Keeping our Kids Safe at School](#)

[Bill 13 Accepting Schools Act 2012](#)

Approved by Resolution #154-1998 06 23

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Revised by Resolution #089-2014 05 27

POLICY STATEMENT

The Algoma District School Board is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education.

RATIONALE

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who service the system.

All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and students will only reach their full potential in an environment where they feel secure and accepted. Students need to be equipped with the knowledge, skills, attitude and values to engage others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer and questioning) people.

The Board upholds the principles of respect for human rights and fundamental freedoms.

ROLES AND RESPONSIBILITIES

Trustees are responsible for:

- reviewing and amending all policies through an equity and inclusivity lens

The Director is responsible for:

- providing leadership to ensure a collaborative system based process in the development, implementation and review of all Board practices through an equity and inclusivity lens

Superintendents are responsible for:

- implementing policies, procedures and practices that are equitable and inclusive

Principal/Managers are responsible for:

- developing and implementing strategies to engage students, parents and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive policies
- implementing Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities

All Board employees are responsible for:

- fostering a commitment to equity of outcomes
- using inclusive and respectful language and approaches in all interactions
- demonstrating a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways

- working to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicating and working effectively with everyone
- modeling the equity and inclusive education values and vision of the school, department and board
- working to develop a process through which concerns and issues about discrimination can be identified and resolved
- working to develop a survey to measure progress towards creating an equitable and inclusive environment
- using “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- encouraging leadership in establishing and monitoring guidelines for achieving inclusive environments
- understanding that equity and inclusive principles apply to everyone
- assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles

IMPLEMENTATION

Guidelines for Policy Development and Implementation, [Ontario’s Equity and Inclusive Education Strategy](#) and [Policy/Program Memorandum No. 119 \(2009\) “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”](#) identify eight areas of focus for implementing equity and inclusive education:

1. Board Policies, Programs, Guidelines and Practices

The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the [Ontario Human Rights Code](#).

2. Shared and Committed Leadership

The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs.

3. School-Community Relationships

The Board will maintain and enhance collaborative relationship with diverse communities so that the perspectives and experiences of students, families and employees are recognized.

4. Inclusive Curriculum and Assessment Practices

The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.

5. Religious Accommodation

The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.

6. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from discrimination and harassment.

7. Professional Learning

The Board will continue to provide administrators, staff and students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the [Ontario Human Rights Code](#).

8. Accountability and Transparency

The Board will continue to assess and monitor board Progress in implementing the [Equity and Inclusive Education Strategy](#), by reviewing Board

SECTION 6: OPERATIONS

Policy 6.36: Equity and Inclusive Education Policy

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Board Code of Conduct](#)

[6.49.01 Safe Schools Policy](#)

[6.49.02 Progressive Discipline Policy for Students Including Suspension and Expulsion](#)

[6.49.03 Bullying Prevention and Intervention Policy for Students](#)

Supporting Procedures

[Religious Accommodations](#)

Supporting Protocols and Guidelines

ADSB Guideline for Supporting Trans and Gender Diverse Students

Supporting Templates and Forms

Other Resources

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education policies in Ontario schools \(2013\)](#)

[Ontario Human Rights Code](#)

[Bill 157 Keeping our Kids Safe at School](#)

[Bill 13 Accepting Schools Act 2012](#)

Approved by Resolution #154-1998 06 23

Revised by Resolution #125-2010 10 05

Revised by Resolution #089-2014 05 27

Revised by Resolution #

POLICY STATEMENT

The Algoma District School Board is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education and working/learning environments.

RATIONALE

The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who service the system.

All students, staff and community members ought to feel safe at school and ADSB worksites and deserve a positive climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

A healthy, safe and inclusive learning and working environment where all students and staff feel accepted is a necessary condition for success and students will only reach their full potential in an environment where they feel secure and accepted. Students and staff need to be equipped with the knowledge, skills, attitude and values to engage others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTQ2S+ (lesbian, gay, bisexual, transgender or trans, queer or questioning, two-spirit,) people.

The Board upholds the principles of respect for human rights and fundamental freedoms.

IMPLEMENTATION & ACTION

Guidelines for Policy Development and Implementation, [Ontario's Equity and Inclusive Education Strategy](#) and [Policy/Program Memorandum No. 119 \(2013\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#) identify eight areas of focus for implementing equity and inclusive education:

1. Board Policies, Programs, Guidelines and Practices

The Board will serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the [Ontario Human Rights Code](#). The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. All Board policies and procedures will be reviewed from an equity lens during the regularly scheduled review cycle.

2. Shared and Committed Leadership

The Board will maintain and enhance partnerships with diverse communities so that the perspectives and experiences of the student population are recognized to help meet their needs. Board and school leaders

will promote the development of collaborative learning and working environments in which participants share a commitment to equity and inclusive education principles and practices.

3. School-Community Relationships

Schools and the Board will actively engage parents and community partners to create and sustain a positive school climate that supports student achievement and well-being. The Board will maintain and enhance collaborative relationships with diverse communities so that the perspectives and experiences of students, families and employees are recognized.

4. Inclusive Curriculum and Assessment Practices

The Board is committed to an inclusive curriculum and will continue to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential. The Board and schools will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. Staff must provide students and colleagues with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives. Students must be able to see themselves represented in the curriculum, programs, learning environment, and culture of the school.

5. Religious Accommodation

The Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to staff and students.

6. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within the Board and its school communities is entitled to a respectful, positive school climate and learning/working environment, free from discrimination and harassment, where all members of the school community feel safe, included, welcomed, and accepted. Questions on equity and inclusive education will be incorporated into school climate surveys and Board workplace climate surveys.

7. Professional Learning

Working with Board staff, community partner agencies and other education partners, the Board will continue to provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills attitudes and behaviour to identify and eliminate discriminatory biases and systemic barriers under the [Ontario Human Rights Code](#).

8. Accountability and Transparency

The Board will continue to assess and monitor its progress in implementing the [Equity and Inclusive Education Strategy](#), by reviewing board and school improvement data including school climate surveys and board workplace climate surveys.

ROLES AND RESPONSIBILITIES

Trustees will:

- review and amend all policies through an equity and inclusivity lens.

The Director will:

- provide leadership to ensure a collaborative system-based process in the development, implementation and review of all Board practices through an equity and inclusivity lens.

Superintendents will:

- implement policies, procedures and practices that are equitable and inclusive
- coordinate the development of surveys to measure progress towards creating equitable and inclusive environments
- coordinate the development of a process through which concerns and issues about discrimination can be identified and resolved.

Principal/Managers will:

- develop and implement strategies to engage students, parents and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive policies
- implement Board equity and inclusivity policies, programs and action plans that reflect the needs of their diverse school communities
- implement site-based processes in which concerns and issues about discrimination can be identified and resolved

All Board employees will:

- foster a commitment to equity of outcomes

- use inclusive and respectful language and approaches in all interactions
- demonstrate a belief that all students can learn and a commitment to meeting the needs of all students in diverse ways
- work to provide materials and activities that represent the diversity, values, backgrounds, and experiences of all
- communicate and work effectively with everyone
- model the equity and inclusive education values and vision of the school, department and board
- use “learning moments” to address non-inclusive, disrespectful, or discriminatory behaviours
- support leadership in establishing and monitoring guidelines for achieving inclusive environments
- understand that equity and inclusive principles apply to everyone
- assume responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles.

DRAFT

SECTION 6: OPERATIONS

Policy 6.45: Parent Involvement Committee (PIC) Policy

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Regulation 612/00](#)

[A Practical Handbook for Parent Involvement Committee Members \(Ministry of Education, 2012\)](#)

Approved by Resolution #

Mandate:

As per Ontario Regulation 612/00, an Algoma District School Board Parent Involvement Committee (PIC) shall be established, whose mandate shall be to:

- support, encourage and enhance meaningful parent engagement, at the board level, to improve student achievement and well-being;
- provide information and advice to the board on parent engagement;
- communicate with and support school councils;
- undertake activities to help parents support their children's learning at home and at school.

Responsibilities:

The Parent Involvement Committee, or PIC, establishes a direct link between parents and the director of education and the board of trustees. Responsibilities of the PIC shall be:

- to develop strategies and initiatives that the board and the board's director could use to communicate effectively with parents and to engage parents in support of their children's learning at home and at school, and to advise on the use of these strategies;
- to communicate information from the ministry to school councils and parents;
- to determine, in consultation with the director of education, how ministry funding, if any, for parent engagement initiatives is to be allocated;
- to work with school councils to:
 - share effective practices to help engage parents in their children's learning, identify and reduce barriers to parent engagement, and help to ensure that schools are welcoming to parents;
 - support initiatives that help build knowledge and skills that will assist the PIC and school councils of the board with their work.

Composition:

The Parent Involvement Committee shall be comprised of:

- the director of education or superintendent designate (non-voting)
- a trustee (non-voting)
- parent members (voting) who must be the parent of a pupil enrolled in a school of the board that established the PIC (Note: employees of the board may serve as a parent member and must inform the committee of their employment at the first meeting they attend)
- up to three community members (voting). (Note: A community member cannot be a board member or an employee of the board that the PIC serves)

The majority of PIC members must be parents and PIC parents may be selected by appointment or election (subject to the by-laws of the PIC). The regulation does not stipulate the number of parent members; however, efforts are to be made to have representation from all regions of the board and to reflect the diversity of the parent population.

The PIC may include some or all of the following board staff, who are non-voting members and who are appointed by the board:

- one elementary school principal
- one secondary school principal
- one elementary teacher, other than a principal or vice-principal
- one secondary teacher, other than a principal or vice-principal
- one board employee, other than a principal, vice-principal or teacher.

New PIC members must be selected by November 15 each year and before the first PIC meeting of the school year.

Meetings:

The PIC shall meet at least four times during the school year.

Meetings are to be open to the public, held in a location that is accessible to the public (or by electronic or telephonic means) and advertised, so that those who have an interest in matters before the PIC can attend. The Board shall provide the facilities necessary for the proper functioning of the committee and shall make reasonable efforts to enable members to participate fully in meetings.

The chair will be required to reschedule the meeting if any one of the following occurs:

- parents are not the majority of members present
- the director of education (or designate) is not present
- the trustee (or designate) is not present.

By-laws:

The PIC is required to develop a set of mandatory by-laws that governs its affairs. Mandatory by-laws are outlined in the Regulation and in the Ministry’s document, “Making a Difference,” which is a practical handbook for PIC members. The PIC may also make by-laws to permit the election of other officers, such as a treasurer and/or secretary.

Terms of Office:

The term of office for parent members shall be either one or two years. Parent members are eligible for reselection at the end of the term, provided that the member continues to have a child enrolled in a school of the board. The PIC will develop a process to provide continuity through the staggering of terms of membership. In its by-laws, the committee will establish the number of one- and two-year terms for parent members and terms for community members and board staff representatives.

Remuneration:

No PIC member will receive remuneration for serving as a member of the committee. Ministry funds must not be used to cover any part of the salary of any person sitting on this committee or associated with this committee in any way. This does not preclude the possible payment of a trustee honorarium, as set out in section 191 of the Education Act or the salary of board employees.

The Algoma District School Board shall reimburse members and officers of the PIC for expenses they incur as a member or officer of the PIC, as approved in advance, by the Board and in accordance with approved Board policies and/or procedures.

Minutes and Financial Records:

The PIC must keep minutes of all its meetings and records of its financial transactions. The minutes are to be posted on the board's website and sent electronically to each school council in the board.

Annual Summary of Activities:

The PIC shall demonstrate its accountability through the annual submission, to the chair of the board and the board's director of education, of a written summary of its activities and a record of how funding from the ministry to support the activities of the PIC was spent. The director will ensure the summary is posted on the website of the board and that a copy is provided to each school council in the board.

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.01: Recruitment, Hiring and Promotion

Supporting Policies

4.02 [Conflict of Interest: Hiring and Assignment of Staff \(Including Relatives\)](#)

6.36 [Equity and Inclusive Education](#)

Supporting Procedures

[Equitable Selection Procedures in Recruitment, Hiring and Promotion](#)

[Occasional Teacher Evaluation](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

[ADSB Occasional Teacher Evaluation Form](#)

External Resources

[Education Act, Regulation 298](#)

[Education Act, Ontario Regulation 274/12](#)

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education Policies in Ontario schools](#)

[Ontario Human Rights Code](#)

[Accessibility for Ontarians with Disabilities Act](#)

[Employment Standards Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

Approved by Board Resolution #154-1998 06 23

Revised by Board Resolution #147-2004 11 09

Revised By Board Resolution #084-2015 05 05

POLICY STATEMENT

Designated personnel of the Algoma District School Board will recruit, hire and promote candidates to support the Board's mission, vision, values and strategic priorities who are best suited through qualifications, experience and the propitious personal and character attributes. The Board is committed to creating and sustaining an inclusive and safe work environment through recruitment and selection practices that are consistent, transparent and equitable.

RATIONALE

Recruitment, hiring and promotion practices shall:

1. Support the Board's mission, vision, values and strategic priorities;



2. Assess and select the best candidate for each position, based on qualification, experience and propitious personal/character attributes;
3. Establish and monitor practices and guidelines for recruitment, hiring and promotion that are transparent, consistent, fair, equitable and bias free;
4. Recognize the importance of having a workforce that is reflective of the communities that we serve;
5. Encourage employees who aspire to positions of added responsibility;
6. Incorporate legislative requirements and current Collective Agreements and Terms and Conditions of Employment.

CURRENT

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.01: Hiring Policy

Supporting Policies

4.02 [Conflict of Interest: Hiring and Assignment of Staff](#)

6.36 [Equity and Inclusive Education](#)

Supporting Procedures

[Equitable Selection Procedures in Recruitment, Hiring and Promotion](#)

[Occasional Teacher Evaluation](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

[ADSB Occasional Teacher Evaluation Form](#)

External Resources

[Education Act, Regulation 298](#)

[Education Act, Ontario Regulation 274/12](#)

[Equity and Inclusive Education in Ontario Schools - Ministry Guidelines](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Ontario Policy/Program Memorandum 165 – School Board Teacher Hiring Practices](#)

[Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education Policies in Ontario schools](#)

[Ontario Human Rights Code](#)

[Accessibility for Ontarians with Disabilities Act](#)

[Employment Standards Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

Approved by Board Resolution #154-1998 06 23

Revised by Board Resolution #147-2004 11 09

Revised by Board Resolution #084-2015 05 05

Revised by Board Resolution #

As a teaching and learning organization, the Algoma District School Board is committed to hiring the best people, with the necessary knowledge, skills and character, to fulfill its mission, to support its students and operations and to help Ontario's students and future workforce be prepared for success now and in the future.

As an equal opportunity employer, staffing processes shall adhere to the Ontario Human Rights Code such that they are fair, objective, consistent, non-discriminatory, transparent and ensure that hiring decisions are based on merit. Once a decision to hire is made, procedures must be followed to ensure that the best qualified candidate(s) is/are hired in the most effective and efficient manner.

This Policy is intended to facilitate Employees' ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of Employees, while fulfilling their responsibilities to hire personnel to the School Board.

SECTION 1: HIRING OF TEACHING STAFF

As noted, once a decision to hire is made, procedures must be followed to ensure that the best qualified candidate(s) is/are hired in the most effective and efficient manner, which, for teacher positions, includes the principles mandated in Regulation 298, “Operation of Schools – General,” R.R.O., 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

When hiring teachers, the following five components **must** be included:

i. Qualifications and Merit

In addition to adhering to the qualification requirements set out in *Regulation 298, “Operation of School – General,”* the following considerations shall also be relied upon when developing selection and evaluation criteria:

- i) valuing the applicant’s demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible and high-quality learning environment; providing the best possible program as determined by the principal, and considering the applicant’s demonstrated:
 - a. teaching commitment;
 - b. experience or time spent in a particular school; and
 - c. suitability for a particular assignment.
- ii) valuing the applicant’s additional experiences, skills, backgrounds, lived and work experience;
- iii) responding to school and board priorities based on clearly defined criteria, including qualifications.

ii. Diversity, Equity and Human Rights

Research demonstrates that all students benefit from having teachers with varying social identities and lived experiences and that there is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. To achieve a diverse and representative workforce, board personnel will:

- i) ensure that employment policies and practices are anti-discriminatory;
- ii) work to intentionally identify and remove barriers for Indigenous peoples and equity-seeking groups at each stage of the hiring process, which involves examining each part of the process – from setting job requirements and employment conditions to establishing recruitment, application, screening, interview and selection processes so that no stage creates a barrier for candidates.

The Board also recognizes, specifically, the importance of supporting renewal in the teacher workforce by providing career pathways for newly qualified teachers, including those who have successfully completed long-term assignments. It is understood that the hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity; and
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

iii. Employment Mobility

The teacher hiring process shall address employment mobility by providing equal opportunity to all Ontario College of Teachers (OCT) certified teachers to apply for any position (occasional, long-term occasional or permanent) for which they are qualified, irrespective of where they are currently employed.

iv. Fairness and Transparency

To support a fair and transparent hiring process for candidates, board personnel will develop a procedure for all aspects of hiring, including but not limited to:

- establishing and communicating a process and criteria for: setting job requirements, postings, outreach and recruitment, application, screening, and interview and selection;
- a process for tracking and communicating with applicants;
- processes to promote demographically diverse hiring panels, drawing on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source;
- provision for structured evaluation criteria, questions and tools that prevent interview and selection bias;
- a process for providing constructive interview feedback for candidates, upon request;
- a process for accommodation based on needs related to the Human Rights Code; and
- a process for the disclosure of information to the appropriate bargaining units, if applicable.

SECTION 2: HIRING OF NON-TEACHING STAFF

While teachers do comprise the largest group of Employees in the Algoma District School Board, a variety of other employment opportunities also exist. When hiring non-teaching staff, board personnel may follow the same or a similar process as outlined for teaching staff and/or establish procedures that respect the variety of roles for which they are hiring.

Monitoring and Evaluation

To ensure hiring practices are effective and current, this policy shall be reviewed regularly, as per the policy review cycle, to permit any necessary adjustments.

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.02 Conflict of Interest: Hiring and Assignment of Staff (Including Relatives)

Supporting Policies

[1.01 Values Statement](#)

[4.01 Recruitment, Hiring and Promotion](#)

[4.07 Employee Ethics](#)

Supporting Procedures

[Equitable Selection Procedures in Recruitment, Hiring and Promotion](#)

[Employee Ethics Procedure](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Education Act](#)

[Ontario Human Rights Act](#)

[Employment Standards Act](#)

[Municipal Freedoms of Information Protection for Privacy Act](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #213-2012 03 27

Revised by Board Resolution #048-2017 05 09

RATIONALE:

Employees of the Algoma District School Board occupy positions of public trust and confidence. Employees will, at all times, conduct themselves with personal integrity, ethics, honesty, impartiality and diligence in the performance of their duties. Employees are responsible and accountable for identifying and avoiding any situation which may present a potential or actual conflict of interest or be perceived to be a conflict of interest.

This policy is intended to establish parameters and guidelines for employees regarding possible conflict of interest in the hiring and/or the assignment of staff.

POLICY STATEMENT:

1. Any individual who is in a position to hire, or to make decisions affecting the hiring process and who has a close personal relationship with an applicant, must declare a conflict of interest to the Superintendent (Human Resource/Education) or Manager of Human Resources and must remove her/himself from the hiring or staffing deliberations. This includes screening and interviewing applicants.

- a. **Close personal relationships** include but are not limited to close friendships, familial relationships, intimate personal relationships or business associates.
 - b. **Familial relationships** include a relationship between an Algoma District School Board employee or volunteer and his or her:
 - Husband, wife, common-law partner, fiancé(e), whether current or former;
 - Mother, father, sister, brother, whether through marriage, or common-law partnership;
 - In-laws, whether through marriage, or common-law partnership;
 - Daughter, son, grandson or granddaughter, niece, nephew, aunt, uncle or cousin, including, step or foster relations;
 - Legal guardians, including but not limited to, foster parents.
2. The Algoma District School Board shall avoid assigning employees to a worksite where the supervisor is an immediate familial relation, unless there are at least two levels of supervision between the individuals.

Immediate familial relation is defined as:

Spouse: Person to whom the employee is married, or with whom the employee is living in a conjugal relationship

Child: Including in-law / common-law

Parent: Including in-law / common-law

Sibling: Including in-law / common-law

If the skills or qualifications required for a position or if organizational or collective agreement provisions necessitate departure from these guidelines, the Director shall be advised of the circumstance.

3. This policy is not intended to restrict the rights of management but to ensure a transparent process in the hiring and the assignment of staff.

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.02 Conflict of Interest: Hiring and Assignment of Staff

Supporting Policies

[1.01 Values Statement](#)

[4.01 Recruitment, Hiring and Promotion](#)

[4.07 Employee Ethics](#)

Supporting Procedures

[Equitable Selection Procedures in Recruitment, Hiring and Promotion](#)

[Employee Ethics Procedure](#)

[Procedures for Disclosure of Conflicts of Interest](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Education Act](#)

[Ontario Human Rights Act](#)

[Ontario Policy/Program Memorandum No. 165](#)

[Employment Standards Act](#)

[Municipal Freedoms of Information Protection for Privacy Act](#)

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #213-2012 03 27

Revised by Board Resolution #048-2017 05 09

RATIONALE:

Employees of the Algoma District School Board occupy positions of public trust and confidence. It is expected that Employees will always conduct themselves with personal integrity, ethics, honesty, impartiality and diligence in the performance of their duties. Employees are responsible and accountable for identifying and avoiding any situation which may present a potential or actual conflict of interest or be perceived to be a conflict of interest. This policy, which applies to all Employees, addresses potential, apparent and actual conflicts of interest related to the hiring and/or assignment of staff. It provides guidance so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

POLICY STATEMENT:

Any Employee in a position to hire, or to make decisions affecting the hiring process and who has a potential or actual conflict of interest, or be perceived to be a conflict of interest (ie. has a personal or familial relationship with an applicant), must declare a conflict of interest to the appropriate Supervisor or Director Education as outlined in the Board's "***Procedures for Disclosure of Conflicts of Interest.***" This includes the screening and interviewing of applicants.

1. Definitions

A **Conflict of Interest** means a potential, apparent, or actual conflict where an Employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the Employee's responsibility to the Board, or with the Employee's participation in any recommendation or decision pertaining to hiring within the Board. Employee means full-time or part-time Employees of the School Board involved in hiring.

External Activity means any activity of an Employee outside the scope of her/his/their employment with the School Board, undertaken as part of a commercial or volunteer enterprise.

Relationship means any relationship of the Employee to persons of his/her/their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Supervisor means the person to whom an Employee reports.

2. Specific Conflicts

Without restricting the generality of this policy, the following circumstances may give rise to Conflicts of Interest:

- i) participating in, or influencing the outcome of the appointment, hiring, assignment, promotion, supervision or evaluation of a person with whom the Employee has, or has had, a relationship;
- ii) acceptance by an Employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the Employee when performing hiring duties with the School Board:
 - a) a person, group, or entity that has dealings with the School Board;
 - b) a person, group, or entity to whom the Employee provides services in the course of his/her/their duties to the School Board;
 - c) a person, group, or entity that seeks to do business with the School Board.

An Employee who is offered a gift in the circumstances described in ii) above shall, in writing, notify his/her/their Supervisor.

3. Assignment of Staff

Employees shall not be assigned to a worksite where the supervisor is an immediate familial relation, unless there are at least two levels of supervision between the individuals. Immediate familial relation is defined as spouse, child, parent or sibling, whether by marriage, in-law or common-law.

If the skills or qualifications required for a position, or if organizational or collective agreement provisions necessitate departure from these guidelines, the Director shall be advised of the circumstance.

This policy is not intended to restrict the rights of management, but rather to ensure a transparent process in the hiring and the assignment of staff.

Contraventions of this Policy

Adherence to this policy, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its Employees, and the public. Contraventions of this policy, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For Employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.

DRAFT



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

Date of Meeting: **Tuesday, February 23, 2021**

Time of Meeting: **5:30 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	Pres			
Jennifer Sarlo	Pres			
Susan Thayer	Present	6:25 pm		
<u>Admin. Council</u>				
L. Reece	Pres			
J. Santa Maria	Pres			
B. Vallee	Pres			
J. Maurice	Pres			
M. Bell	Pres			
F. Palumbo	Pres			
<u>Others</u>				
L. Aceti	Pres.			

Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
CLOSED SESSION
2021 02 23
5:30 p.m. MICROSOFT TEAMS MEETING**

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

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

(Resolution #014-2021)

On motion of Trustees Marie Murphy Foran and Sandra Edwards it was approved:

That the Board move into Closed Session at 5:34 p.m.

(Resolution #015-2021)

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

That the Closed Session of the meeting of the Board adjourn at 7.02 p.m.


Chair


Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, February 23, 2021**

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	Pres.			
Jennifer Sarlo	Pres.			
Susan Thayer	Pres.			
<u>Student Trustees</u>				
Emily Hewgill	Pres.			
Amara Ruffo	Pres.			
Evan Tyler	Pres.			
<u>Admin. Council</u>				
L. Reece	Pres.			
J. Santa Maria	Pres.			
B. Vallee	Pres.			
J. Maurice	Pres.			
M. Bell	Pres.			
F. Palumbo	Pres.			
<u>Others</u>				
F. Walsh	Pres.			
L. Aceti	Pres.			
Chris Allano	Pres.			
Dallen Taylor	Pres.			
Brian Kelly	Pres.			

Media
Media

Brent Rankin

Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
MINUTES
OPEN SESSION
2021 02 23
7:00 p.m.
IN-PERSON & MICROCOFT TEAMS**

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

A. (I) Attendance as per attached schedule.

(Resolution #016-2021)

On motion of Trustees Elaine Johnston and Susan Thayer it was approved:

That the Board move into Open Session at 7:12 p.m.

A. (II a) **Approval of Agenda**

(Resolution #017-2021)

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

That the Agenda dated 2021 02 23 be approved as distributed.

A. (IV) **Education Topic and/or Delegation**

1. H.M. Robbin Students: Our Online session with
Prime Minister Trudeau B.V.
 2. Update on Black History Month J.M.
-

A. (V) **System Information**

1. 2019 – 2020 Annual Health & Safety Report – Guest Chris Alfano J.S.M.
 2. Distribution of Policies:
 - 6.49 Code of conduct,
 - 6.49.01 Safe Schools Policy
 - 6.49.02 Progressive Discipline Policy for Students, Including
Suspensions and Expulsions,
 - 6.49.03 Bullying Prevention and Intervention Policy for Students J.M.
-

A. (VI) Approval of Minutes

(Resolution #018-2021)

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

Minutes to be Approved by the Board.

1. Regular Board Meeting Minutes of 2021 01 19

(VI) Minutes to be Received by the Board.

1. Special Education Advisory Committee (S.E.A.C.) Meeting Minutes of 2020 11 24.
-

A. (VII) Reports from Committee Chairs, OPSBA Items

- a) Student Trustees' Reports
 - b) Reports from Committee Chairs, O.P.S.B.A.
-

B. ACTION ITEMS

(Resolution #019-2021)

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

B.1 JOINT HEALTH AND SAFETY ANNUAL REPORT: 2019-2020

1.4.0 Proposed Resolution

- 1.4.1 That the Board receive the 2019-2020 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 #020-2021)

On motion of Trustees Russell Reid and Brent Rankin it was approved:

B.2 APPROVAL OF POLICIES

2.4.0 Proposed Resolution

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

2.4.1 a 6.44 School Councils

as outlined in the Director's Report of 2021 02 23.

(Resolution #021-2021)

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

B.2 APPROVAL OF POLICIES

2.4.0 Proposed Resolution

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

2.4.1 b 6.53 Accessibility Standards

as outlined in the Director's Report of 2021 02 23.

(Resolution #022-2021)

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

B.3 SCHOOL YEAR CALENDAR 2021-2022

3.4.0 Proposed Resolution

3.4.1 That the Board, subject to the approval of the three coterminous Boards, approve the School Year Calendar for the 2021-2022 school year, as contained in the Director's Report of 2021 02 23.

as outlined in the Director's Report of 2021 02 23.

(Resolution #023-2021)

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

B.4 BUDGET DEVELOPMENT PROCESS FOR 2021-2022

4.3.0 Proposed Resolution

4.3.1 That the Board approve the budget process for 2021-2022 as described in the Director's Report to the Board of 2021 02 23.

(Resolution #024-2021)

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

B.5 APPOINTMENT OF STUDENT TRUSTEES FOR 2021-2022

5.3.0 Proposed Resolution

5.3.1 That the Board approve the appointment of Shail Giroux from Korah C & V S and Annika Morrison from Michipicoten High School as the Student Trustees and Manook Wilson from Elliot Lake Secondary School as Indigenous Student Trustee, for the Algoma District School Board, effective August 1, 2021 to July 31, 2022.

C. INFORMATION ITEMS

Future Meetings and Locations

2021 03 09 5:30 p.m. Committee of the Whole

(Resolution #025-2021)

On motion of Trustees Russell Reid and Marie Murphy Foran it was approved:

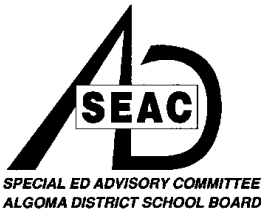
"That the Board adjourn at 8:39 p.m."



Chair



Secretary



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

MINUTES OF MEETING
January 19, 2021
Via MS Teams
12:00 Noon

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

Trustees: R. Reid, S. Evans

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

Regrets: Marnie Yourchuck (North Shore Tribal Council - Alternate)

Guest:

1. **Chair Pat Mick called the meeting to order at 12:00 p.m. With the approval of Chair Mick, Superintendent Vallee to facilitate the remainder of the Teams meeting.**
2. **Round Table - Introduction of members, staff, and guests.**
3. **Approval of Agenda and Minutes (November 24, 2020).**
 - Agenda approval. Moved by R. Reid. Seconded by M. Barbeau. All in favour.
 - Minutes approval. Moved by R. Reid. Seconded by M. Barbeau. All in favour.
4. **Correspondence: PAAC on SEAC (Results for Survey) distributed electronically**
 - PAAC on SEAC letter and survey results were distributed via email. P. Mick reviewed the letter and results and feels that it would be good to discuss at a future SEAC meeting. B. Vallee will add for next month's agenda.
5. **Presentation: Overview of 2020-2021 Special Education Plan Development Process**
 - B. Vallee gave a quick overview of the process to be followed for the development of the annual special education plan. This is generally a six-month process. A parent survey is completed each year. This year, the survey will be live from January 25th to March 5th. A letter including a link to the survey has been pushed out via Edsby. A

rough draft of the plan will be brought to SEAC in spring for review and feedback. We do not anticipate drastic changes following a complete overhaul of the plan two years ago.

- R Reid asked whether there has been information on changes to, or reductions in funding for next year. B. Vallee responded that there were several changes this year due to COVID-19. Extra funding was provided for special education and mental health, but at this time we have no indication whether this will also be provided for next year. Also, for this year, the ministry did not require school boards to submit specific claims for *Special Incidence Portion (SIP)* funding. This is helpful as the process is extremely time-consuming. However, we are not sure whether the Ministry is planning to simply maintain last year's amount, or whether it will be some sort of "average" (e.g. 3 year period).
- S. Evans asked if the budget reflects what Northern schools require - is there a lack of funding? B. Vallee responded that while the additional funding for special education and mental health that we have received over the past few years has been welcome, we face obstacles related to the uncertainty of knowing if funding will be consistent (e.g. will it be available on an annual basis). If we don't know if funding will be available the following year, it can be a struggle to fill positions. Few people are willing to uproot their lives and come to the north for short-term contract positions.

Distribution of 2020-2024 Multi-Year Accessibility Plan (Working Document)

- Multi-year Accessibility Plans are formally updated every five years. This plan, which is already posted on the website as a working document, will be in place from January 2020 to January 2024.
- The document has been developed, updated, and reviewed by the Accessibility Committee. Our process also calls for review by SEAC. We will include time for feedback and discussion at the next SEAC meeting, so members are asked to review the document and website.

6. Member Organization Updates

P. Mick– Member at large:

- Nothing to report.

L. Lambert. -APH Infant Child Development Program

- Busy with Kindergarten school transition meetings.
- Lots of referrals
- Manger, Hannele Dionisi announced she will be retiring
- Agency is busy with COVID-19
- 2 psychology clinics planed

A. Gauthier (Thrive)

- Working from home mostly
- Currently only seeing Tier 1 support families in-person
- Not travelling to the district currently
- Pilot project scheduled to start in February for about 8 weeks (ABA fee-for-service project).
- Providing training for respite workers

- Been busy working with both school boards regarding services

M. Barbeau -Community Living Algoma

- Currently most things are being done online
- Dr. Bill Sullivan, physician at Surrey Place, will be answering questions in a Q&A webinar on January 19th at 1pm, his focus will be on questions about the COVID vaccine for a family member with a developmental disability.
- January 29, 2021 board members and committee members will be meeting for a session on employee engagement and the positive shifts.
- Shaping the future of Virtual mental health care for 2021. A look at Mobilizing virtual mental health care services during a pandemic free online course, Tuesday, February 26, 2021 at 1- 2:30 pm

7. Report from the Board (Trustees)

- Tonight is the first regular board meeting of the new year.
- Last board meeting (December 8th), Jennifer Sarlo was re-elected as Algoma District School Board's chair. Brent Rankin returns as Vice-Chair.
- Russell Reid is the ADSB's OPSBA Director and voting delegate for 2021.
- Sheryl Evans was re- elected as the Northern Regional Chair for OPSBA.
- November Board Meeting (following our last meeting included approval to move Grade 7/8 programs to Elliot Lake Secondary School (ELSS) from Central Avenue and Esten Park.
- Physical Intervention policy was approved.
- Review Audit Committee Report
- Trustees reviewed the shift to the Hybrid model for elementary school students. This helped a great deal with a smoother transition to virtual learning after the holiday break. Kudos to our teachers for the amazing they have been doing! High school students are set to switch over to the hybrid model in Quadmester 3.

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

- ***JK Transition Meetings:*** Last week was a very busy week working with agencies and parents of 44 students with high needs who will be entering JK next year. Still have 7 meetings set with Garden River First Nation, and 6 for the Eastern area which will be taking place in the next week or so. It was nice to be doing the transition meetings this week as this is also our "registration for JK" week.
- ***On-site Learning During Week One School Closure:*** During the first week of January, all schools across Ontario were closed with remote learning provided for students. However, all boards were mandated by the Ministry to provide on-site programming options for students that presenting with complex special education needs that were unable to benefit from remote learning remotely. Accordingly, we continue to operate self-contained programs (e.g. *Structured Learning Classrooms* and *Practical Learning Classrooms*). Individual school sites also offered on-site programming for students presenting with an appropriate learning profile.
- ***Virtual Special Education Classes/Programs:*** As part of our support for learners normally accessing extensively modified or alternative programming who have opted for remote learning, we have established two virtual Special Education Classes/Programs. We have established a virtual *Learning Support Program* for students with mild cognitive delay to receive focused instruction in literacy and numeracy from the virtual

LSP teacher. Students may receive instruction in other subject areas from the regular classroom teacher as part of the hybrid model. We have also established a virtual Practical Learning Classroom (PLC) for students with developmental delays that receive primarily alternative programming. The virtual PLC teacher focuses on alternative program areas including self-help, social, self-regulation, and communication skills, along with instruction in functional academics (literacy and numeracy).

- **Ongoing SERT Professional Development:** We continue to meet with our SERT group on a weekly basis to discuss matters of interest and provide professional development in a timely manner. Over the past month, professional development topics have included *Understanding Executive Functioning, Developing Alternative Programming Expectations, Developing Modified Program Expectations, Managing Oral Language Development Groups, Managing Literacy Support Groups*. An session on *Evaluation and Reporting*, including an introduction to the Alternative Report Card engine, taking place on Friday, January 29th.
- **Formal Assessments:** Over the month of December, school teams completed and submitted new referrals for psychological-educational assessments, speech-language assessments. We are in the process of building our schedule, although this is a bit up in the air with the new stay-at-home order and availability of our psychometrists.
- **February 5th PD Day (Educational Assistants):** Our next PD Day is quickly approaching. The Special Education Department will be providing professional learning for all of our Educational Assistants. EAs will rotate through five workshops, presented virtually, on the following topics: *Using Read&Write Toolbars, Developing Oral Language Incidentally, Collecting Data for Functional Behaviour Assessment, Implementing Student Support Plans, and Using Edsby/Teams*.

9. Next meeting: February 23 19th 2021

Discussion items for next meeting:

- PAAC for SEAC survey
- Multi-Year Accessibility Plan

10. Motion to adjourn: Moved by. R. Reid. Seconded by S. Evans. Meeting adjourned at 1:05pm



B. 1 Director's Report to The Board

Date: 2021 03 30

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:

- 4.01 Recruitment, Hiring and Promotion
- 4.02 Conflict of Interest and Assignment of Staff
- 6.49 Board Code of Conduct
- 6.49.01 Safe Schools Policy
- 6.49.02 Progressive Discipline Policy Including Suspension and Expulsion
- 6.49.03 Bullying Prevention and Intervention Policy

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
4.01	4	<ul style="list-style-type: none">• External Resources: Addition of Ontario Policy/Program Memorandum 165 – School Board Teacher Hiring Practices• Policy Name: Replaced with “Hiring Policy”• Changes made to reflect expectations outlined in Policy/Program Memorandum 165
4.02	4	<ul style="list-style-type: none">• Supporting Procedures: Addition of Procedures for Disclosure of Conflicts of Interest• Other Resources: Addition of Ontario Policy/Program Memorandum 165• Changes made to reflect expectations outlined in Policy/Program Memorandum 165
6.49	6	<ul style="list-style-type: none">• Overall:• Updated Supporting Policies• Small housekeeping items• Revised to address updated Policy/Program Memorandum (PPM) 128• Reduced repetition
		<ul style="list-style-type: none">• Policy Number: Moved Board Code of Conduct to first policy as addressed both students and staff, along with all other members of school community

B.1 Director's Report To The Board

Date: 2021 03 30

Subject: APPROVAL OF POLICIES

1.2.0 Information Continued

6.49	6	<ul style="list-style-type: none"> Standards of Behaviour: Clarified upfront that applies beyond school – all school related activities
		<ul style="list-style-type: none"> 2.1 Respect, Civility, and Responsible Citizenship: <ul style="list-style-type: none"> Added, “.... and their right to express identity” to 6th bullet Added, “.... Including by ensuring that personal mobile devices are used appropriately...” to 11th bullet
		<ul style="list-style-type: none"> 2.2 Safety: <ul style="list-style-type: none"> Outlined expectations that are listed in the Provincial Code of Conduct Added expectation regarding following public health guidelines
		<ul style="list-style-type: none"> 5.0 Employee & Volunteer: Made more inclusive of non-school worksites
		<ul style="list-style-type: none"> 7.0 Board Responsibilities: Review every 5 years as per our regular ADSB policy review cycle
6.49.01	6	<ul style="list-style-type: none"> Overall: Small housekeeping items
		<ul style="list-style-type: none"> Policy Number: Moved Board Code of Conduct to first policy as addressed both students and staff, along with all other members of school community, and made this .01 as the over-arching policy for students
		<ul style="list-style-type: none"> Supporting Documents: Updated
6.49.02	6	<ul style="list-style-type: none"> Overall: <ul style="list-style-type: none"> Small housekeeping items Revised to address updated Policy/Program Memorandum (PPM) 145
		<ul style="list-style-type: none"> Policy Title: “for Students” added to title to differentiate from employee policy
		<ul style="list-style-type: none"> Supporting Documents: Updated, including new “Administrative Procedure for Exclusion and Exclusion Appeal”
		<ul style="list-style-type: none"> 1.0 Prevention and Awareness Raising: Inclusion of “Well-Being Team”
		<ul style="list-style-type: none"> 3.0 Reporting to Principals: <ul style="list-style-type: none"> Inclusion of Ontario Student Record (OSR) documentation requirements Inclusion of requirements for Violent Incident Reports
		<ul style="list-style-type: none"> 4.2 Suspension: Clarification of new requirements that students in JK-Grade 3 cannot be suspended for the reasons outlined in 4.2, and need for alternate positive behaviour supports
		<ul style="list-style-type: none"> 4.4 Expulsion: <ul style="list-style-type: none"> Clarify – not just at school, all school related Clarification for JK-Grade 3 students, Principal must first complete investigation before a suspension can be assigned
		<ul style="list-style-type: none"> 5.0 Support for Students: Broadened supports – prior focused on bullying
		<ul style="list-style-type: none"> 9.0 Monitoring & Review: Clarify need for School Climate Surveys every 2 years

B.1 Director's Report To The Board

Date: 2021 03 30

Subject: APPROVAL OF POLICIES

1.2.0 Information Continued

6.49.03	6	<ul style="list-style-type: none">• Overall: Multiple housekeeping items
		<ul style="list-style-type: none">• Policy Title: "for Students" added to title to differentiate from employee policy
		<ul style="list-style-type: none">• Supporting Documents: Updated, including new "Administrative Procedure for Bullying Prevention and Intervention"
		<ul style="list-style-type: none">• Policy Statement & Definitions: Revised to address requirements in PPM 144
		<ul style="list-style-type: none">• Sections 1-8: Revised to address requirements in PPM 144, refocus on a Board plan, rather than a school plan, more details to be included in new Administrative Procedure
		<ul style="list-style-type: none">• 8 – School Well-Being Team: Replace multiple existing school teams with one Well-Being Team
		<ul style="list-style-type: none">• End: Creation of ADSB Bullying Prevention and Intervention Plan, to be reviewed every 5 years, and included within the Administrative Procedure

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 4.01 Hiring Policy
- 1.3.1 b 4.02 Conflict of Interest and Assignment of Staff
- 1.3.1 c 6.49 Board Code of Conduct
- 1.3.1 d 6.49.01 Safe Schools Policy
- 1.3.1 e 6.49.02 Progressive Discipline Policy Including Suspension and Expulsion
- 1.3.1 f 6.49.03 Bullying Prevention and Intervention Policy

as outlined in the Director's Report of 2021 03 30.

B.1 Director's Report To The Board

Date: 2021 03 30

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 | 4.01 | Hiring Policy |
| 1.4.1 b | 4.02 | Conflict of Interest and Assignment of Staff |
| 1.4.1 c | 6.49 | Board Code of Conduct |
| 1.4.1 d | 6.49.01 | Safe Schools Policy |
| 1.4.1 e | 6.49.02 | Progressive Discipline Policy Including Suspension and Expulsion |
| 1.4.1 f | 6.49.03 | Bullying Prevention and Intervention Policy |

as outlined in the Director's Report of 2021 03 30.

SECTION 6: OPERATIONS

Policy 6.49: SAFE SCHOOLS POLICY

Supporting Policies

- 4.07 [Employee Ethics](#)
- 6.49.01 [Board Code of Conduct Policy for Safe Schools](#)
- 6.49.02 [Progressive Discipline Policy Including Suspension and Expulsion](#)
- 6.49.03 [Bullying Prevention and Intervention Policy](#)

Supporting Procedures

- [Code Red/Code Green Emergency Procedures](#)
- [Religious Accommodations](#)

Supporting Protocols and Guidelines

- [Creating Safe and Accepting Schools Bill 13 – Information for Parents](#)

Supporting Templates and Forms

Other Resources

- [Bill 157 Keeping our Kids Safe at School](#)
- [Ontario Regulation 472/07](#)
- [Human Rights Code of Ontario](#)
- [Policy Program Memorandum No. 128, 141, 142, 144, 145](#)
- [Bill 13, Accepting Schools Act 2012](#)

External Resources

- Approved by Board Resolution #025-2010 02 09
- Revised by Board Resolution #014-2011 01 11
- Revised by Board Resolution #094-2014 05 27

Policy Statement

The Algoma District School Board is committed to providing safe, caring and inclusive school environments for all students, staff and members of the school community.

The Ontario Human Rights Code, the Education Act, the Provincial Code of Conduct, Policy Program Memoranda 128, 141, 142, 144 and 145 and Ontario Regulation 472/07, [Bill 13 Accepting Schools Act 2012](#), together create expectations for behavior which apply to students, parents, volunteers, bus drivers, community members, teachers and other staff members, administrators and trustees, whether on school property, on buses, at school-related events or activities, or in other circumstances that could have an impact on school climate or safety. As well, they outline strategies and consequences to be used to reduce incidents of inappropriate behavior.



The Board prohibits discrimination or harassment on any of the following grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

In order to promote safe and inclusive environments, all schools, school-sponsored activities, Board properties and Board-sponsored activities must be free from conduct which infringes upon the rights and safety of others. All pupils, parents, teachers, staff, volunteers and community members have the right to be and feel safe. With this right comes the responsibility to be law-abiding citizens, to be accountable for one's actions, to protect the rights of others and to be respectful of the property and belongings of others. These responsibilities also include appropriate use of technology and responsible behavior in activities both on and off the school property which may affect the school climate.

The sub-policies listed above have been created to support the Safe Schools Policy and to support the expectations for behaviour for all persons on school property as legislated in Bill 157-Keeping our Kids Safe at School. This Safe Schools policy authorizes the creation of procedures for implementation, pursuant to the Education Act.

CURRENT

SECTION 6: OPERATIONS

Policy 6.49: Board Code of Conduct

Supporting Policies

- 4.04 Progressive Discipline Policy for Employees
- 4.07 [Employee Ethics](#)
- 6.27.01 [Workplace Violence Policy](#)
- 6.42 [Use of Information Technologies & Resources](#)
- 6.49.01 [Safe Schools Policy](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)
- 6.49.03 [Bullying Prevention and Intervention for Students](#)

Supporting Procedures

Supporting Protocols and Guidelines

[Police and School Protocol](#)

Supporting Templates and Forms

Other Resources

[Bill 13 Accepting Schools Act 2012](#)
[Human Rights Code](#)
[Charter of Rights and Freedoms](#)
[Education Act](#)
[Criminal Code](#)
[Provincial Code of Conduct](#)

Approved by Board Resolution #91-2001 06 12

Approved by Board Resolution #26-2008 01 29

Revised by Board Resolution #014-2011 01 11

Revised by Board Resolution #094-2014 05 27

Revised by Board Resolution #

Policy Statement

The Algoma District School Board is committed to fostering and maintaining environments of safety, respect, integrity, and equity for its pupils, staff, and communities. The Board Code of Conduct will assist in attaining our Vision and supporting our Mission and Values Statements. Each school shall have a School Code of Conduct consistent with the expectations and requirements of the Board Code of Conduct, and the [Provincial Code of Conduct](#), and legislative and Ministry of Education directives.

The provision of a safe environment shall be supported through Provincial, Board and School Codes of Conduct and through the implementation and regular review of effective measures addressing the expectations, rights, and responsibilities of all who are a part of the Board and/or school community.

These measures include the provision of appropriate training and support, the establishment of preventive procedures, the provision of appropriate early intervention procedures, and the administration of progressive disciplinary action in accordance with [Education Act](#), [The Criminal Code](#), [Provincial Code of Conduct](#), [Bill 13 Accepting Schools Act 2012](#), Board Policy, and other appropriate legislation.

Required procedures and protocols will be in place, communicated to all members of ADSB and school communities and reviewed regularly to support all elements of a safe environment. These procedures and protocols include: School Codes of Conduct, bullying prevention and intervention programs, police protocols, harassment and abuse reporting and investigating protocols.

1.0 Purpose of the Code

The purpose of the Board Code of Conduct is presented to:

- Set clear standards of behaviour for all persons to support our mission, vision, and values statements.
- Make clear that all members of ADSB and its school communities must be treated with respect and dignity.
- Foster an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- Communicate clearly the expectations and standards of behaviour to all persons.
- Support the use of effective intervention strategies and progressive discipline responses to address behaviours by any persons that are contrary to the Board's standards for respect, responsible citizenship, and physical safety.
- Reinforce that all persons must respect and comply with the Provincial, Board and School Codes of Conduct, in addition to all applicable federal, provincial, and municipal laws.

2.0 Standards of Behaviour

Standards of Behaviour are outlined in two categories:

1. Respect, Civility and Responsible Citizenship and
2. Safety.

Standards of Behaviour apply to all members of the ADSB and school communities, including trustees, school board employees, students, parents, visitors, volunteers, contractors, or community members on school premises or any other Board property for any reason. The standards of behaviour apply on school grounds, during school or Board-related events or activities, on Board approved transportation, or in any other circumstances that could have an impact on the climate of a school or worksite, or the reputation of the Board. All members of the ADSB and its school

communities shall be informed annually of expectations for their behaviour and conduct, and the expectations for behaviour and conduct of all members of the school community, as outlined in both the Board Code of Conduct, and the school Code of Conduct.

2.1 Respect, Civility, and Responsible Citizenship

All members of the ADSB and its school communities and others must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others and their right to express their identity;
- show proper care and regard for ADSB property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from staff, if necessary, to resolve conflict peacefully;
- respect all members of the ADSB and its school communities, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning, teaching and working, including by ensuring that personal mobile devices are used appropriately (e.g. during instructional time for educational and other permitted purposes, or as designated); and
- not swear at a teacher or at another person in a position of authority.

2.2 Safety

All ADSB employees and members of the school communities must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;

- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school; and
- disregard public health guidelines.

3.0 Students' Roles and Responsibilities

3.1 Pupils have the right to a learning environment that is free from physical, emotional and social abuse.

3.2 Pupils are responsible to:

- use their abilities and talents to gain maximum learning benefits from their school experiences;
- contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
- come to school regularly and be prepared, on time, and ready to learn;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for their own actions.

3.3 Pupils shall show respect for:

- those in authority;
- themselves, others and their property;
- school and Board property; and
- work habits, assignments, homework, assessment.

4.0 Parents'/Guardians' Roles and Responsibilities

- 4.1** Parents play a vital role in developing pupil behaviour and conduct. It is the expectation of the Province and the board that parents:
- show an active interest in their child's school work and progress;
 - help their child be appropriately dressed and prepared for school;
 - promptly report to the school their child's absence or late arrival;
 - ensure their child attends regularly and on time;
 - review the Board policy and the school's expectations for pupil behaviour and conduct with their child(ren);
 - work with the school to resolve pupil behavioural issues when they affect their child(ren);
 - cooperate with the school's or Board's recommended course of action prior to the readmission of the pupil following a pupil's suspension; and
 - cooperate with school and board staff to promote student achievement and well-being.
- 4.2** Parents have a responsibility to support the efforts of the school and the Board in maintaining a safe and respectful learning environment through:
- reporting to the office first when visiting a school;
 - working positively, collaboratively and respectfully with school and Board staff;
 - communicating regularly with the school;
 - supporting Board and school policies and procedures that foster a safe and respectful learning environment; and
 - encouraging and assisting their child in following the rules of behaviour.

5.0 Employee and Volunteer Roles and Responsibilities

- 5.1** Under the leadership of those in authority, employees maintain order and volunteers assist in maintaining order in the school and/or workplace and are expected to hold themselves and others to the highest standard of respectful and responsible behaviour. As role models, all employees and volunteers uphold these high standards when they:
- demonstrate care for the worksite and those in it, as well as a commitment to academic excellence and well-being in a safe, inclusive and accepting teaching/learning/working environment;

- help pupils work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents, other employees, volunteers, and the community;
- maintain consistent standards of behaviour at all times;
- demonstrate respect for all members of the ADSB and its school communities;
- prepare students for the full responsibility of citizenship; and
- empower students to be leaders in the classroom, school and community.

5.2 Employees and volunteers have a responsibility to act/respond when aware of actions by any person taken in contravention of Board and school expectations and Codes of Conduct.

5.3 When it is necessary to take disciplinary action in respect of a student, employees shall work (where possible) with the pupil's parents, and involve board resource staff where appropriate, and/or staff from community agencies.

5.4 All employees and volunteers are responsible to be aware of and apply all policies, procedures, and protocols relating to the provision of a safe, non-threatening learning environment and the promotion of positive student behaviour and conduct.

6.0 School Responsibilities

6.1 Based on the Board policy for behaviour and conduct, each school shall develop and communicate regularly to pupils, parents, employees, and volunteers, expectations for behaviour and conduct through its own School Code of Conduct.

6.1.1 The school's Code of Conduct shall include all elements of the board's code of conduct and may include additional school elements identify and reinforce expectations for behaviour and conduct that include the use of progressive discipline for failure to meet the expectations related to pupil behaviour, conduct, dress, discipline, deportment, and attendance.

6.1.2 Each school's Code of Conduct shall:

- be developed with the involvement of the school council and with opportunity for input from pupils (as appropriate), parents, employees, and volunteers;

- be communicated to pupils, parents, employee, and volunteers annually by the principal;
- be reviewed and revised as required and, at least every two years;
- include all element's of the Board Code of Conduct and be consistent with the Human Rights Code, the Charter of Rights and Freedoms, the Education Act, the Criminal Code, the Provincial Code of Conduct, Bill 13 Accepting Schools Act 2012, and applicable legislation:
 - develop effective intervention strategies for anti-bullying;
 - respond to all behaviours that are contrary to the standards for respect and civility; and
 - promote responsible citizenship and safety.
- include a statement(s) on appropriate dress for pupils that:
 - supports the expectations, rights, and responsibilities as identified in the Board Code of Conduct;
 - is developed with the involvement of the school council;
 - is developed with adequate consultation (where appropriate) with students, parents, employees, and volunteers; and
 - references consequences for failure to comply.

6.1.3 If a school council elects to consider adoption of a dress code which makes school uniforms mandatory (including the wearing of a particular style of clothing), the following criteria must be met:

- the school council is duly constituted under current regulations and Board policy;
- considerations for affordability issues, Human Rights issues, Charter of Rights and Freedoms, and non-compliance issues are clearly addressed;
- the plan for consideration of adoption of the dress code is reviewed in advance by Board administration for compliance with all requirements;
- a vote by secret ballot by eligible parents/guardians on adoption of the proposed dress code will be conducted (one vote per parent/guardian);
- pupils 18 years of age and older have the right to vote in lieu of the parent/guardian;
- in secondary schools, a vote of students shall be conducted on the proposal and the results shall be considered by the school council; and
- adequate time for consultation and input by parents is provided before a vote on the issue is taken.

- 6.1.3.1** A dress code which makes school uniforms mandatory must receive double majority support for adoption with at least 85% in favour; ie. at least 85% of eligible parents must vote, and at least 85% of those voting must support the proposed dress code.

*Board Policy is written within the guidelines established by the [Provincial Code of Conduct](#).

7.0 Board Responsibilities

The Board shall review its Board Code of Conduct policy at least every five years and shall provide opportunity for input from the school community and others in accordance with Ministry requirements.

DRAFT

SECTION 6: OPERATIONS

Policy 6.49.01: Board Code of Conduct

Supporting Policies

4.07 [Employee Ethics](#)

6.12 [Workplace Violence Policy](#)

6.49 [Safe Schools Policy](#)

6.49.02 [Progressive Discipline Including Suspension and Expulsion](#)

6.49.03 [Bullying Prevention and Intervention](#)

6.49.04 [Electronic Devices Policy](#)

Supporting Procedures

Supporting Protocols and Guidelines

[Police and School Protocol](#)

Supporting Templates and Forms

Other Resources

[Bill 13 Accepting Schools Act 2012](#)

[Human Rights Code](#)

[Charter of Rights and Freedoms](#)

[Education Act](#)

[Criminal Code](#)

[Provincial Code of Conduct](#)

Approved by Board Resolution #91-2001 06 12

Approved by Board Resolution #26-2008 01 29

Revised by Board Resolution #014-2011 01 11

Revised by Board Resolution #094-2014 05 27

Policy Statement

It is the policy of The Algoma District School Board to foster and maintain an environment of safety, respect, integrity, and equity for its pupils, staff, and community. The Board Code of Conduct will assist in attaining our Vision and supporting our Mission and Values Statements. Each school shall have a School Code of Conduct consistent with the expectations and requirements of the Board Code of Conduct, and the [Provincial Code of Conduct](#), and legislative and Ministry of Education directives.

The provision of a safe environment shall be supported through Provincial, Board and School Codes of Conduct and through the implementation and regular review of effective measures addressing the expectations, rights, and responsibilities of all who are a part of the school community. These measures include the provision of appropriate training and support, the establishment of preventive procedures, the provision of appropriate early intervention procedures, and the administration of progressive

disciplinary action in accordance with [Education Act](#), [The Criminal Code](#), [Provincial Code of Conduct](#), [Bill 13 Accepting Schools Act 2012](#), Board Policy, and other appropriate legislation.

Required procedures and protocols will be in place, communicated to all members of the school community and reviewed regularly to support all elements of a safe environment. These procedures and protocols include: School Codes of Conduct, bullying prevention and intervention programs, police protocols, harassment and abuse reporting and investigating protocols.

1.0 Purpose of the Code

The purpose of the Board Code of Conduct is presented to:

- Set clear standards of behaviour for all persons to support our mission, vision, and values statements.
- Make clear that all members of the school community must be treated with respect and dignity.
- Foster an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- Communicate clearly the expectations and standards of behaviour to all persons.
- Support the use of effective intervention strategies and progressive discipline responses to address behaviours by any persons that are contrary to the Board's standards for respect, responsible citizenship, and physical safety.
- Reinforce that all persons must respect and comply with the Provincial, Board and School Codes of Conduct, in addition to all applicable federal, provincial, and municipal laws.

2.0 Standards of Behaviour

Standards of Behaviour are outlined in two categories:

1. Respect, Civility and Responsible Citizenship and
2. Safety.

Standards of Behaviour apply to all members of the school community, including trustees, school board employees, students, parents, visitors, volunteers, contractors, community members on school premises, or any other person attending on Board property (including schools) for any reason. The standards of behaviour apply while riding on school buses, attending school-related events or activities, or in any other circumstances that could have an impact on the climate of a school.

2.1 Respect, Civility, and Responsible Citizenship

All members of the school community and others must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. ;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community;
- respect the need of others to work in an environment that is conducive to learning and teaching and working; and
- not swear at a teacher or at another person in a position of authority.

2.2 Safety

All persons must adhere to safety guidelines as outlined in the [Provincial Code of Conduct](#).

3.0 Students' Roles and Responsibilities

3.1 Pupils shall be informed of the Board's expectations for pupil behaviour and conduct and the school's Code of Conduct outlining expectations for pupils within the school, on the school grounds, during school activities, on Board-approved transportation and in any other circumstances that could have an impact on the school.

3.2 Pupils shall be treated with dignity, respect, and fairness by other pupils and staff.

- 3.3 Pupils have the right to a learning environment that is free from physical, emotional and social abuse.
- 3.4 Pupils are responsible to:
- use their abilities and talents to gain maximum learning benefits from their school experiences;
 - contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and
 - come to school prepared, on time, and ready to learn.
- 3.5 Pupils shall meet the expectations for pupil behaviour on school premises, on out-of-school activities that are a part of the school program and while travelling on a transportation that is owned by, authorized by, or under contract to, the Board and in any other circumstances that could have an impact on the climate of a school.
- 3.6 Pupils shall show respect for:
- those in authority;
 - themselves, others and their property;
 - school and Board property;
 - differences of others whether based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. school attendance and punctuality;
 - work habits, assignments, homework, assessment; and

4.0 Parents'/Guardians' Roles and Responsibilities

- 4.1 Parents shall be informed of the Board's expectations for pupil behaviour and conduct and the school's Code of Conduct outlining expectations for pupil behaviour within the school, on the school grounds, during school activities and on Board-approved transportation.
- 4.2 Parents play a vital role in developing pupil behaviour and conduct. It is the expectation of the Province and the board that parents:
- show an active interest in their child's school work and progress

- help their child be neat, clean, appropriately dressed, and prepared for school;
- be aware of Board policy and the school's expectations for student behaviour and conduct;
- promptly report to the school their child's absence or late arrival;
- ensure their child attends regularly and on time;
- review the Board policy and the school's expectations for pupil behaviour and conduct with their child(ren);
- work with the school to resolve pupil behavioural issues when they affect their child(ren);
- and cooperate with the school's or Board's recommended course of action prior to the readmission of the pupil following a pupil's suspension.

4.3 Parents have a responsibility to support the efforts of the school and the Board in maintaining a safe and respectful learning environment through:

- reporting to the office first when visiting a school;
- working positively, collaboratively and respectfully with school staff;
- demonstrating an active interest in their child's progress at school;
- communicating regularly with the school;
- supporting Board and school policies and procedures that foster a safe and respectful learning environment;
- encouraging and assisting their child in following the rules of behaviour.

5.0 Employee and Volunteer Roles and Responsibilities

5.1 Employees and volunteers shall be informed of the Board's expectations for their behaviour and conduct and the school's Code of Conduct outlining expectations for pupils and parents/guardians, during school activities, and on Board approved transportation.

5.2 Under the leadership of those in authority, employees maintain order and volunteers assist in maintaining order in the school and workplace and are expected to hold themselves and others to the highest standard of respectful and responsible behaviour. As role models, all employees and volunteers uphold these high standards when they:

- demonstrate care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- help pupils work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents, other employees, volunteers, and the community;
- maintain consistent standards of behaviour for all pupils;
- demonstrate respect for all pupils, staff, parents and volunteers;
- prepare students for the full responsibility of citizenship; and
- empower students to be leaders in classrooms, school and community.

5.3 Employees and volunteers have a responsibility to act/respond when aware of actions by any person taken in contravention of Board and school expectations and Codes of Conduct.

5.4 When it is necessary to take disciplinary action in respect of a student, employees shall work (where possible) with the pupil's parents, and may involve board resource staff and, where appropriate, staff from community agencies.

5.5 All employees and volunteers are responsible to be aware of and apply all policies, procedures, and protocols relating to the provision of a safe, non-threatening learning environment and the promotion of positive student behaviour and conduct.

6.0 School Responsibilities

6.1 Based on the Board policy for behaviour and conduct, each school shall develop and communicate regularly to pupils, parents, employees, and volunteers, expectations for behaviour and conduct through its own School Code of Conduct.

6.1.1 The school's Code of Conduct shall include all elements of the board's code of conduct and may include additional school elements identify and reinforce expectations for behaviour and conduct that include the use of progressive discipline for failure to meet the expectations related to pupil behaviour, conduct, dress, discipline, deportment, and attendance.

6.1.2 Each school's Code of Conduct shall:

- be developed with the involvement of the school council and with opportunity for input from pupils (as appropriate), parents, employees, and volunteers;
- be communicated to pupils, parents, employee, and volunteers annually by the principal;
- be reviewed and revised as required and, at least every two years;
- include all element's of the Board Code of Conduct and be consistent with the Human Rights Code, the Charter of Rights and Freedoms, the Education Act, the Criminal Code, the Provincial Code of Conduct, Bill 13 Accepting Schools Act 2012, and applicable legislation:
 - develop effective intervention strategies for anti-bullying;
 - respond to all behaviours that are contrary to the standards for respect and civility; and
 - promote responsible citizenship and safety.
- include a statement(s) on appropriate dress for pupils that:
 - supports the expectations, rights, and responsibilities as identified in the Board Code of Conduct;
 - is developed with the involvement of the school council;
 - is developed with adequate consultation (where appropriate) with students, parents, employees, and volunteers; and
 - references consequences for failure to comply.

6.1.3 If a school council elects to consider adoption of a dress code which makes school uniforms mandatory (including the wearing of a particular style of clothing), the following criteria must be met:

- the school council is duly constituted under current regulations and Board policy;
- considerations for affordability issues, Human Rights issues, Charter of Rights and Freedoms, and non-compliance issues are clearly addressed;
- the plan for consideration of adoption of the dress code is reviewed in advance by Board administration for compliance with all requirements;
- a vote by secret ballot by eligible parents/guardians on adoption of the proposed dress code will be conducted (one vote per parent/guardian);
- pupils 18 years of age and older have the right to vote in lieu of the parent/guardian;
- in secondary schools, a vote of students shall be conducted on the proposal and the results shall be considered by the school council;

- adequate time for consultation and input by parents is provided before a vote on the issue is taken.

6.1.3.1 A dress code which makes school uniforms mandatory must receive double majority support for adoption with at least 85% in favour; ie. at least 85% of eligible parents must vote, and at least 85% of those voting must support the proposed dress code.

*Board Policy is written within the guidelines established by the [Provincial Code of Conduct](#).

7.0 Board Responsibilities

The Board shall review its Board Code of Conduct policy at least every two years and shall provide opportunity for input from the school community and others in accordance with Ministry requirements.

CURRENT

SECTION 6: OPERATIONS

Policy 6.49.01: SAFE SCHOOLS POLICY

Supporting Policies

- 4.04 Progressive Discipline Policy for Employees
- 4.07 [Employee Ethics](#)
- 6.27.01 [Workplace Violence Policy](#)
- 6.36 [Equity and Inclusive Education](#)
- 6.42 [Use of Information Technologies & Resources](#)
- 6.49 [Board Code of Conduct](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)
- 6.49.03 [Bullying Prevention and Intervention Policy for Students](#)

Supporting Procedures

[Religious Accommodations](#)

Supporting Protocols and Guidelines

[Creating Safe and Accepting Schools Bill 13 – Information for Parents](#)
[Emergency Procedures Handbook](#)

Supporting Templates and Forms

Other Resources

[Bill 157 Keeping our Kids Safe at School](#)
[Ontario Regulation 472/07](#)
[Human Rights Code of Ontario](#)
[Policy Program Memorandum No. 128, 141, 142, 144, 145](#)
[Bill 13, Accepting Schools Act 2012](#)

External Resources

Approved by Board Resolution #025-2010 02 09
Revised by Board Resolution #014-2011 01 11
Revised by Board Resolution #094-2014 05 27
Revised by Board Resolution #

Policy Statement

The Algoma District School Board is committed to providing safe, caring and inclusive school environments for all students, staff and members of the school community.

The Ontario Human Rights Code, the Education Act, the Provincial Code of Conduct, Policy Program Memoranda 128, 141, 142, 144 and 145 and Ontario Regulation 472/07, [Bill 13 Accepting Schools Act 2012](#), together create expectations for behavior which apply to students, parents, volunteers, bus drivers, community members, teachers and other employees, administrators and trustees, whether on school



property, on buses, at school-related events or activities, or in other circumstances that could have an impact on school climate or safety. As well, they outline strategies and consequences to be used to reduce incidents of inappropriate behavior.

The Board prohibits discrimination or harassment on any of the following grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

In order to promote safe and inclusive environments, all schools, school-sponsored activities, Board properties and Board-sponsored activities must be free from conduct which infringes upon the rights and safety of others. All pupils, parents, teachers, staff, volunteers and community members have the right to be and feel safe. With this right comes the responsibility to be law-abiding citizens, to be accountable for one's actions, to protect the rights of others and to be respectful of the property and belongings of others. These responsibilities also include appropriate use of technology and responsible behavior in activities both on and off the school property which may affect the school climate.

The supporting policies listed above have been created to support the Safe Schools Policy and to support the expectations for behaviour for all persons on school property as legislated in Bill 157-Keeping our Kids Safe at School. This Safe Schools policy authorizes the creation of procedures for implementation, pursuant to the Education Act.

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SECTION 6: OPERATIONS

Policy 6.49.02: Progressive Discipline Policy Including Suspension and Expulsion

Supporting Policies

[4.07 Employee Ethics](#)

[6.12 Workplace Violence Policy](#)

[6.49 Safe Schools Policy Statement](#)

[6.49.01 Board Code of Conduct Policy for Safe Schools](#)

[6.49.03 Bullying Prevention and Intervention Policy](#)

Supporting Procedures

[Administrative Procedure for Suspension and Suspension Appeal](#)

[Administrative Procedure for Expulsion and Expulsion Appeal](#)

Supporting Protocols and Guidelines

[Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)

<http://www.algomamodel.ca>

Supporting Templates and Forms

[Safe Schools Incident Reporting Form](#)

Other Resources

[Bill 13 Accepting Schools Act 2012](#)

[Education Act](#)

[Ontario Regulation 472/07](#)

Approved by Board Resolution #027-2008 01 29

Revised by Board Resolution #092-2016 09 20

Revised by Board Resolution #089-2018 10 30

Policy Statement

Algoma District School Board is committed to building and sustaining a positive school climate for all students in order to support their education so that all students reach their full potential.

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools. Pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

To achieve a positive school climate for all students, the Algoma District School Board utilizes progressive discipline which includes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. When inappropriate behavior occurs including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia, discipline measures will be applied

and may include suspension and expulsion where necessary as outlined in the [Board Code of Conduct Policy \(6.49.01\)](#). Staff may reference the [Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#) (in the Administrative Safe Schools Procedures) for possible interventions, consequences and supports.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations as outlined in his or her Individual Education Plan (IEP). The Board and school administrators will consider mitigating factors as described in [4.1](#) of this policy and as required by the [Education Act](#) and the [Ontario Regulation 472/07](#).

Schools will communicate with and provide opportunities for parents to be engaged in and support the progressive discipline approach.

1. Prevention and Awareness Raising

In order to promote a positive school climate, the Algoma District School Board will provide opportunities for all members of the school community to increase their knowledge and understanding of inclusive and equitable environments. Schools will engage their school councils and student councils to support student-led activities which promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,

- activities or organizations that promote gender equity;
- activities or organizations that promote anti-racism;
- activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
- activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.

The board and school(s) will use school climate survey results to inform prevention and intervention planning.

2. Responding to Incidents

Algoma District School Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, early childhood educators, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event in accordance with subsection 300.4 of Part XIII of the [Education Act](#) and [Ontario Regulation 472/07](#).

3. Reporting to Principals

Section 300.2 of Part XIII of the [Education Act](#) states that an employee of the board who becomes aware that a student at a school of the board may have engaged in an activity for which suspension or expulsion must be considered, including sexual assault, shall report the matter to the principal as soon as reasonably possible.

All employee reports made to the principal must be confirmed in writing using the Algoma District School Board Incident Reporting Form.

The principal will acknowledge receipt of this report on the Algoma District School Board Incident Reporting Form.

All paid and unpaid personnel who work with students must also report such incidents in writing to the principal of the school.

The principal shall investigate any matter reported and communicate the results of the investigation to, the teacher if the matter was reported by a teacher, or if the matter was reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so.

4. Progressive Discipline: Implementation Strategy

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion, and responding to incidents of inappropriate and disrespectful behaviour when they occur.

When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive (refer to support document [Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)). Schools will utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices. Ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum is expected by the board (Administrative Safe Schools Procedures).

4.1 Mitigating and Other Factors

When considering discipline including suspension or expulsion, a principal must take into account any mitigating or other factors prescribed by any other legislation.

Mitigating Factors:

1. The pupil does not have the ability to control his or her behaviour;
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
3. The student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

Other Factors:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the student;
3. Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the student's ongoing education;
5. The age of the student;
6. In the case of a student for whom an individual education plan (IEP) has been developed:
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's IEP;
 - b. whether appropriate individualized accommodation has been provided; and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct;
7. Such other matters as the Principal considers appropriate.

4.2 Suspension

The Algoma District School Board shall deal with suspension of pupils in accordance with the [Education Act](#), as amended by the [Safe Schools Act, 2007](#), and the Regulations and this policy and the procedures supporting the policy.

Circumstances in Which a Pupil May be Suspended

A principal shall consider whether to suspend a student if he/she believes that the student has engaged in any of the following activities while at school, at a school-related activity, when using school board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol, illegal drugs (including prescription drugs which are not prescribed for the student) or, unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol, illegal drugs (including prescription drugs for which the student has no prescription) or, unless the pupil is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;

5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying;
7. persistent truancy;
8. persistent opposition to authority;
9. habitual neglect of duty;
10. the willful destruction of school board property;
11. the use of profane or improper language;
12. conduct injurious to the moral tone of the school;
13. conduct injurious to the physical well-being of others in school;
14. conduct injurious to the mental well-being of others in school; and
15. inappropriate use of internet, cell phones and other electronic devices as described by board policy ([Electronic Devices Policy Section 6.49.04](#)).

4.3 Suspension to Possible Expulsion

It is the policy of the Algoma District School Board to deal with suspensions leading to possible expulsions of pupils in accordance with the [Education Act](#), as amended by the [Safe School Act, 2007](#), and the regulations.

4.4 Circumstances in Which a Pupil Shall Be Suspended Pending an Investigation Leading to a Possible Expulsion

The [Education Act](#), stipulates that a pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors below if the pupil commits any of the following infractions while he or she is at school or is engaged in school-related activities:

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs (including prescription drugs for which at least one of the participants in the transaction does not have a prescription);
6. committing robbery;
7. giving alcohol, cannabis or drugs to a minor;
 - 7.1 Bullying, if
 - i. The pupil has previously been suspended for engaging in bullying, and

- ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- 7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion. Sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
8. any other activities that, under a policy of the board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled;

A pupil may be suspended pending an investigation for possible expulsion, subject to the mitigating factors below if the pupil commits any of the following infractions while he or she is at school or is engaged in school-related activities:

- 9. repeated suspension where student is indicating no attempts to improve;
 - 10. behaviour which is so refractory that it places the safety, physical and well-being of the students at risk;
 - 11. general chronic opposition to authority which is disruptive to the educational environment and prevents learning of other students;
 - 12. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others;
 - 13. the pupil has engaged in activities:
 - a. that cause the pupil's continuing presence in the school to be injurious to the physical or mental well-being of other pupils or persons in the school;
- OR**
- b. that cause extensive damage to the property of the Board or to goods that are on school board property;
14. the pupil has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy, or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper;

4.5 Discipline Committee

The Board authorizes the creation of a Discipline Committee of three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. All other Trustees would serve as alternates in case one of the committee members cannot be present.

The Discipline Committee shall have the powers as set out in the [Education Act](#) and any other powers to implement any appropriate order.

4.6 Appeal of Suspension

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the [Board's Suspension Appeal Procedures](#).

Appeal of Expulsion

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of the Discipline Committee to expel the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal to The Child and Family Services Review Board, the Discipline Committee's decision to expel the pupil, in accordance with the [Education Act](#).

4.7 Exclusion Provision

In Part X of the [Education Act](#), clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

5. Supports for Students

All employees of the board must take seriously all allegations of inappropriate behavior and act in a timely, sensitive, and supportive manner. Board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board. programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board.

Legislative amendments specify when principals are required to notify the parents of victims of serious student incidents and when principals are not permitted to notify the parents. In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must continue to call a Children's Aid Society according to the requirements of the Child and Family Services Act.

When responding to students who are victims of serious student incidents, the principal is responsible for developing a plan to protect the victim. Should parents not be satisfied with the approach of the school, they may notify the superintendent to discuss the situation further. The [Algoma Model website portal](#) outlines the resources available in the community that may be accessed by schools for guiding students and parents/guardians to non-academic supports.

6. Building Partnerships

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline continuum.

To facilitate the building of community partnerships, the Algoma District School Board has worked:

- with agencies and organizations that have professional expertise to provide appropriate support to students, parents, and teachers in addressing issues;
- collaboratively to develop the Algoma Model website portal (www.algomamodel.ca) which provides the board and schools with an up-to-date contact list of community agencies or organizations that have professional expertise in these areas, making the list available to staff and students of every school;
- The [Algoma Model](#) provides an opportunity for coordinated prevention and intervention programs and services and, where possible, share effective practices.

7. Training Strategy for Administrators, Teachers, and Non-teaching Staff

Boards must put in place a training strategy on the board's progressive discipline policy for all administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants).

Training includes:

- opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;

- opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- training for all teachers and other staff;
- procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- resources to support pupils who are impacted by inappropriate behaviour;
- resources to support pupils who have engaged in inappropriate behaviour;
- a process that parents or guardians of pupils can follow if they have concerns about the support provided to their child.

A board should make sure that others are aware of the board's policy on progressive discipline – for example, parents, volunteers, community agencies, and school bus operators and drivers.

The training should address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.

Boards should support ongoing training for teachers, administrators, and non-teaching staff through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

8. Communications Strategy

The progressive discipline approach is outlined in board and school policy and should be communicated to the school community through such means as: student agendas, websites, school council, newsletters, assemblies, etc.

9. Monitoring and Review

The Algoma District School Board and individual schools will use the School Climate and Community Satisfaction Survey to evaluate and monitor the implementation of its Safe Schools Policies and Programs.

Algoma District School Board requires all schools to have a school-wide progressive discipline plan which is consistent with board policy and procedure.

10. Delegation of Authority Regarding Discipline

Changes to the Education Act provide a principal with the authority to delegate powers, duties, or functions under Part XIII – “Behaviour, Discipline and Safety”.

Vice-Principals

Delegation by the principal to the vice-principal includes all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student. Vice-principals may be delegated the authority to suspend a student for less than six school days.

Teachers

- The principal's authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved.

CURRENT

SECTION 6: OPERATIONS

Policy 6.49.02: Progressive Discipline Policy for Students Including Suspension and Expulsion

Supporting Policies

[4.07 Employee Ethics](#)

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Other Resources

[Bill 13 Accepting Schools Act 2012](#)

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Approved by Board Resolution #027-2008 01 29

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Revised by Board Resolution #089-2018 10 30

Revised by Board Resolution #

Policy Statement

The Algoma District School Board is committed to building and sustaining a positive school climate, through a safe, inclusive, and accepting learning and teaching environment in which all students can reach their full potential.

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools. Pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

To achieve a positive school climate for all students, the Algoma District School Board utilizes progressive discipline which includes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. When inappropriate behavior occurs (including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia), discipline measures will be applied and may include suspension and expulsion where necessary as outlined in the [Board Code of Conduct Policy \(6.49\)](#). Staff may reference the [Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#) (in the Administrative Safe Schools Procedures) for possible interventions, consequences and supports.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations as outlined in his or her Individual Education Plan (IEP). The Board and school administrators will consider mitigating factors as described in [4.1](#) of this policy and as required by the [Education Act](#) and the [Ontario Regulation 472/07](#).

Schools will communicate with and provide opportunities for parents to be engaged in and support the progressive discipline approach.

1. Prevention and Awareness Raising

In order to promote a positive school climate, the Algoma District School Board will provide opportunities for all members of the school community to increase their knowledge and understanding of inclusive and equitable environments. Schools will engage their school councils and student councils to support student-led activities which promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including:

- activities or organizations that promote gender equity;
- activities or organizations that promote anti-racism;
- activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
- activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.

The Board and school(s) will share school climate survey results with the school's Well-Being Team and will use the results to inform prevention and intervention planning.

2. Responding to Incidents

Algoma District School Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, early childhood educators, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event in accordance with subsection 300.4 of Part XIII of the [Education Act](#) and [Ontario Regulation 472/07](#).

3. Reporting to Principals

Section 300.2 of Part XIII of the [Education Act](#) states that an employee of the Board who becomes aware that a student at a school of the Board may have engaged in an activity for which suspension or expulsion must be considered, including sexual assault, shall report the matter to the principal as soon as reasonably possible.

All employee reports made to the principal must be confirmed in writing using the Algoma District School Board Incident Reporting Form. The principal will acknowledge receipt of this report on the Algoma District School Board Incident Reporting Form.

All paid and unpaid personnel who work with students must also report such incidents in writing to the principal of the school.

The principal shall investigate any matter reported and communicate the results of the investigation to, the teacher if the matter was reported by a teacher, or if the matter was reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so.

If the principal has decided that action must be taken as a result of a serious incident:

- the principal will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record (OSR) of the student(s) whose behaviour was inappropriate;
- the names of all other students that appear on the form, both students who have engaged in the activity and students who have been harmed, must be removed from the form before it is filed;
- in the case of the student who has been harmed, no information about the incident must be placed in the OSR, unless:
 - that student's parents expressly request that it be placed in the OSR; or
 - the student has also engaged in a serious student incident;
- the form and documentation must be kept in the OSR for a minimum of one year.

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, a Violent Incident Report must also be completed and the reporting form and Violent Incident Report must be retained in that student's OSR for:

- one year, if the student's suspension was overturned or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
- three years if the student was suspended for a violent incident;
- five years, if the student was expelled for the violent incident.

A copy of the Violent Incident Form must also be shared with the Superintendent of Well-Being.

For non-violent incidents, if no further action is taken by the principal, the principal is not required to retain the report.

4. Progressive Discipline: Implementation Strategy

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion, and responding to incidents of inappropriate and disrespectful behaviour when they occur.

When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive (refer to support document [Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)). Schools will utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices. Ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum is expected by the Board (Administrative Safe Schools Procedures).

4.1 Mitigating and Other Factors

When considering discipline including suspension or expulsion, a principal must take into account any mitigating or other factors prescribed by any other legislation.

Mitigating Factors:

1. The pupil does not have the ability to control his or her behaviour;
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;

3. The student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

Other Factors:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the student;
3. Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the student's ongoing education;
5. The age of the student;
6. In the case of a student for whom an individual education plan (IEP) has been developed:
 - a. whether the behaviour was a manifestation of a disability identified in the pupil's IEP;
 - b. whether appropriate individualized accommodation has been provided; and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct;
7. Such other matters as the Principal considers appropriate.

4.2 Suspension

The Algoma District School Board shall deal with suspension of pupils in accordance with the [*Education Act*](#), as amended by the [*Safe Schools Act, 2007*](#), and the Regulations and this policy and the procedures supporting the policy.

Circumstances in Which a Pupil May be Suspended

A principal shall consider whether to suspend a student (in grade 4 to grade 12) if the principal believes that the student has engaged in any of the following activities while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol, illegal drugs (including prescription drugs which are not prescribed for the student) or, unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol, illegal drugs (including prescription drugs for which the student has no prescription) or, unless the pupil is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying;
7. persistent truancy;
8. persistent opposition to authority;
9. habitual neglect of duty;
10. the willful destruction of school Board property;
11. the use of profane or improper language;

12. conduct injurious to the moral tone of the school;
13. conduct injurious to the physical well-being of others in school;
14. conduct injurious to the mental well-being of others in school; and
15. inappropriate use of internet, cell phones and other electronic devices as described by Board policy (Policy 6.42 – Use of Information Technologies and Resources).

A pupil in junior kindergarten to grade 3 shall not be suspended under section 306 of the Education Act for engaging in the activities outlined above as described in subsection 306 (1) of the Act. However, these behaviours are still unacceptable in schools and must be reported to the principal. If a student in junior kindergarten to grade 3 has engaged in any of the activities listed above, the principal must consider what positive behaviour supports could be provided to the student (refer to support document [Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)).

4.3 Suspension to Possible Expulsion

It is the policy of the Algoma District School Board to deal with suspensions leading to possible expulsions of pupils in accordance with the [Education Act](#), as amended by the [Safe School Act, 2007](#), and the regulations.

4.4 Circumstances in Which a Pupil Shall Be Suspended Pending an Investigation Leading to a Possible Expulsion

The [Education Act](#), stipulates that a pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors, if the pupil commits any of the following infractions while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs (including prescription drugs for which at least one of the participants in the transaction does not have a prescription);
6. committing robbery;
7. giving alcohol, cannabis or drugs to a minor;
8. For a pupil in junior kindergarten to grade 3, bullying, if the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. For a pupil in grade 4 to grade 12, bullying, if
 - i. The pupil has previously been suspended for engaging in bullying, and

- ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person

10. Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

11. any other activities that, under a policy of the Board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled;

A pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors, if the pupil commits any of the following infractions while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:

12. repeated suspension where student is indicating no attempts to improve;

13. behaviour which is so refractory that it places the safety, physical and well-being of the students at risk:

14. general chronic opposition to authority which is disruptive to the educational environment and prevents learning of other students;

15. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others;

16. the pupil has engaged in activities:

- a. that cause the pupil's continuing presence in the school to be injurious to the physical or mental well-being of other pupils or persons in the school;

i. OR

- b. that cause extensive damage to the property of the Board or to goods that are on school Board property;

17. the pupil has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy, or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper.

A pupil in junior kindergarten to grade 3, who engages in the activities outlined above as described in subsection 310 (1) of the Education Act will be subject to mandatory suspension, pending the results of an investigation.

4.5 Discipline Committee

The Board authorizes the creation of a Discipline Committee of three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion.

The Discipline Committee shall have the powers as set out in the [Education Act](#) and any other powers to implement any appropriate order.

4.6 Appeal of Suspension

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the [Board's Suspension Appeal Procedures](#).

4.7 Appeal of Expulsion

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of the Discipline Committee to expel the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal to The Child and Family Services Review Board, the Discipline Committee's decision to expel the pupil, in accordance with the [Education Act](#).

4.8 Exclusion Provision

In Part X of the [Education Act](#), clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils." This provision is frequently referred to as the "exclusion provision." Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, they will consult with the school superintendent and notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

5. Supports for Students

All employees of the Board must take seriously all allegations of inappropriate behavior and act in a timely, sensitive, and supportive manner. Board employees who work directly with students are expected to provide programs, interventions and other supports to all students who are affected by serious student incidents and student behaviour, including those who disclose or report such incidents and those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. The programs, interventions and other supports may be provided by employees of the Board, through Board programs and resource personnel or through community-based service providers, including social workers, psychologists or other professionals who have training in similar fields, as determined by the Board.

Legislative amendments specify when principals are required to notify the parents of victims of serious student incidents and when principals are not permitted to notify the parents. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must continue to call a Children's Aid Society according to the requirements of the Child and Family Services Act.

When responding to students who are victims of serious student incidents, the principal is responsible for developing a plan to protect the victim. Parents not be satisfied with the approach of the school may notify the superintendent to discuss the situation further. The [Algoma Model](#) section of the Algoma District School Board website outlines the resources available in the community that may be accessed by schools for guiding students and parents/guardians to non-academic supports.

6. Building Partnerships

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline continuum.

To facilitate the building of community partnerships, the Algoma District School Board has worked:

- with agencies and organizations that have professional expertise to provide appropriate support to students, parents, and teachers in addressing issues;
- collaboratively to develop the [Algoma Model](#) information page on the Board website which provides personnel with an up-to-date contact list of community agencies or organizations that have professional expertise in these areas, making the list available to staff and students of every school;
- The [Algoma Model](#) provides an opportunity for coordinated prevention and intervention programs and services and, where possible, share effective practices.

7. Training Strategy for Administrators, Teachers, and Non-teaching Staff

As appropriate, the Board will provide training on the Board's progressive discipline policy for all administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants).

Training includes:

- opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;

- opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- training for all teachers and other staff;
- procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- resources to support pupils who are impacted by inappropriate behaviour;
- resources to support pupils who have engaged in inappropriate behaviour;
- a process that parents or guardians of pupils can follow if they have concerns about the support provided to their child.

The Board will also provide awareness of the Board's policy on progressive discipline – for example, parents, volunteers, community agencies, and school bus operators and drivers.

The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.

Ongoing training for teachers, administrators, and non-teaching staff will occur through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

8. Communications Strategy

The progressive discipline approach is outlined in Board and school policy and will be communicated to the school community through such means as: student agendas, websites, school council, newsletters, assemblies, etc.

9. Monitoring and Review

The Algoma District School Board and individual schools will use the results from the school climate surveys (e.g. ADSB Student Census & Well-Being Survey) to evaluate and monitor the implementation of its Safe Schools Policies and Programs. School climate surveys must be undertaken every two years at a minimum.

The Algoma District School Board requires all schools to have a school-wide progressive discipline plan which is consistent with Board policy and procedure.

10. Delegation of Authority Regarding Discipline

Changes to the Education Act provide a principal with the authority to delegate powers, duties, or functions under Part XIII – “Behaviour, Discipline and Safety”.

Vice-Principals

Delegation by the principal to the vice-principal includes all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the Board to expel a student. Vice-principals may be delegated the authority to suspend a student for less than six school days.

Teachers

- The principal's authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved.

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SECTION 6: OPERATIONS

Policy 6.49.03: Bullying Prevention and Intervention Policy

Supporting Policies

- 4.07 [Employee Ethics](#)
- 6.12 [Workplace Violence Policy](#)
- 6.49 [Safe Schools Policy](#)
- 6.49.01 [Board Code of Conduct](#)
- 6.49.02 [Progressive Discipline Including Suspension and Expulsion](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

[Bullying Prevention School Level Plan](#)

Other Resources

[Bill 13 Accepting Schools Act 2012](#)
[Provincial Code of Conduct](#)
[Education Act](#)
[Policy Program Memorandum No. 144](#)

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Revised by Resolution #014-2011 01 11

Revised by Resolution #094-2014 05 27

Policy Statement

The schools of the Algoma District School Board are committed:

1. To create schools which are safe, inclusive and accepting of all pupils.
2. To encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.
3. To address inappropriate pupil behaviour and promote early intervention.
4. To provide support to pupils who are impacted by inappropriate behaviour of other pupils.

5. To establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. To provide pupils with a safe learning environment.

Definition(s)

For the purposes of developing and implementing Board policy and school-level plans on bullying prevention and intervention, the following definition of **bullying** will apply:

Bullying means aggressive and typically repeated behaviour by a pupil where,

- (a) *the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*
 - (i) *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - (ii) *creating a negative environment at a school for another individual, and*
- (b) *the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")*

Cyber-bullying

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) *creating a web page or a blog in which the creator assumes the identity of another person;*
- (b) *impersonating another person as the author of content or messages posted on the internet; and*
- (c) *communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.*

Bill 13 Accepting Schools Act 2012

Bullying is a dynamic of unhealthy interaction that can take many forms including, but not limited to:

- Physical (e.g., hitting, pushing, tripping);
- Verbal (e.g., name calling, mocking or making sexist, racist, or homophobic comments);
- Social (e.g., excluding others from a group, spreading gossip or rumours);

- Technological (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technologies).

1. Prevention Strategies

All members of the school community shall uphold the Standards of Behaviour as outlined in the [Provincial Code of Conduct](#) and [Board Policy](#).

Daily classroom and school-wide teaching strategies will include a focus on developing healthy relationships, bullying prevention, and promoting the 12 attributes identified in the ADSB Character Development Initiative.

2. Intervention Strategies

Intervention and support should be consistent with a progressive discipline approach. The strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing intervention and support may be necessary to sustain and promote positive student behavior. For a student with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP). Interventions may include programs, interventions or other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying, and the programs, interventions and other supports may be provided by social workers, psychologists or other professionals who have training in similar fields, as determined by the board.

Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Par XIII of the [Education Act](#) and Ontario Regulation 472/07. Such inappropriate behavior may involve bullying.

Schools shall establish a School-Level Plan outlining procedures that:

- allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- define the responsibilities and roles of the principal, teachers, parents and students;
- address incidents of bullying in a timely manner;
- provide support for students who have been bullied, who have bullied others or who have been affected by observing bullying;
- incorporate teaching strategies that focus on healthy relationships by including bullying prevention throughout the curriculum in daily classroom/school teaching;
- a process for parents to follow if they feel their child is being bullied.

Schools may reference the ADSB [Bullying Prevention School Level Plan](#) template located in the Administrative Procedures.

3. Training Strategies for Members of the School Community

The Algoma District School Board will provide training for all teachers and other staff;

- resources to support pupils who have been bullied;
- strategies to support pupils who witness incidents of bullying;
- resources to support pupils who have engaged in bullying;
- procedures that allow pupils to report incidents of bullying safely and in a way that minimizes the possibility of reprisal;
- procedures that allow parents and guardians and other persons to report incidents of bullying;
- the use of disciplinary measures within the framework described in clause (6) (a) in response to bullying;
- procedures for responding appropriately and in a timely manner to bullying;
- matters to be addressed in bullying prevention and intervention plans.

4. Communication and Outreach Strategies

The Algoma District School Board will openly communicate its policy, intervention and prevention strategies as well as the definition of bullying to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers.

5. Reporting of Incidences

Any employee of the board and other non-board employees who come into direct contact with students on a regular basis (i.e. bus drivers, community agency representatives, parent volunteers, coaches etc.) who becomes aware that a student is engaging in bullying will respond to the behavior, and shall report the matter to the principal as soon as reasonably possible using the reporting procedures established by the board.

6. Monitoring and Review

Every school will conduct a school climate survey on a two-year cycle. The survey will be used to provide data for the school to conduct an analysis of school climate as well as to provide indicators for monitoring, reviewing and evaluating the effectiveness of the school's bullying prevention plan.

7. Safe Schools Teams and School-Level Bullying Prevention Plans

Each school must establish a safe schools team comprised of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the principal. The

school team is chaired by a staff member. An existing school committee (e.g. healthy schools committee) can assume this role.

The school team must complete a school-wide bullying prevention and intervention plan as part of their School Improvement Plan. Components of these plans must include the following:

- The definition of bullying
- Prevention and awareness-raising strategies
- Intervention and support strategies, including plans to protect victims
- Reporting requirements
- Training strategies for members of the school community
- Communication and outreach strategies
- Monitoring and review processes

The School-Level Plan must be reviewed on a yearly basis and a copy of each school's plan is to be submitted to the appropriate Superintendent.

CURRENT

SECTION 6: OPERATIONS

Policy 6.49.03: Bullying Prevention and Intervention Policy for Students

Supporting Policies

- 4.07 [Employee Ethics](#)
- 6.12 [Workplace Violence Policy](#)
- 6.36 [Equity and Inclusive Education](#)
- 6.49 [Board Code of Conduct](#)
- 6.49.01 [Safe Schools Policy](#)
- 6.49.02 [Progressive Discipline Policy for Students Including Suspension and Expulsion](#)

Supporting Procedures

Administrative Procedure for Student Bullying Prevention and Intervention

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

- [Bill 13 Accepting Schools Act 2012](#)
- [Provincial Code of Conduct](#)
- [Education Act](#)
- [Policy Program Memorandum No. 144](#)

Approved by Board Resolution #028-2008 01 29

Revised by Board Resolution #025-2010 02 09

Revised by Resolution #014-2011 01 11

Revised by Resolution #094-2014 05 27

Revised by Resolution #

Policy Statement

It is the policy of the Algoma District School Board that bullying will not be accepted on school property, at school-related activities, on school transportation, or in any other circumstances, including cyberbullying, where engaging in bullying will have a negative impact on the school climate. Bullying adversely affects a student's well-being and ability to learn, and adversely affects the school climate, including healthy relationships.

Staff of the Algoma District School Board shall be committed to:

1. Creating schools which are safe, inclusive and accepting of all pupils.
2. Encouraging a positive school climate and preventing inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.

3. Addressing inappropriate pupil behaviour and promoting early intervention.
4. Providing support to pupils who are impacted by inappropriate behaviour of other pupils.
5. Establishing disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. Providing pupils with a safe learning environment.

Definition(s)

For the purposes of developing and implementing Board policy and school-level procedures on bullying prevention and intervention, the following definition of **bullying** will apply:

Bullying means aggressive and typically repeated behaviour by a pupil where,

- (a) *the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*
 - (i) *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
 - (ii) *creating a negative environment at a school for another individual, and*
- (b) *the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")*

For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) *creating a web page, blog, app or any social media posting in which the creator assumes the identity of another person;*
- (b) *impersonating another person as the author of content or messages posted on the internet; and*
- (c) *communicating material electronically to more than one individual or posting material on a website, app or other social media platform that may be accessed by one or more individuals.*

Bill 13 Accepting Schools Act 2012

Aggressive behaviour may be intentional or unintentional, direct or indirect. Bullying is a dynamic of unhealthy interaction that can take many forms including, but not limited to:

- Physical (e.g. hitting, pushing, tripping);
- Verbal (e.g. name calling, mocking or making sexist, racist, transphobic or homophobic comments);
- Social (e.g. excluding others from a group, spreading gossip or rumours);
- Technological (e.g. spreading rumours, images, threats, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technologies).

Harm may be experienced in a number of ways, including physical, mental, emotional, and psychological.

1. Prevention and Awareness Raising

All members of the school community shall uphold the Standards of Behaviour as outlined in the [Provincial Code of Conduct](#) and [Board Policy](#).

Daily classroom and school-wide teaching strategies will include a focus on developing healthy relationships, bullying prevention, and promoting the 12 attributes identified in the ADSB Character Development Initiative.

2. Programs, Interventions, and Other Supports

Intervention and support will be consistent with a progressive discipline approach. Ongoing intervention and support may be necessary to sustain and promote positive student behavior. Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including educational assistants, staff in social work, child and youth work, psychology, and related areas) – must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at any time at school and at any school-related event if, in the employee’s opinion, it is safe to respond to it, in accordance with subsection 300.4 of Par XIII of the [Education Act](#) and Ontario Regulation 472/07. Such inappropriate behavior may involve bullying.

3. Notifying Parents

Principals shall notify the parents of students who are victims of bullying and the parents of students who have engaged in bullying.

4. Reporting to the Principal

Any employee of the board and other non-board employees who come into direct contact with students on a regular basis (i.e. bus drivers, community agency representatives, parent volunteers, coaches etc.) who become aware that a student is engaging in bullying, will respond to the behavior and shall report the matter to the principal, as soon as reasonably possible, using the reporting procedures established by the board.

5. Professional Development Strategies for Administrators, Teachers, and Other School Staff

The Algoma District School Board will provide training for all teachers and other staff related to resources, strategies and procedures related to bullying prevention and intervention.

6. Communication and Outreach Strategies

The Algoma District School Board will openly communicate its policy, intervention and prevention strategies as well as the definition of bullying to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers.

7. Monitoring and Review

The Algoma District School Board will conduct a school climate survey) on a two-year cycle. The survey will be used to provide data for each school to conduct an analysis of school climate as well as to provide indicators for monitoring, reviewing and evaluating the effectiveness of the school's bullying prevention and intervention strategies . The survey will also be used to monitor, review and evaluate the effectiveness of the ADSB Bullying Prevention and Intervention Plan.

8. School Well-Being Teams

Each school must establish a School Well-Being Team. Other school committees and teams (e.g. healthy schools, equity, safe schools, etc.) may be incorporated into the School Well-Being Team.

9. ADSB Bullying Prevention and Intervention Plan

Schools shall utilize the Algoma District School Board Bullying Prevention and Intervention Plan, as outlined in the administrative procedures, to establish school-level procedures that outline bullying prevention and intervention strategies.

The ADSB Bullying Prevention and Intervention Plan will be reviewed every five years and will be posted on the board's website and shared by schools with parents.

10. Responsibility

It is the responsibility of the Board, including Board staff and volunteers, students and parents/guardians of students under 18 years of age to follow this established policy and the Administrative Procedure for Student Bullying Prevention and Intervention.



B.2 Director's Report To The Board

Date: 2021 03 30

Subject: REVISED SCHOOL YEAR CALENDAR 2021-2022

2.1.0 Background

2.1.1 Through the Board Resolution of 3.4.1 of the Director's Report to the Board on 2021 02 23, the School Year Calendar 2021-2022 as outlined in Item B.3 was approved by resolution. Following this resolution, the Minister of Education issued a memo with respect to School Year Calendars in which there was an advisement to revisit the 2021-2022 School Year Calendar PA Days at the start of the school year.

2.2.0 Information

2.2.1 As outlined in the March 1, 2021 Ministry memo (attached), boards were encouraged to schedule three Professional Activity (PA) Days prior to the start of student instruction, and the Ministry will provide additional direction with regards to the mandatory PA day topics for 2021-2022.

2.2.2 As per Ontario Regulation 364/15, school boards designate three PA days and have the authority to designate up to an additional four per school year for a maximum number of seven PA days. The proposed revised calendar for 2021-2022 includes a 194 day school year comprised of 187 instructional days and 7 PA days. As per the Ministry advice in the March 1, 2021 Memo, the 2 PA days approved for October 29, 2021 and April 29, 2022 will be moved to September 7, 2021 and September 8, 2021. On the secondary calendar, there are the same 10 scheduled examination days reflected (Attachment B.2 #1- Elementary Calendar & B.2 #2- Secondary Calendar).

2.2.3 Consultation with our three co-terminus Boards confirms all are scheduling three PA Days at the start of the school year for this Revised School Year Calendar 2021-2022.

B.2 Director's Report To The Board

Date: 2021 03 30

Subject: REVISED SCHOOL YEAR CALENDAR 2021-2022

2.2.0 Information – *continued*

2.2.4 Calendar Dates

- Staff begin on Thursday, September 2, 2021 (PA Day) prior to Labour Day.
- Students begin classes on Thursday, September 9, 2021.
- The Christmas holiday schedule is set from Monday, December 20, 2021 to January 2, 2022 inclusive.
- March Break is scheduled from Monday, March 14, 2022 to Friday, March 18, 2022.
- The last day of classes for staff and students is June 30, 2022.

2.2.5 Professional Activity Days

- September 2, 2021 Professional Activity Day
- September 7, 2021 Professional Activity Day
- September 8, 2021 Professional Activity Day
- September 24, 2021 Professional Activity Day
- February 4, 2022 P* - Assessment (Elementary Reporting)
- May 20, 2022 Professional Activity Day
- June 10, 2022 P* - Assessment (Elementary Reporting)

2.2.6 Three PA Days will be devoted to provincial education priorities as outlined by the Ministry of Education.

2.3.0 Recommendation

2.3.1 It is recommended that the Board approve the Revised School Year Calendar for the 2021-2022 school year, as contained in the Director's Report of 2021 03 30.

2.4.0 Proposed Resolution

2.4.1 That the Board approve the Revised School Year Calendar for the 2021-2022 school year, as contained in the Director's Report of 2021 03 30.

Memorandum to: Chairs of District School Boards, Directors of Education,
Secretary-Treasurers of School Authorities

From: Stephen Lecce, Minister of Education
Nancy Naylor, Deputy Minister of Education

Subject: School Year Calendars Update

Thank you for your continued support for students, families and staff.

As we continue to plan ahead for the 2021-2022 school year, we recognize the significant effort that goes in to preparing, adopting and submitting your school year calendars and professional activity day descriptions and thank you for your efforts as we work together to provide Ontario students with quality education.

The following are the revised timelines for the submission of your 2021-22 school year calendars and professional activity day descriptions through the revised [Ontario School Year Calendar online application](#).

Modified calendars

Boards/authorities will be required to submit modified calendars for approval on or before May 7, 2021. If approval of the modified calendars is not granted by May 14, 2021, the board/authority will be required to submit a regular calendar on or before May 28, 2021.

Regular calendars

Boards/authorities will be required to submit regular calendars for review on or before May 28, 2021. Regular calendars submitted in May and prior to May 28 will be reviewed as they are received.

Regional offices will provide confirmation letters in accordance with regular practice by May 31, 2021.

PA days and PA day activity descriptions

It is advised that boards/authorities schedule three mandatory PA days prior to the start of student instruction. The ministry will provide additional direction regarding topics for the mandatory PA day topics for 2021-22 prior to the May 7 deadline to allow boards/authorities to submit this information along with their electronic calendar submissions. PA day descriptions for both modified and regular calendars must be submitted through the [Ontario School Year Calendar online application](#) on or before May 28, 2021.

Thank you once again for your efforts, and for those of your board staff and educators.

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)



Ministry of Education

School Year Calendar 2021 - 2022

Regular Board Meeting
2021 03 31
B.2 Attachment #2

Legend → **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Designated Holiday
 Half Day

Elementary

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	15	4	0			1 B	2 P	3 B	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24 P	27	28	29	30	
October 2021	20	0	0					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	0	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
February 2022	18	1	0		1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21 H	22	23	24	25	28				
March 2022	18	0	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	0	0					1	4	5	6	7	8	11	12	13	14	15	18 H	19 H	20	21	22	25	26	27	28	29
May 2022	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 P	24 H	25	26	27	30	31			
June 2022	21	1	0			1	2	3	6	7	8	9	10 P	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	187	7	0	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



Ministry of Education

School Year Calendar 2021 - 2022

Board

Legend → **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Designated Holiday
 Half Day

Secondary

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	15	4	0			1 B	2 P	3 B	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24 P	27	28	29	30	
October 2021	20	0	0					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	22	0	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	19	0	2	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28 E	31 E				
February 2022	15	1	3		1 E	2 E	3 E	4 P	7	8	9	10	11	14	15	16	17	18	21 H	22	23	24	25	28				
March 2022	18	0	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19	0	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23 H	24	25	26	27	30	31			
June 2022	16	1	5			1	2	3	6	7	8	9	10 P	13	14	15	16	17	20	21	22	23	24 E	27 E	28 E	29 E	30 E	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	177	7	10	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



B.3 DIRECTOR'S REPORT TO THE BOARD

DATE: 2021 03 30

SUBJECT: JK-12 ORGANIZATION 2021-2022

SECONDARY

3.1.0 Background

3.1.1 The following is the proposed 2021-2022 organization for program delivery for the Board's secondary schools.

3.2.0 Information

3.2.1 The proposed organization for secondary schools for 2021-2022 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 2021 is 3196 (head-count) with a staffing complement of 265.3 FTE teachers. This compares to the September 2020 proposed enrolment of 2998 (head-count) with a staffing complement of 256.0 FTE teachers. For September 2021, the projected increase from the September 2020 proposed enrolment is 198 secondary students. Increase in enrolment and changes in programming resulted in an increase of 9.3 FTE teachers.

The Board's SSM Alternative Education Program (known as the Algoma Education Connection) is projected to have an enrolment of 212 students (Headcount) in September 2021 with a staffing complement of 13.0 FTE teachers. This is status quo with no change in enrolment or FTE teaching staff from 2020-2021.

B.3 DIRECTOR'S REPORT TO THE BOARD

DATE: 2021 03 30

SUBJECT: JK-12 ORGANIZATION 2021-2022

ELEMENTARY

3.3.0 Background

The following elementary organization is proposed for the 2021-2022 school year and reflects changes in enrolment and Primary Class Size expectations.

3.4.0 Information

Organization of Grades JK to 8 (Compared to Proposed March 2020)

The proposed 2021-2022 organization for **Grades JK to 8** includes 283 classes or 283 FTE (full-time equivalent) teaching staff based on a projected JK-8 enrolment of 6392. The March 2020 Projections proposed 282 classes or 281.90 FTE (full-time equivalent) teaching staff for an enrolment of 6368 students which equates to an increase in enrolment of 24 students. The staffing complement proposed for organizing the JK-8 classes for September 2021 will result in an increase of 1 class or 1.0 FTE teaching staff from the March 2020 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 2021 be approved as contained in the Director's Report to the Board of 2021 03 30 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 2021 be approved as contained in the Director's Report to the Board of 2021 03 30 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: 2021 03 30

SUBJECT: **APPROVAL OF S.E.A.C. MEMBER CHANGE**

4.1.0 Background

- 4.1.1 In accordance with Ontario Regulation 464/97, Board approval is required to appoint members and alternates to the Special Education Advisory committee (SEAC).
- 4.1.2 Applicant organizations who are district offices of a Provincial Organization for children with special needs, or who represent First Nations, complete the Algoma District School Board form attesting to their qualifications to sit on this committee as per Ontario Regulation 464/97. They submit the signed form to the Superintendent of Education.

4.2.0 Information

- 4.2.1 Hilary Cutler has requested that she represent the interest of *Algoma Public Health – Infant & Child Development Program* as an alternate member of the Special Education Advisory Committee and has submitted the required form attesting to her qualifications.
- 4.2.2 *Algoma Public Health – Infant Child Development Program* has previously had both a member and alternate member representing their interest on the Algoma District School Board SEAC and has requested this change due to the retirement of the previous alternate member.

4.3.0 Recommendation

- 4.3.1 It is recommended that the Board approve the appointment of Hilary Cutler to represent the interest of *Algoma Public Health – Infant & Child Development Program* on the Algoma District School Board SEAC as described in the Director's Report to the Board of 2021 03 30.

4.4.0 Proposed Resolution

- 4.4.1 That the Board approve the appointment of Hilary Cutler to represent the interest of *Algoma Public Health – Infant & Child Development Program* on the Algoma District School Board SEAC as described in the Director's Report to the Board of 2021 03 30.



Algoma District School Board
Fiscal 2020-21 Q2 Report
For the 6 months ended February 28, 2021

	Approved Budget (Annual)	Revised Estimates (Annual)	Q2 Actuals (Sept - Feb)	YTD Spend as % of Budget
Total Revenue	165,497,044	170,788,874	84,296,252	50.9%
Expenditures				
Classroom	99,474,854	102,542,938	50,348,907	50.6%
Non- Classroom	66,022,190	68,245,936	34,334,447	52.0%
Total Expenditures	165,497,044	170,788,874	84,683,354	51.2%