



ITEM	TOPIC	LEAD
1.0	Call to order (Motion)	
	1. Land Acknowledgement: Read by Trustee Sarlo	
	2. Call to Order (Motion)	
	3. Approval of Agenda (Motion)	Chair
	4. Conflict of Interest	
	5. CEO's Proud to be ADSB	
2.0	Consent Agenda (Motion)	
	1. Regular Board Meeting Minutes from 2026 06 16	EJ/LR
	2. SEAC Meeting Minutes from 2026 06 02	BV
	3. 2026-2027 Enrolment Update	JM
	4. Policy 2.04.1: Interim Trustee Expense Policy	LR
	5. Policy 2.11: Trustee Honorarium Policy	JSM
3.0	Senior Administration Reports/ Information/ Monitoring	
	1. Overview of Summer Learning Programs	MB/JM/BV
	2. Overview of Principal and Vice Principal Summer Session	MB
	3. Discussion of Policy 6.49.02	JM
4.0	Board Reports	
	1. CEO's Report	LR
	2. Chair's Report	EJ
	3. Student Trustees' Report	Student Trustees
	4. OPSBA Reports	EJ/HW
	5. Parent Involvement Committee Report	SM
5.0	Other Business	
	1. n/a	
6.0	Next Meeting Dates	
	25 Year Celebration – Tuesday October 6, 2026	
	Regular Board Meeting – Tuesday October 27, 2026	
7.0	Motion to Move into In-Camera Session	
	1. Motion to Adjourn In-Camera Session	
8.0	Motion to Adjourn Regular Board Meeting	

REPORT TO THE BOARD of 2026 09 22		Item # 1.2
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Call to Order	



Rationale	
Call to order open session of the Regular Board Meeting of 2026 09 22.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move into open session of the Regular Board Meeting of 2026 09 22 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2026 09 22		Item # 1.3
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion	Motion
Topic/Issue:	Approval of Agenda	



Rationale	
That the Agenda dated 2026 09 22 be approved as distributed.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board Members approve the agenda of 2026 09 22 as distributed.	
Motion was: Carried	Defeated Initials of Chair: Resolution #

REPORT TO THE BOARD of 2026 09 22		Item # 2.0
Prepared By:	N/A	
Strategic Priority:	N/A	
Purpose:	Information Discussion Motion	
Topic/Issue:	Consent Agenda	



Rationale	
2.0 Consent Agenda for approval is as follows: 1. Regular Board Meeting Minutes from 2026 06 16 2. SEAC Meeting Minutes from 2026 06 02 3. 2026-2027 Enrolment Update 4. Policy 2.04.1: Interim Trustee Expense Policy 5. Policy 2.11: Trustee Honorarium Policy	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members approve the Consent Agenda items for 2026 09 22.	
Motion was: Carried Defeated Initials of Chair: Resolution #	



ITEM	TOPIC
1.0	Call to order
2026-042	The Regular Board Meeting was called to order by Chair Elaine Johston Motion: Trustee Sarlo/Apostle... that the board move into open session for the Regular Board meeting of 2026 06 16 at 5:33 pm. CARRIED
	1.1 Land Acknowledgment read by Trustee Myers
	1.2 Roll Call taken as attached by Recording Secretary Julia Perri
	1.3 Approval of Agenda
2026-043	Motion: Trustees Shamas/Johnson...that the Board approve the agenda of 2026 06 16 as distributed. CARRIED
	1.4 Conflict of Interest – N/A
2.0	Consent Agenda
2026-044	Motion: Trustees Apostle/Shamas...that the Board approve the Consent Agenda items as follows for 2026 06 16: CARRIED
	2.1 Regular Board Meeting Minutes from 2026 05 28
	2.2 SEAC Meeting Minutes from 2026 05 05
	2.3 Report on Supervised Alternative Learning (SAL)
	2.4 Overview of 2025-2026 International Trips
	2.5 ADSB Quarterly Report – Q3
	2.6 2026-27 Adult and Continuing Education Program Organization
3.0	Senior Administration Reports/ Information/ Monitoring
	The following reports and information items were shared...
2026-045	3.1 Motion: Trustee Bowman/Sarlo...that the Board approve a total budget for expenditures and revenue, including transfers to and from accumulated surplus, for the 2026-27 budget year in the amount of \$209,010,248 as described in the Director's Report to the Board dated 2026 06 16. CARRIED
4.0	Board Report heard and accepted reports from the following:
	4.1 CEO's Report - Reece
	4.2 Chair's Report - Johnston
	4.3 Student Trustees' Report – Ingles/Pine/Sauve/Maree/Vaughan
	4.4 OPSBA Reports – Johnston/Whitley
	4.5 Parent Involvement Committee Report – Cleary/Reece



ALGOMA DISTRICT SCHOOL BOARD

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

REGULAR BOARD MEETING Minutes
Tuesday June 16, 2026

5.0 Other Business

N/A

6.0 Next Meeting Dates

6.1 Regular Board Meeting - TBD

7.0 Motion to Move into In-Camera Session

Motion: Trustees Evans/Johnson...that the Board members move into the In-Camera session, which is closed to the public at 6:44 pm.

2026-046

CARRIED

2026-047 Adjournment of In-Camera Session

7.1 Motion: Trustees Evans/Shamas.... that the Board members move to adjourn the In-Camera session at 7:42pm.

CARRIED

8.0 Motion to Adjourn Regular Board Meeting

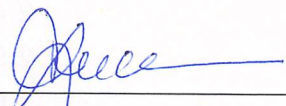
Motion: Trustees Evans/Apostle...that the Board members move to adjourn the Regular Board Meeting of 2026 06 16 at 7:42pm.

2026-048

CARRIED



CHAIR



SECRETARY



ALGOMA DISTRICT

SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

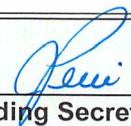
Date of Meeting: **Tuesday June 16, 2026**

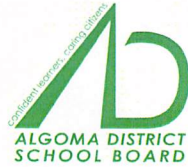
Time of Meeting: **5:30 p.m.**

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	Present			
Greg Bowman	Present			
Sheryl Evans	Present			
Sue Johnson	Present			
Elaine Johnston	Present			
Sara McCleary	Present			
Marie Murphy-Foran	Online			
Susan Myers	Present			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Heather Whitley	Present			
Student Trustees				
Liz Inglis	Present			
Tatyanna Sauve	Online			
Mercedes Pine	Present			
Amore Maree	Present			
Madison Vaughan	Present			
Admin. Council				
L. Reece	Present			
J. Santa Maria	Present			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
N. Turco	Present			
Others				
J. Perri	Present			
F. Walsh	Present			
Media				
Brian Kelly – Sault Star	Present			


Recording Secretary or Designate



ALGOMA DISTRICT

SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

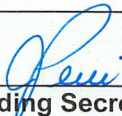
Date of Meeting: **Tuesday June 16, 2026**

Time of Meeting: **6:44pm**

Location: **EDUCATION CENTRE**

ATTENDANCE

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


 Recording Secretary or Designate



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

**MINUTES OF MEETING
June 2, 2026
Sugar Maple Room
12:00 Start Time**

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

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

Staff: B. Vallee (Superintendent), Kristen Viita (System Administrator), K. Lappage (System Administrator)

Regrets: J. Santa Maria, Associate Director of Business and Operations unable to attend

Guests: None

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

1. Welcome – Welcome to all SEAC members.

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

3. Approval of Agenda and Minutes

- Approval of Agenda. Moved by V. Simon. Seconded by S. Kitts. All in favour.
- Approval of Minutes (May 5, 2026). Moved by S. Evans. Seconded by C. Snider. All in favour.

4. Correspondence:

- Waterloo DSB SEAC (3) in support of Durham DSB (trustees), Simcoe County DSB, Toronto DSB
- Letter from UGDSB SEAC re: Funding (support of SCDSB letter)
- Letter from BWDSB SEAC re: Funding

5. Presentation/Discussion: Budget/Funding Update – J. Santa Maria, Associate Director – Business and Operations

- Presentation/Discussion was deferred. Associate Director Santa Maria will be invited to the September Meeting.

6. Member Organization Updates

North Shore Tribal Council (S. Kitts)

- Preparing for graduation parade.
- Busy with Grade 8 transitions to secondary schools.
- Attended conference on neuro-divergence in Vancouver.

Thrive (S. Burns)

- School Readiness program underway for children starting school in September who have never attended pre-school or daycare settings. 2 groups running during the morning at the Queen St location. Each group will participate in a week of programming.

Community Living Algoma (M. Barbeau)

- CLA will be Graduation ceremony for Project SEARCH is scheduled for Wed. June 17th
- Integrated Transition Meetings (ITMs) completed in May.
- Community Living Awareness Month culminated with a community walk
- Summer Employment Program is up and running – 19 Employers with 94 students employed.
- Margaret Barbeau is retiring from her role at CLA at the end of the month.

Algoma Family Services (C. Snider)

- Pride Month is the focus for activities at AFS during June.
 - June 17 – Family Fun Day
 - June 20 – Pride Prom
 - June 26 – Closing Activities
- Multi Systems Approach to Parenting Support (replacing Intensive Support Program)

Autism Ontario (M. Tuomi)

- Forwarded a letter on June 2, 2026. Autism Ontario response to Auditor General's report
- Photovoice unveiling on June 25th from 4 to 7 at Wellness Hub.

Member-At-Large (V. Simon)

- May meeting for the Program Advisory Committee (PAC) focused on ideas around transitioning students into and out of programs.
- Convocation is scheduled for June 5th.
- Still accepting students for the program.
- Many faculty/staff have left for the summer as of mid-June.

Member-At-Large (P. Mick)

- No report this month.

7. Report from the Board (Trustees)

- Annual Retirement Dinner took place on June 1st to honour retirees from ADSB
- Trustees had the opportunity to tour the new Three Rivers JK-12 School in Blind River
- Student trustees are nearing end of term, many “wrap-up” activities
- Passing Bill 101 has led to some immediate changes (e.g. L Reece is now the “CEO” as opposed to the “Director of Education.” This also means shifts in the governance role of the Trustees. Waiting for regulations to provide more detail.
- June 5th Ontario Public School Board’s Association (OPSBA) annual general meeting has shifted to an online format.
- Graduations are quickly approaching; many trustees will be attending these.
- Track and Field meets underway as well – lots of great activities in June!

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

- **Professional Development Day (June 5th):** Professional Development Day is scheduled for Friday, June 5th. The agenda for secondary teachers is focused on activities to consolidate school improvement planning for the year. Elementary teachers have the PD Day set aside for the purposes of assessment and reporting. EAs will have time available to focus on developing materials for student transitions and self-directed learning activities from a board-approved list for the morning session, followed by participation in an Autism Awareness Refresher during the afternoon. Some staff will be participating in First Aid training during the day as well.
- **OCASE Symposium (May 14th).** B. Vallee had the opportunity to participate in the Ontario Council for Administrators of Special Education (OCASE) spring symposium in Mississauga on May 14th. Topics included a “legal corner” focused on issues related to special education such as accommodation, IPRC processes, workplace violence, and exclusion. Several school boards also presented information on featured program models or resources in use in their boards.
- **EQAO Assessments:** EQAO Primary and Junior assessments, as well as the grade nine math assessment have been underway over the past few weeks and are scheduled to conclude by the end of next week.
- **Project SEARCH:** Sending schools are busy with the preliminary work required for our new group of interns to begin the program in September. We are looking forward to graduation/contract signing to take place on June 17th.
- **Graduations: Now** that we are into June, the graduation season for both elementary and secondary schools will begin shortly. Our elementary schools graduation ceremonies are scheduled to take place between June 16th and June 24th, with secondary graduations beginning during the week of June 15th for our alternative program sites. Our composite secondary schools all have graduations scheduled on either Wednesday, June 24th or Thursday, June 25th.
- **Updated Regulations:** With some of the changes that are included in Bill 101, we are anticipating that we will be receiving updated regulatory information over the next few weeks.
- **Special Education Plan Update:** The draft Special Education Plan was provided to the Board of Trustees at the May 26th meeting. The new plan will be posted to the website immediately following the conclusion of the school year. Ministry reporting template will be submitted to the regional office at that time.

- ***Draft Schedule of SEAC Meetings:*** A draft schedule of SEAC meetings for the 2026-2027 school year was provided for feedback. Also, a reminder that the term of the current SEAC is ending in November so we will be sending out nomination information to all member organizations in September as well.
 - ***Funding/Budget:*** Core Funding (e.g. Special Education Fund) has been received, but we are still waiting on some of the Responsive Education Program (REP) funding info that drives some positions and initiatives. Our programs/services for next year are currently status quo
9. **Motion to adjourn:** Moved by M. Barbeau. Seconded by S. Kitts.

Meeting adjourned at 12:44 p.m.

REPORT TO THE BOARD of 2026 09 22		Item # 2.3
Prepared By:	Joe Maurice	
Strategic Priority:	Achievement, Well-Being and Equity	
Purpose:	Information	Discussion Motion
Topic/Issue:	2026-2027 Enrolment Update	



Outcome/Intended Outcome / Rationale for Action(s) or Implementation
Each September Board meeting, staff provide updated school enrolment numbers in both the Elementary and Secondary panels, to Trustees.
Highlights
<u>Elementary Regular and French Immersion JK-8</u> The September 15th, 2026 JK to Grade 8 enrolment is currently 6683 students, an increase of 127 students from the projected numbers of 6556 as contained in the March 2026 Director's Report. <u>Secondary 9-12</u> The projected enrolment in March 2026 for the Regular Secondary Program was 3448 students. As of September 16th, 2026 there are 3598 students registered. This is an increase of 150 students (head count) at the secondary level. Secondary enrolment continues to be monitored as there is still some student movement in the first few weeks of the school year, as time is needed for the student information system to change the status of students who were enrolled in summer school.
Outcomes/(Progress Towards Outcome/Goal)
Overall, we are delighted to report a minimum increase of 277 students enrolled in JK-12 classrooms in ADSB schools, from the projected enrolment numbers, as contained in the March 2026 Director's Report.
Insights (Successes, Challenges/Failures/Opportunities)
The Algoma District School Board continues the pattern of year-to-year growth in our student population.
Next Steps/Mitigating Plans
• Reorganization of classrooms has been or will be occurring at several schools to accommodate the enrolment increases or necessary classroom adjustments. • Continue to offer a variety of programs and learning opportunities to serve all students in the Algoma district, as we aim to have a program for every student.

SECTION 6: OPERATIONS

Policy 2.04.1: Interim Trustee Expense Policy

Supporting Policies

[2.04 Trustee Expense Policy](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Putting Student Achievement First Act, 2026](#)

Approved by Resolution #

Following Royal Assent of the *Putting Student Achievement First Act, 2026*, the Minister (as per amendments made by Bill 101) issued policies and guidelines under paragraph 3.7 of subsection 8(1) of the Education Act, governing school board expense policies. As such, all school boards are required to have and implement an interim expense policy with the following specific requirements, recognizing that additional, binding policy requirements regarding school board expense policies may be forthcoming:

1. The board will not incur or reimburse expenses for board members to pay membership fees in a Trustee Association or similar professional association.
2. The board will not incur or reimburse expenses for members to attend or participate in a discretionary event* or activity. This includes registration fees and travel, meal, accommodation and hospitality expenses.

* A discretionary event or activity is any of the following events or activities in cases where a member's attendance or participation is not essential to a board's core business operations and for which expenses are incurred by choice rather than operational necessity:

- professional development activities
- professional associations' or sector organizations' events or activities
- education-related symposiums, conferences and conventions.

It is to be noted that where a school board fails to comply with these requirements, it may be subject to enforcement measures, such as a reduction in the school board's administration expense limit under Core Education Funding, or other oversight measures.

These requirements shall be in effect until further notice.

Section 2: Bylaws - Trustees - Committees

Policy 2.11: Trustee Honorarium Policy

Supporting Policies:

[2.10 Student Trustee](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Ontario Regulation 357/06: Honoraria for Board Members
Ontario Regulation 412/00: Elections to and Representation on District School Boards
Consumer Price Index
Public Sector Compensation Restraint to Protect Public Services Act
Memos from the Minister of Education – March 28, 2014 and September 23, 2014

Amended by Resolution #137-2014 10 07

Amended by Resolution #104-2018 11 27

[Amended by Resolution #](#)

1 BACKGROUND

The Board is required pursuant to Ontario Regulation 357/06, [July 29, 2024](#) to adopt a policy establishing the honoraria for its Board members, prior to the term of office for [a](#) Board members; ~~begins;~~

Ontario Regulation 357/06 sets out the method for calculating the limits on honoraria paid under section 191 of the Education Act and deals with public consultation requirements for district school boards;

The Board is required by Ontario Regulation 357/06 to establish ~~through~~ [by](#)-policy the maximum honorarium that will be paid to a member of the board, the Chair of the Board and the Vice-Chair of the Board for the term of office commencing [November 15, 2026 and ending on November 14, 2030.](#)

Algoma District School Board recognizes the importance and value of providing fair levels of honoraria for its members as set out in Ontario Regulation 357/06. Student Trustee honorarium is governed by O.Reg. 7/07 and not subject to this policy for elected Trustee officials. Please refer to ADSB [Policy 2.10](#).



1.1 Amendments to the Regulation

a) On December 1, 2018, subsection 2 (2) of Ontario Regulation 357/06 is revoked and the following substituted:

- i. In 2018, 2019 and 2020, the year of a member's term of office begins on December 1 and ends on the following November 30. O.Reg. 292/18, s.2.
- ii. In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14. O. Reg. 292/18, s.2.
- iii. Beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14. O. Reg. 292/18, s.2.

b) On July 29, 2024, Ontario Regulation 357/06 is amended by :

i. Reduction for Breach of Code of Conduct

iii. 13. For the purpose of paragraph 2 subsection 218.3.1 (1) of the Act, the maximum amount of a reduction from a member's honorarium for a breach of the board's code of conduct is 25 per cent of the member's combined base and enrolment amount for the year of the term of office in which the breach occurred.

2 DEFINITIONS

2.1 Average Daily Enrolment (ADE)

The Board's average daily enrolment number for the Board's fiscal year that ends in the calendar year in which the year of the term of office commences.

2.2 Year of a term of office

The year of office commencing on November 15 ~~December 1~~ and ending on the dates described in the Amendment details above, as described within the Education Act or its Regulations.

2.3 Member of the Board

A member of the Board duly elected in accordance with the Education Act or its Regulations.

3 COMPONENTS OF THE MAXIMUM LEVEL OF HONORARIUM

The maximum honorarium for a member of the Board, the Chair of the Board and the Vice-Chair of the Board, in respect of a year of a term of office, shall consist of the following components:

- a) The base amount for the period November 15, 2026, to December 14, 2030, is \$5,900.
- b) The enrolment amount.
- c) The attendance amounts payable to a member.
- d) The distance amount payable to a member.



4 The maximum level of honorarium for a year of the term of office commencing November 15, 2026 and ending Nov 14, 2030 for a member of the Board who is not the Chair of the Board or the Vice-Chair of the Board shall be the amount determined in 4.2 as calculated in accordance with Ontario Regulation 357/06:

- 4.1 Multiply the Board's average daily enrolment (ADE) from the 2026-27 fiscal year by \$1.75, divide that number by the number of members of the Board excluding the member of the Board representing the First Nations, and add \$5,900.
- 4.2 Given, the Board's ADE is 10,080 the multiplier is \$1.75, the number of members of the Board is 10, the enrolment amount is \$ \$1,778 the base amount is \$5,900, and therefore the maximum level of honorarium is \$ \$7,678.

5 The maximum level of honorarium for a year of the term of office commencing November 15, 2026 and ending Nov 14, 2030 for the Chair of the Board and the Vice-Chair of the Board shall be the amounts determined in 5.3 in the case of the Chair of the board and 5.4 in the case of the Vice-Chair of the Board, as calculated in accordance with Ontario Regulation 357/06:

- 5.1 To the amount determined in 4.2 add \$5,000 for the Chair of the Board and \$2,500 for the Vice-Chair of the Board.
- 5.2 To the amount determined in 5.1 add for the Chair of the Board, the Board's ADE multiplied by five cents with a minimum of \$500 and a maximum of \$5,000; and for the Vice-Chair, the Board's ADE multiplied by two and one-half cents to a minimum of \$250 and a maximum of \$2,500.
- 5.3 Given the Board's ADE is 10,080 the multiplier is \$.05 in the case of the Chair of the Board the resultant amount is \$ \$508.00 which is greater less than the minimum amount of \$500, and less than the maximum amount of \$5,000. The amount is \$500.00 and therefore, the maximum level of honorarium for the Chair of the Board is \$ \$13,178 (\$ \$7,678 + \$5,000 + \$500).
- 5.4 Given the Board's ADE is 10,080, the multiplier is \$.~~0~~25 in the case of the Vice-Chair of the Board the resultant amount is \$ 254 239.04 which is greater less than the minimum amount of \$250, and less than the maximum amount of \$2,500. The amount is \$250.00 and therefore the maximum level of honorarium for the Vice-Chair of the Board is \$ 10,432 (\$ 7,678 + \$2,500 + \$250).

6 ATTENDANCE AMOUNT

The attendance amount may be paid to a member for attending any meeting of a Committee of the Board that is required to be established by an Act or a Regulation made under the Act (i.e. SEAC, Audit Committee, PIC, etc.). Board members may receive a maximum of \$50 for each meeting of these committees they attend. The Board did not approve an attendance amount.



7 DISTANCE AMOUNT

Given that the Board's jurisdiction as noted in Ontario Regulation 412/00 is 9,069 square kilometres and the Chair of the Board, the Vice-Chair of the Board or a member of the Board may travel one way more than 200 kilometres from their residence to attend a meeting of the Board, a meeting of the Special Education Advisory Committee (SEAC) or a meeting of a Supervised Alternative Learning for Excused Pupils Committee (SALEP), the Board shall pay to the Chair of the Board, the Vice-Chair of the Board or a member of the Board who so qualifies a distance amount in accordance with Ontario Regulation 357/06 of \$50. The Chair of the Board, the Vice-Chair of the Board or a member of the Board shall receive the distance amount only once in respect of any day.

8 Appendix 1

ALGOMA DISTRICT SCHOOL BOARD

TRUSTEE HONORARIA REGULATION 2026

November 15, 2026 to November 14, 2030

1.	Description	Prior Term Maximum Salary	New Term Maximum Salary
2.	Honorarium for a Trustee:	<u>\$7,573.28</u>	<u>\$7,678.00</u>
3.	Honorarium for Chair:	<u>\$13,073.28</u>	<u>\$13,178.00</u>
4.	Honorarium for Vice Chair:	<u>\$10,323.28</u>	<u>\$10,432.00</u>
5.	Attendance Amount Per Meeting Attended: The attendance amount may be paid to a member for attending any meeting of a Committee of the Board that is required to be established by an Act or Regulation made under an Act. (i.e. SEAC, Audit Committee, PIC, etc.)	Not Recommended	Not Recommended
6.	Distance Amount: ADSB qualifies as a Board that may pay Trustee a distance amount if the Trustee travels more than 200 kilometres one way from their residence to attend a meeting of the Board or its Committees.	Maximum \$50 per day	Maximum \$50 per day

REPORT TO THE BOARD of 2026 09 22		Item # 3.0
Topic/Issue:	Senior Administration Reports/Information/Monitoring	



1. Overview of Summer Learning Programs	
2. Overview of Principal and Vice Principal Summer Session	
3. Discussion of Policy 6.49.02	

REPORT TO THE BOARD		Item #3.1
Prepared By:	Superintendent Bell, Maurice, Vallee	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Summer Learning Programs	



Rationale	
Summer learning programs support student achievement, well-being, and engagement by providing meaningful educational opportunities during the summer months. They help mitigate learning loss, particularly for students developing foundational literacy skills, while offering targeted supports in elementary literacy, Multilingual Language Learners (MLLs), secondary e-Learning, and cooperative education to support credit accumulation, pathway planning, and successful transitions. Specialized opportunities, including robotics camps, transition programs and Indigenous learning programs, foster engagement through culturally responsive, experiential, and interest-based learning that builds confidence, belonging, and future-ready skills. Together, these programs improve student outcomes and promote equitable access to learning opportunities across the district.	
Key Highlights	
Elementary Summer Learning Literacy Program (122 students) • 32 Senior Kindergarten, 42 Grade 1s, 36 Grade 2s from across all SSM schools at Ben R McMullin • 12 Multilingual Language Learners: 2 Grade 2s, 3 Grade 3s, 1 Grade 4, 5 Grade 5s, 1 Grade 6 Franco-FUN-ie (54 students) • 16 Grade 2s, 16 Grade 3s, 14 Grade 4s, 8 Grade 5s from Boreal and FH Clergue French Immersion Schools Engineering Design (19 students) • Grades 6, 7, 8: Focused on a story-based world where students solved engineering challenges, including designing weight-bearing towers and bridges. Students used TinkerCAD and other design tools to create their own pieces for 3D printing and laser cutting. Robotics, Junior (23 students) • Grades 2, 3, 4: Students built and coded VEX IQ robots, incorporating sensors and refining their designs through hands-on challenges and friendly competitions. Robotics, Senior (20 students) • Grades 5, 6, 7: Students built, coded, and refined VEX IQ robots. Using sensors to respond to challenges, they are building toward this year's VEX IQ competition, trying the challenge and testing their designs. Computer Engineering (21 students) • Grades 6, 7, 8: Students created interactive web pages, explored programming and electronics using micro-bits, sensors, and kits. They assembled and programmed mini-automated greenhouses and grew watercress.	Secondary eLearning Courses (441.5 credits achieved) • Credits Achieved: 309.5 in ADSB eLearning courses, 132 in courses offered by another school board • ADSB eLearning courses (% of total enrolment) ○ Grade 10 Civics, Careers (60%) ○ Grade 11 English - College, University (19%) ○ Grade 12 English - College, University (21%) • eLearning consortium (ADSB student enrolment) ○ 34% Sciences (all grades); 29% Math (all grades); 8% Literacy Course; 8% French Immersion Careers, Civics; 7% Grade 10 English; 14% other courses Cooperative Education (111 credits achieved) Students earned credits based on hours, gained valuable work experience and completed SHSM requirement • 17 students, Elliot Lake Secondary School • 44 students, students from Superior Height, Korah, White Pines, CASS Dual Credit at Sault College (25 credits achieved) • Culinary Food Production, teacher Ernie's Coffee Shop: 11 students - 92% retention and 100% success rate • Construction Basics, Sault College instructor: 14 students - 100% retention and 100% success rate Indigenous Learning Program (21 credits achieved) • 21 Grade 9 Students (NAC10) *senior student mentors supported this program and achieved credits through Focus on Youth as noted below Project Youth (16 students – 12 credits achieved) • Experiential learning opportunities to provide employment for marginalized students

Summer Transitions-Special Education • Multi-disciplinary team support for Summer Learning Program • Two-week school readiness program for incoming JKs identified through the Transition process • Programming that builds familiarity with school routines, including daily staff-supported bussing to and from FH Clergue • Specialized classes/programs (e.g. DARE) and several early years programs provided program-specific transition programs in August • Individual schools accessed funding for educators to provide half- or full-day transition programming for students with special education needs	• 9 Grade 11 and 12 students earned Cooperative Education credits as mentors in job placements* • 3 Grade 11 and 12 students earned Cooperative Education credits as Chocolatiers at Sweetened and in various positions in partnership with Harvest Algoma • 4 students participated in experiential learning opportunities/job placements either as mentors or in partnership with Sweetened and Harvest Algoma
ADSB Summer Wellness Line and Services • The ADSB Summer Wellness Line, staffed by ADSB counsellors, was available for all ADSB K-12 students • Students could access counselling services virtually throughout the months of July and August • Counsellors, who could be booked through the line were also available on-site at White Pines in Sault Ste. Marie for in-person sessions Monday to Thursday throughout the summer	
Anticipated Benefits	
Academic: improved literacy skills, mitigated summer learning loss, supported student success and engagement through hands-on opportunities Social and Emotional: increased student confidence and engagement, promoted continued learning in a supportive and engaging environment, fostered positive relationships Equity and Access: provided opportunities to students who may lack access to resources, internet, learning or recreational opportunities in the summer, in addition to a supportive, safe and welcoming environment Readiness and Transition: assisted students to start year at or closer to grade level, reduced time required for review at the start of the year, maintained consistent structures and routines to support transition to new school year	
Insights/Learning	
• Student participation and achievement: 271 elementary students engaged in summer learning programming and 610.5 secondary credits were earned • Student attendance, engagement in summer learning and achievement outcomes are increased where programming is responsive to student needs and interests • Intentional and targeted instruction: greatest gains are realized when instruction is tailored to students' individual needs as evidenced in the primary literacy program through improved early reading screening scores (Acadience) • eLearning is preferred mode of learning for secondary students due flexibility and course offerings; benefits of membership in Ontario eLearning Consortium - access to courses and programming not limited by ADSB enrollment	
Considerations/Next Steps	
• Utilize student, family, and staff feedback to inform continuous improvement and future program design • Enhance data collection and program evaluation processes to measure the impact of summer learning on achievement, engagement, well-being, and transitions • Continue expanding culturally responsive, experiential, and pathway-focused programming through partnerships with Indigenous communities, post-secondary institutions, employers, and community organizations • Identify and address barriers to participation to ensure equitable access to summer learning opportunities across the district • Build on successful literacy, Indigenous experiential learning, MLL, eLearning, STEM, and cooperative education initiatives to further support student achievement, credit accumulation, student well-being, and future readiness	

REPORT TO THE BOARD		Item # 3.2
Prepared By:	Superintendent Bell	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Principal and Vice-Principal Summer Session	



Rationale
The 2026-2027 Summer Leadership Session was designed to reconnect school and system leaders at the beginning of the academic year, strengthen professional relationships, reinforce system priorities, and build leadership capacity in support of continuous improvement. The two-day session focused on "Leadership – Anchoring to what works and what matters," emphasizing leadership practices that support collective efficacy, psychological safety, instructional improvement, and coherent implementation of improvement at the classroom, school and system level. The learning was framed through leadership research, system priorities, and reflective practice.
Key Highlights
Leadership Development - Participants engaged in an interactive leadership experience facilitated by Ignite Solutions Jennifer Hanna that explored collective intelligence, psychological safety, equitable voices, active listening, and practical leadership strategies. Feedback identified this session as one of the highest-rated learning experiences of the session. - Leadership learning was reinforced through reflection on the Shackleton Expedition with CEO Reece and the leadership of Ernest Shackleton, highlighting resilience, optimism, trust, adaptability, and a people-first approach to leadership. System Improvement Alignment - Leaders deepened their understanding of the Board's improvement priorities: explicit instruction, accountable talk, and assessment. Participants engaged in collaborative planning related to school improvement plans, coaching structures, professional learning communities, and improvement cycles. - Revised planning tools and resources were introduced to simplify and align improvement planning across schools while maintaining continuity with previous years' work. Relationship and Culture Building - Structured and informal networking opportunities strengthened relationships among principals, vice-principals, managers, and senior administration. - Feedback indicated that networking opportunities were among the most highly valued aspects of the Summer Session, fostering authentic professional conversations, strengthening relationships, and supporting collaboration across roles, panels, schools, and the system. School Team Planning - Dedicated planning time enabled school leadership teams to reflect on school profiles, review evidence, identify priorities, and prepare for September professional learning and implementation activities.
Anticipated Benefits
The Summer Leadership Session is expected to strengthen system coherence and support improved student outcomes by: - Building a shared understanding of board priorities and improvement expectations across all schools and system. - Increasing leadership capacity in fostering psychological safety, collective efficacy, and collaborative inquiry. - Supporting administrators in leading evidence-informed instructional improvement focused on explicit instruction, accountable talk, and assessment. - Strengthening schools' ability to implement continuous improvement cycles through coaching, collaborative learning, and reflective practice. - Enhancing cross-school collaboration and professional networks that support problem-solving, innovation, and shared learning.

Insights/Learning

Feedback was gathered through a post-session survey that invited participants to reflect on leadership learning, relationship-building opportunities, system improvement planning, and overall session effectiveness. The survey also required participants to identify a key leadership insight, articulate a lingering question, and commit to a specific leadership action they intended to implement in their schools during the 2026-2027 school year.

Psychological Safety and Leadership Voice: Administrators identified psychological safety as a critical condition for learning and growth. Leaders committed to creating environments where all staff voices are heard, valued, and encouraged to contribute to decision-making.

Collective Efficacy: Participants recognized that teams outperform individuals and that leadership requires intentionally drawing out diverse perspectives. Leaders reflected on the importance of distributed leadership, collaboration, and creating structures that support equitable participation.

Intentional Leadership Behaviours: A significant learning theme was the commitment to listening more, speaking less, asking better questions, increasing wait time, and strengthening coaching conversations through curiosity and reflection.

Continuity and Focus: Participants appreciated the Board's decision to stay the course with existing improvement priorities rather than introducing new initiatives. The simplification and alignment of planning processes were viewed as manageable, focused, and supportive of sustained improvement.

Resilience and Optimism: The Shackleton leadership framework resonated strongly with participants as they considered current educational challenges, staffing changes, ministry initiatives, and ongoing system improvement efforts. Leaders reflected on the importance of maintaining optimism, trust, and adaptability while remaining focused on outcomes for students.

Considerations/Next Steps

As noted above, feedback was gathered through a post-session survey. The following next steps reflect participant voice, leadership feedback, and the Senior Team's collective reflection on opportunities to further strengthen leadership learning, professional collaboration, and system impact throughout 2026-2027 and in future Summer Leadership Sessions.

Ongoing Professional Learning

- Continue supporting administrators through coaching, collaborative inquiry, professional learning communities, and opportunities for cross-school networking and sharing and regular leadership learning sessions.
- Provide additional examples and resources related to co-reflection, co-analysis, and collaborative leadership practices.

Resource Development

- Expand math-focused implementation resources to mirror the supports currently available in literacy.
- Continue developing supports for school-based teacher leaders and instructional leaders.

Monitoring Implementation

- Support schools as they implement school and classroom improvement processes throughout the four improvement cycles outlined for 2026-2027.
- Monitor how leadership practices focused on psychological safety, coaching, and collective efficacy are influencing school improvement efforts and student outcomes.

Planning for Future Summer Sessions

- Maintain highly successful components such as interactive leadership experiences, school-team planning time, and networking opportunities.

Section 6A: Safe and Inclusive Schools**Policy 6.49.02: Progressive Discipline Policy for Students Including Suspension and Expulsion****Supporting Policies:**[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](#)[6.49.01 Safe Schools Policy](#)[6.49.03 Protecting Student Well-Being through Bullying Prevention and Intervention](#)**Supporting Procedures:**[Administrative Procedure for Expulsion and Expulsion Appeal](#)[Administrative Procedure for Suspension and Suspension Appeal](#)**Supporting Protocols and Guidelines:**[Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)**Supporting Templates and Forms:**[Safe Schools Incident Reporting Form](#)[Violent Incident Report Form](#)**Other Resources:**

Bill 13 Accepting Schools Act 2012

Education Act

Ontario Regulation 472/07

Immunization of School Pupils Act

*Approved by Board Resolution #027-2008 01 29**Revised by Board Resolution #038-2021 03 30**Revised by Board Resolution #048-2025 05 27***1 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 [6.1](#) 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.

2 Scope of Policy

This policy and all associated procedures only apply to suspensions and expulsions as identified under the Education Act and Ontario Regulation 472/07. Suspension orders issued by the Medical Officer of Health (MOH), as authorized under the Immunization of School Pupils Act (IPSA) are not subject to any of the conditions or limitations outlined within this policy and associated procedures.

3 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.

4 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.



5 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.



6 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/guardians on student achievement and behaviour at every step of the progressive discipline continuum is expected by the Board (Administrative Safe Schools Procedures).

6.1 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.

6.1.1 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.

6.1.2 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.

6.2 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.

6.2.1 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).



6.3 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.

6.4 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;

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.

6.5 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.

6.6 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](#).

6.7 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.

6.8 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).



7 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.

8 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.

9 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.

10 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.

11 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.

12 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”.

12.1 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.

12.2 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.

Summary Overview – Proposed Changes to Policy 6.49.02

Within the proposed draft areas **highlighted** are new additions while areas with ~~strike-outs~~ have been removed, re-written and replaced or moved elsewhere in the Policy. Some of the key revisions include:

Section	Notes
Section 2 (page 2)	Provides further clarification to support ADSB's cooperation with the Medical Officer of Health for immunization-related suspension directions
Sections 4, 5, 6 (pages 2-5)	Strengthens, reinforces and re-organizes the progressive discipline and prevention elements of the policy. Based on our discussions at Admin Council, these areas needed reinforcement.
Section 9 (pages 6-7)	- Clarifies expectations for reporting to police, as per the 2026 Provincial Model for a Local Police / School Board Protocol, as reinforced at past Principal Meetings, but now sits fully in policy. - Clarifies practices for Safe Schools Violent Incident Reports, as per Ministry legal requirements, and reinforces work with Principals over the past few years
Section 10 (page 8)	Reinforces importance of trauma-sensitive, bias-aware and restorative approaches in investigations which align with our work on trauma-informed practices over the past few years.
Section 11 (page 9)	- References to Safety and/or Behaviour Management Plans under mitigating and other factors – in support of legal obligations and work with staff over the past few years - Clarifies that progressive discipline is not a strictly escalating process. Consequences must be determined based on the current incident and relevant factors, and may be increased for serious infractions even without prior disciplinary history.
Section 12 (page 8)	Board Reasons for Suspension - All previous Board reasons removed and replaced with two new reasons. - Previously, there was no specific reason that linked to vaping. Based on the number of suspensions, vaping included as a separate category. - Reference to the Board and Provincial Code of Conduct ensures that Board reasons for suspension are grounded in the Provincial Code of Conduct – a provincial Ministry document.
Section 13 (page 9)	Board Reasons for Potential Expulsion - All previous Board reasons removed and replaced with two new reasons. - First new reason reflects the context behind several of the former Board reasons. - Reference to the Board and Provincial Code of Conduct ensures that Board reasons for expulsion are grounded in the Provincial Code of Conduct – a provincial Ministry document.
Section 20 (page 13)	School Climate Surveys are no longer mandated by the Ministry of Education. The ADSB will continue with the ADSB Well-Being Survey to provide student, family and staff feedback data to assist with planning.

Section 6A: Safe and Inclusive Schools

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

Supporting Policies:

[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](#)
[6.49.01 Safe Schools Policy](#)
[6.49.03 Protecting Student Well-Being through Bullying Prevention and Intervention](#)

Supporting Procedures:

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

Supporting Protocols and Guidelines:

[Progressive Discipline & Promoting Positive Student Behaviour Guidelines](#)
[Safe and Accepting Schools – ADSB Quick Reference](#)

Supporting Templates and Forms:

[Safe Schools Incident Reporting Form](#)
[Violent Incident Report Form](#)

Other Resources:

Bill 13 Accepting Schools Act 2012
 Education Act
 Ontario Regulation 472/07
 Immunization of School Pupils Act
[Provincial Model for a Local Police / School Board Protocol, 2026](#)

Approved by Board Resolution #027-2008 01 29
Revised by Board Resolution #089-2018 10 30
Revised by Board Resolution #038-2021 03 30
Revised by Board Resolution #038-2025 05 27
[Revised by Board Resolution #](#)

1 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/guardian.

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 behaviour 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) **Safe and Accepting Schools – ADSB Quick Reference** 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 their Individual Education Plan (IEP). The Board and school administrators will consider mitigating factors as described in 7.3 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/guardians to be engaged in and support the progressive discipline approach.

2 Scope of Policy

This policy and all associated procedures only apply to suspensions and expulsions as identified under the Education Act and Ontario Regulation 472/07. Suspension orders issued by the Medical Officer of Health (MOH), as authorized under the Immunization of School Pupils Act (IPSA) are not subject to any of the conditions or limitations outlined within this policy and associated procedures. **On behalf of the Medical Officer of Health, ADSB will cooperate with all immunization-related suspension directions.**

3 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.

4 Progressive Discipline: Implementation Strategy

Progressive discipline is a whole-school approach, **involving students, parents/guardians, ADSB staff, and community partners**, that utilizes a continuum of prevention programs, **early and ongoing** interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

Progressive discipline:

- a. Supports building and sustaining a positive school climate that is safe, inclusive and accepting for all students to support their education so that all students reach their full potential.**
- b. Provides a framework for addressing all forms of inappropriate actions and behaviours, including Safe Schools Incidents and other serious student incidents.**



- c. Requires ADSB staff to maintain ongoing and open dialogue with parents/guardians.
- d. Requires all members of the school community to develop and maintain respectful and caring relationships between and amongst all adults and students.
- e. Requires explicit modelling and teaching of healthy relationships and the skills required to create them, as well as intentionally restoring and repairing relationships when harm has occurred.
- f. Includes a continuum of prevention strategies, interventions, supports and consequences that is both corrective, educational, supportive, and restorative rather than punitive.
- g. Must always be developmentally and socio-emotionally appropriate.
- h. Reinforces positive behaviours while supporting students to learn from their mistakes and make better choices.

~~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/guardians on student achievement and behaviour at every step of the progressive discipline continuum is expected by the Board (Administrative Safe Schools Procedures).~~

5 Prevention through Promoting and Supporting Positive Student Behaviour

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.~~

Within the progressive discipline continuum, the focus is on early prevention and early intervention strategies, to support and maintain a positive school climate that:

- a. Prioritizes relationships, safety, connection, regulation, and identity-affirming well-being to create safe and inclusive environments, in support of student achievement.
- b. Strives to affirm all identities and provides ADSB staff with equity and inclusion training and



resources, to create a more culturally responsive and bias-aware system.

- c. Empowers staff, when safe to do so, to address and respond to any student behaviour that may negatively impact another person's sense of safety and belonging in a manner that is timely, trauma-sensitive, culturally inclusive, and bias-aware.
- d. Provides educators with curriculum-aligned resources that contain strategies that support the development of healthy relationship skills, including but not limited to, social-emotional learning, consent, boundaries, and digital citizenship.
- e. Supports and encourages student-led activities and affinity groups that promote safe and inclusive learning environments and acceptance of and respect for others, as per subsection 303.1 (1) of the Education Act.
 - These may include, but are not limited to, groups and activities that promote gender equity; anti-racism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
 - All names of activities and groups must be consistent with the promotion of a positive school climate that is safe, inclusive, and accepting of all students.
- f. Provides learning opportunities for all members of the school community to understand expectations, through the use of the ADSB and School Code of Conduct, as well as more localized means such as the co-creation of staff and classroom agreements.
- g. Invites collaboration from caregivers and community partners in the creation and review of the school priorities to support Safe and Inclusive Schools.
- h. Actively engages and collaborates with community-based service providers to increase ADSB's capacity to respond to the need of students and families.
- i. Provides learning opportunities for all members of the school community to increase their knowledge and understanding of how to proactively create safe, inclusive and accepting schools. Topics may include, but are not limited to bullying, explicit and implicit bias, discrimination and cyber-safety.

The Board and school(s) will share Board and school-specific (where available) results of the ADSB Well-Being Survey with the school's Well-Being Team who will use the results to inform prevention and intervention planning.

6 Understanding Progressive Discipline as a Continuum

When considering the most appropriate response to address inappropriate behaviour the following will be taken into consideration:

- a. The particular student, circumstances and their intersecting identities,
- b. The nature and severity of the behaviour, and
- c. The impact on the school climate, including the impact on other students and individuals in the school community.

ADSB utilizes a variety of evidence-based, trauma-sensitive, and culturally responsive strategies, supports and resources in order to address inappropriate behaviours. These may include, but are not limited to the following:

- a. Co-regulation and de-escalation strategies.
- b. Ongoing communication between school and families.



- c. Conversations, reflection and reminders to review expectations and problem solve with students so they can identify alternative behavioural choices.
- d. Restorative approaches to repair harm and restore relationships.
- e. Explicitly teaching skill development related to areas such as communication, identification and management of emotions, healthy relationships, conflict resolution, and more.
- f. The development, implementation and revision of Safety and/or Behaviour Management Plans.
- g. Volunteering to support the school or broader community.
- h. Physically repairing damaged materials when appropriate and possible.
- i. Connecting a student with school-based supports such as counselling and mental health supports, with parental/guardian consent, as required.
- j. Connecting families with outside referrals to community-based service providers.
- k. Depending on the severity of the behaviour, suspensions and/or expulsions may be considered for serious student incidents as outlined in the Education Act.

7 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.

8 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/guardians 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.

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

9 Reporting to Police and Violent Incidents

If the principal determines that a student's actions require a report to the police as per paragraph 9.1 or 9.2, the principal must communicate the student's intersecting identities, accommodations, and exceptionalities prior to the police interacting with the student.

9.1 Where the Student is 12 years of age or older, the following incidents (see Appendix G for relevant definitions) must be reported to police, as per the Provincial Model for a Local Police / School Board Protocol [2026]:

- All deaths;
- Physical assault causing bodily harm requiring immediate medical treatment by a medical practitioner (e.g. licensed medical doctor or nurse practitioner, requires response from paramedics, registered nurse in rural areas where doctor or nurse practitioner not available);
- Assault with a weapon
- Sexual violence including sexual assault;
- Robbery;
- Criminal harassment;
- Intimate partner violence;
- Human trafficking;
- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or threaten bodily harm to another person;
- Trafficking in weapons or in illegal drugs;
- Possessing an illegal drug;
- Hate crimes;
- Gang-related occurrences;
- Extortion;
- Non-consensual sharing of intimate images;
- Bomb threats;
- Giving alcohol or cannabis to a minor;
- Being under the influence of cannabis (unless a student is a medical cannabis user), illegal drugs or alcohol;
- Threats of bodily harm, including threats made on social networking sites or through instant messaging, text messaging, email and so on;
- Incidents of vandalism; and
- Incidents of trespassing.

Police notification or the threat of police notification must not be used as a part of, or a substitute for, progressive discipline.

9.2 Safe Schools Violent Incident Reports

Under Safe Schools (PPM120), a violent incident is defined as the occurrence of any one or



combination of the following:

- Possessing a weapon, including possessing a firearm;
- Physical assault causing bodily harm requiring medical attention;
- Sexual assault;
- Robbery *[the use of violence or threats of violence to steal money or other property from a victim]*;
- Using a weapon to cause or to threaten bodily harm to another person;
- Extortion and
- Hate and/or Bias-motivated occurrences.

Under section 11 of this policy, these are activities where a student shall be suspended pending an investigation for possible expulsion subject to mitigating and other factors; if they occurred while at school, at a schoolboard-related activity, when using Board authorized transportation, in a virtual environment, or in any other circumstance where engaging in the activity will have an impact on school climate.

Under the local Police Model for a Local Police / School Board Protocol [2026], police must be notified when these incidents occur.

If by this definition the principal has identified the incident as violent, and the incident occurred on school property during a school-related activity, a Violent Incident Report (Safe Schools) must be completed by the principal in Edsembli, and reported by the Superintendent to the Ministry of Education as required through OnSIS.

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 staff 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.

The principal will notify the Superintendent with responsibility for Safe and Accepting Schools whenever a Violent Incident Report (Safe Schools) is completed.

10 Investigating Serious Student Incidents

All investigations will be conducted in a trauma-sensitive, bias-aware, and restorative approach.

Principals will conduct investigations in a manner that is trauma-sensitive, which includes:

- Asking participants if they would prefer to have a support person or advocate with them.
- Considerations for breaks, space and flexibility of movement, in support of regulation.
- Understanding how trauma may affect someone's experience and recollection of an incident.

Principals will acknowledge and recognize that everyone, including themselves, holds explicit and implicit biases, regardless of intention. Principals will actively work to identify explicit and



implicit biases throughout the investigation and take steps to mitigate their impact on decision-making.

Principals will conduct their investigation using a restorative approach, with the intention to build, maintain and repair relationships between everyone involved. This approach is in alignment with Progressive Discipline in that it shifts the focus to one that is both corrective and supportive rather than solely punitive.

In the event of a parallel police investigation, the Principal will consult with the Provincial Model for a Local Police / School Board Protocol [2026] before proceeding.

11 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.

11.1.1 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.

11.1.2 Other Factors:

1. The student'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 their 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. Where the student has a Safety and/or Behaviour Management Plan, whether the plan was followed.
8. Such other matters as the Principal considers appropriate.

Progressive discipline is not necessarily a linear or cumulative process.

- Where a student has a history of discipline or behavioural interventions, the determination of consequences (e.g. length of a suspension) through progressive discipline must not be based solely on past incidents. While an increase in the degree or length of consequence may be appropriate, consideration must first be given to the mitigating and other factors related to the current incident, length of time since the



previous incident(s), and any student progress in response to supports and interventions.

- Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Provincial and/or Board Code of Conduct may result in an immediate higher degree of consequence (e.g. length of suspension, recommendation for expulsion).

12 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.

12.1 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. use of tobacco¹, e-cigarettes, or vaping products on school property or at school-related activities.

¹In accordance with the Smoke-Free Ontario Act, a member of the Indigenous community may carry or use tobacco for traditional cultural purposes.

8. conduct contrary to the Provincial and/or Board Code of Conduct, including behaviour that undermines a safe, inclusive, and respectful learning environment.
- ~~9. persistent truancy;~~
- ~~10. persistent opposition to authority;~~
- ~~11. habitual neglect of duty;~~
- ~~12. the willful destruction of school Board property;~~
- ~~13. the use of profane or improper language;~~
- ~~14. conduct injurious to the moral tone of the school;~~
- ~~15. conduct injurious to the physical well-being of others in school;~~
- ~~16. conduct injurious to the mental well-being of others in school;~~

~~17. 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 **Safe and Accepting Schools – ADSB Quick Reference** ~~Progressive Discipline & Promoting Positive Student Behaviour Guidelines~~).

13 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.

13.1 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. engaging in a persistent, escalating, and resistant pattern of behaviour resulting in the pupil's continued presence being injurious to the school environment;
13. engaging in any act considered by the principal to be a serious violation of the Provincial and/or Board Code of Conduct.
14. repeated suspension where student is indicating no attempts to improve;
15. behaviour which is so refractory that it places the safety, physical and well-being of the students at risk;
16. general chronic opposition to authority which is disruptive to the educational environment and prevents learning of other students;
17. 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;
18. 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;
19. 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.

12. 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.

13. 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](#).

14. Appeal of Expulsion

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed themselves 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.

15. 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/guardians of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

16. Supports for Students

All employees of the Board must take seriously all allegations of inappropriate behaviour 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/guardians 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/guardians 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.

17. 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.

18. 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/guardians, 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 stakeholders.

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.

19. 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.

20. Monitoring and Review

The Algoma District School Board and individual schools will use the results from the **ADSB Well-Being Survey** 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 **ADSB Well-Being Surveys** will 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.

21. 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”.

a. 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.

b. 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.

DRAFT

REPORT TO THE BOARD of 2026 09 22		Item # 4.0
Topic/Issue:	Board Reports	



1. CEO's Report	
2. Chair's Report	
3. Student Trustees' Report	
4. OPSBA Reports	
5. Parent Involvement Committee Report	

REPORT TO THE BOARD of 2026 09 22		Item # 5.0
Topic/Issue:	Other Business	



1.	N/A - no other business to address.

REPORT TO THE BOARD of 2026 09 22		Item # 6.0
Topic/Issue:	Next Meeting Dates	



Next Meeting Dates:	
1.	25 Year Celebration – Tuesday October 6, 2026
2.	Regular Board Meeting – Tuesday October 27, 2026

REPORT TO THE BOARD of 2026 09 22		Item # 7.0
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion	Motion
Topic/Issue:	Motion to Move into In-Camera	



Rationale	
As per Section 207(2) of the Education Act, "A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves, a) the security of the property of the board; b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian; c) the acquisition or disposal of a school site; d) decisions in respect of negotiations with employees of the board; or e) litigation affecting the board."	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move into the In-Camera session, which is closed to the public, at _____ p.m.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2026 09 22		Item # 7.1
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn In-Camera Session	



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

REPORT TO THE BOARD of 2026 09 22		Item # 8.0
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn Regular Board Meeting	



Rationale	
Move to adjourn the Regular Board Meeting of 2026 09 22.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move to adjourn the Regular Board Meeting of 2026 09 22 at _____pm.	
Motion was: Carried Defeated Initials of Chair: Resolution #	