

**ALGOMA DISTRICT SCHOOL BOARD**

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

REGULAR BOARD MEETING AGENDA**Tuesday, September 23, 2025****EDUCATION CENTRE****Public Meeting Start 5:30 P.M.**

ITEM	TOPIC	LEAD
1.0	Call to order (Motion)	
	1. Land Acknowledgment: Read by Elaine Johnston	
	2. Roll Call	
	3. Approval of Agenda (Motion)	
	4. Conflict of Interest	
2.0	Consent Agenda (Motion)	
	1. Regular Board Meeting Minutes from 2025 06 24	
	2. SEAC Meeting Minutes from 2025 06 10	
	3. Approval of Policies:	JSM
	6.32 Purchasing Policy	
	4. Approval of 2025-2026 OPSBA Fees	JSM
	5. Approval of Trustees to attend OPSBA Northern Regional Mtg	JSM
	6. Enrolment Update	FP/JM
3.0	Senior Administration Reports/ Information/ Monitoring	
	1. Overview of Summer Learning Programs	MB
	2. Overview of Summer Sessions	MB
	3. Distribution of Policies:	FP
	4.01 Hiring Policy	
	4.02 Conflict of Interest-Hiring & Assignment of Staff	
4.0	Board Reports	
	1. Report of the Director	LR
	2. Report of Chair	JS
	3. Student Trustee Report	
	4. OPSBA Reports	GB/EJ
	5. Parent Involvement Committee Report	SMC
5.0	Other Business	
	1. N/A	
6.0	Next Meeting Dates	
	2025 10 07 Celebrating 25 Years of Service and Workshop	
7.0	Motion to Move into In-Camera Session	
	1. Motion to Adjourn In-Camera Session	
8.0	Motion to Adjourn Regular Board Meeting	

REPORT TO THE BOARD of 2025 09 23		Item # 1.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information	Discussion Motion
Topic/Issue:	Call to Order	



Rationale	
Call to order open session of the Regular Board Meeting of 2025 09 23.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move into open session of the Regular Board Meeting of 2025 09 23 at _____pm.	
Motion was: Carried Defeated Initials of Chair: Resolution #	

REPORT TO THE BOARD of 2025 09 23		Item # 1.3
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion	Motion
Topic/Issue:	Approval of Agenda	



Rationale	
That the Agenda dated 2025 09 23 be approved as distributed.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board Members approve the Agenda of 2025 09 23 as distributed.	
Motion was: Carried	Defeated Initials of Chair: Resolution #

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**REGULAR BOARD MEETING Minutes
Tuesday, June 24, 2025**

ITEM	TOPIC
1.0	Call to order
2025-053	The Regular Board Meeting was called to order by Chair Jennifer Sarlo Motion: Trustees Johnson/Evans... that the board move into Open session for the Regular Board meeting of 2025 06 24 at 5:32 pm. CARRIED
	1.1 Land Acknowledgment read by Trustee Myers 1.2 Roll Call taken as attached by Recording Secretary Lina Aceti 1.3 Approval of Agenda
2025-054	Motion: Trustees Evans/Johnston...that the Board approve the agenda of 2025 06 24 as distributed. CARRIED
	1.4 Conflict of Interest – N/A
2.0	Consent Agenda
2025-055	Motion: Trustees Johnston/Apostle...that the Board approve the Consent Agenda items as follows for 2025 06 24: CARRIED
	2.1 Regular Board Meeting Minutes from 2025 05 27 2.2 SEAC Meeting Minutes from 2025 05 13 2.3 Approval of Policies: 6.28.02 Concussion Policy 6.34 Facility Partnerships 2.4 Adult & Continuing Education 2025-2026 Organization 2.5 Completion of Director's Performance Appraisal 2.6 ADSB Quarterly Report – Q3
3.0	Senior Administration Reports/ Information/ Monitoring
	The following reports and information items were shared... 3.1 Update on Re-Engagement Team 3.2 Report on Supervised Alternative Learning (SAL) 3.3 Discussion of Policies: 6.32 Purchasing Policy 3.4 Overview of 2024-2025 International Trips
2025-056	3.5 Motion: Trustees Bowman/Apostle...that the Board Members approve a total budget for expenditures and revenue, including transfers to and from accumulated surplus, for the 2025-26 budget year in the amount of \$206,992,779 as described in the Director's Report to the Board dated 2024 06 24. CARRIED



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REGULAR BOARD MEETING Minutes
Tuesday, June 24, 2025

4.0 Board Report heard and accepted reports from the following:

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

5.0 Other Business

N/A

6.0 Next Meeting Dates

- 6.1 2025 09 23 – Regular Board Meeting

7.0 Motion to Move into In Camera Session

No In-Camera Session

8.0 Motion to Adjourn Regular Board Meeting

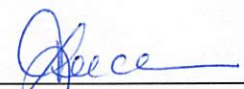
2025-057

Motion: Trustees Evans/Myers...that the Board move to adjourn the Regular Board Meeting of 2025 06 24 at 7:27 pm.

CARRIED



CHAIR



SECRETARY



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

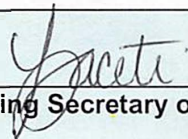
Date of Meeting: Tuesday, June 24, 2025

Time of Meeting: 5:30 p.m.

Location: EDUCATION CENTRE

ATTENDANCE

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


Recording Secretary or Designate



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

**MINUTES OF MEETING
June 10, 2025
Sugar Maple Room/Teams
12:00 Start Time**

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

Trustees: H. Whitley, S. Evans

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

Regrets: V. Simon (Member-at- Large)

Guests: Joe Santa Maria, Associate Director of Corporate Services and Operations

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

1. Welcome

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

3. Approval of Agenda and Minutes

- Approval of Agenda. Moved by S. Kitts. Seconded by M. Barbeau. All in favour.
- Approval of Minutes (May 13,2025). Moved by H. Whitley. Seconded by C. Snider. All in favour.

4. Correspondence: No correspondence received.

5. Presentation/Discussion: *Update on 2025-2026 Budget Process* (Joe Santa Maria Associate Director of Corporate Services and Operations)

- Release of budget information to school boards was delayed by approximately six weeks this year, which has significantly delayed the usual timeline for our budget process. The June Board meeting has been delayed from June 17th, 2025 to June 24th, 2025 to provide additional time for staff to work through this process.

- Detailed information is available on the Ministry of Education website. [Education Funding for School Boards 2025–2026](#) provides a variety of documents, including a technical guide to explain where funding comes from. Information specific to special education funding is also available on the website. The *ADSB Special Education Plan* also provides an overview of the main components of the Special Education Fund portion of budget/funding information.
- *Special Incidence Portion (SIP)* funding process continues to be under review by the Ministry. A formula-based process continues to be in place while this review is underway, replacing the previous labour-intensive claims-based process. We are also moving into year two of the changes to the Specialized Equipment Allocation (formerly Special Equipment Amount) funding process that were announced last year.
- Education & Community Partnership Programs (ECP) (also known as section 23 programs) are collaborative partnerships between school boards and government approved facilities such as mental health agencies, youth detention centers etc. School Boards provide the education component and community agencies provide the care, treatment or rehabilitation services. The Ministry has announced the beginning of a modernization process that will provide boards with more flexibility in operating these programs beginning in the 2025-2026 school year.
- *Responsive Education Programs (REP)* funding for special programs and initiative also continues to provide funding for specific projects or initiatives each year. REP funding is subject to change each year.
- Potential pressure areas may include **transportation funding**. Changes to Jordan's Principle funding have also been announced (Note: this is federal funding rather than provincial). ADSB anticipates less of a direct impact than some of the other school boards in our region.
- The ADSB's Operations and Budget Committee will meet on June 17 to review proposed budget prior to bringing the budget to all trustees at the June 24th Board Meeting.

6. Member Organization Updates

North Shore Tribal Council (Sherri Kitts)

- Preparing for the graduation celebration, the graduation parade will take place later in June.

Autism Ontario (M. Tuomi)

- **NEW Signature Series Webinar: Sensory Strategies that Support Participation in Daily Routines at Home with Moira Peña.** Signature Series webinar with Occupational Therapist Moira Peña and moderator Matt Ley to explore how sensory processing impacts daily routines — and what caregivers can do to help. Learn practical, sensory-based strategies using the BEST approach (Body, Emotional, Sensory, Thinking) that you can start using right away to support dressing, eating, transitions, and more. [June 5, 2025, from 12:00 PM to 1:00 PM](#)

Algoma Family Services (Clint Snider)

- June is Pride month. A Pride prom took place at the Hub, families have been able to take part in many different activities.
- June 28th will have a drag show, and vendors will be at site.

Member-At-Large (Pat Mick)

- Nothing to report

Thrive (Sarh Burns)

- School Readiness program kicked off this week.
- Thrive has funding for 2 summer students to help provide support for summer camps.
- Parent info session focusing on newly diagnosed children with Autism. The session tonight will have a focus on students who have been identify with Autism families can either meet in person at our Queen Street location or virtually.

Community Living Algoma (Margaret Barbeau)

- A presentation took place at FH Clergue this morning to honour the Grade 3 class for their entry in the Together We're Better" contest. A second ceremony will take place at CLA later this month for one of the other ADSB winners.
- Sergio Iacoe has been attending Integrated Transition Meetings conducted by the schools.
- CLA staff will be attending the year-end celebration for Project SEARCH at Sault Area Hospital.
- Summer Employment program is underway with the twelve-week placements having begun.

7. Report from the Board (Trustees)

- May 27, 2025 was the Regular Board Meeting. Trustees received a presentation on the updated Capital Plan, as well as completing policy approvals.
- June Board Meeting has been postponed (now June 24th) due to delays in budget information being received. This is the last meeting of the 2024-2025 school year.
- Many trustees will be attending the Ontario Public School Board's Association (OPSBA) annual meeting/conference later this week.
- Staff Retirement Dinner: Trustees hosted our annual celebration for staff who are retiring on June 5th. Approximately 55 staff have notified us of their intent to retire this year and we had 28 in attendance at the dinner. This celebration includes all staff members, regardless of their specific role. Every role is important, and it was great to see staff from all of our employee groups in attendance.

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

- **Special Education Plan:** The 2025-2026 Special Education Plan was brought to the Board of Trustees at the regular board meeting of May 26th, 2025. The ADSB extends its thanks to all SEAC members for their on-going advice and support regarding special education programs and services in the ADSB. These documents will be posted on the website at the conclusion of the current school year. This is followed by submission of the appropriate documentation to the Ministry of Education.
- **OCASE Symposium (May 15):** B. Vallee participated in the *Ontario Council for Administrators of Special Education (OCASE)* symposium in Mississauga on May 15th. OCASE is a sub-group of the *Council for Exceptional Children (CEC)*. Workshop sessions included in the symposium included two legal issues sessions (*Navigating the IPRC Process & Duty to Accommodate, Exclusions*); keynote presentations on *Planning for Safe & Supportive Schools* and *Review & Restructuring of Special Education Services*. Afternoon breakout sessions attended included *Essential Literacy & Numeracy Learning for Modified Learners*, and *Transitions for Blind-Low Vision Students*. Lots of great learning and take-aways from these sessions.
- **Professional Development Day (June 6th):** The final Professional Development Day of the school year took place on Friday, June 6th. For elementary teachers, the day is set aside for the purposes of assessment and reporting as per the collective bargaining agreement. Secondary school teachers participated in a variety of professional learning topics. Educational Assistants participated in a staffing session during the morning block, followed by virtual workshops related to a variety of topics for the afternoon block. Topics included *Behaviour Management Systems Refresher Training*, *Trauma-Informed Practice*, and self-directed PD options.
- **Parent Involvement Committee (PIC) Workshop:** The Special Education Department hosted the final parent workshop sponsored by the ADSB PIC committee on Monday, May 26th from 6:30-7:30. The topic for this session was ADSB *Special Education Programs & Services*.

- ***Project SEARCH Graduation:*** The graduation ceremony for this year's cohort of Project SEARCH interns is scheduled to take place on Friday, June 20th. We look forward to recognizing the accomplishments of our current interns and having next year's cohort of interns sign their intention to be part of Project SEARCH next year.
- ***Special Olympics Provincial Competition Update:*** ADSB athletes had the opportunity to participate in provincial Special Olympics competition in Ottawa during the week of June 2nd. We are thrilled to report that our students performed amazingly well at the games, and our Bocce team has brought home a silver medal! Thanks to Mr. Macdonald, Ms. Muto, and staff members that made this all possible!
- ***SEAC Dates 2025-2026:*** A list of proposed dates for SEAC meetings during the 2025-2026 school year has been provided.

9. Next Meeting: September 9th, 2025

10. Motion to adjourn: Moved by M. Tuomi. Seconded by H. Whitley.

Meeting adjourned at 1:20 p.m.

Section 6B: Operations - Workplace

Policy 6.32: Purchasing

Supporting Policies:

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Ontario Broader Public Sector (BPS) Procurement Directive

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #077-2016 06 14

Revised by Board Resolution #045-2022 05 17

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1 Purpose

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

2 Principles

Procedures shall be developed that will:

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

3 Administrative Detail

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



4 Segregation of Duties

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

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

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

5 Purchasing Code of Ethics

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

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

6 Conflict of Interest

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



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

7 Buy Canadian Policy

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

8 Employee Purchasing

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

9 Unauthorized Purchases

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

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

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

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



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

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

11 Criteria for Dollar Limits on Purchases of Consulting Services

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

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



12 Definitions

12.1 Purchase

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

12.2 Purchase Order

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

12.3 Request for Quotation (RFQ)

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

12.4 Request for Tender (RFT)

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

12.5 Request for Proposal (RFP)

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

12.6 Sole Source

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

12.7 Single Source

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



12.8 Document Retention

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

13 Exemptions

Competitive bidding requirements may be waived for the following purchases:

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

13.1 Negotiation:

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

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



14 Signing Authorities for the Purchase of Goods/Services

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

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

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

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

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

15 Standing Orders

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

16 Board Approval Requirements

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



17 Co-operative Purchasing

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

18 Environmental Consideration

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

19 Industry Safety Standards

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

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

20.1 Change Orders for Capital Projects

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

Appendix 1

1 Purchasing Code of Ethics

1.1 Goal:

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

1.2 Personal Integrity and Professionalism

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

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

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

1.4 Compliance and Continuous Improvement

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



Appendix 2

1 Debarment Policy

1.1 Goal:

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

1.2 Disqualification of Bidders or Suppliers

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



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

SECTION 6: OPERATIONS

Policy 6.32: Purchasing

Supporting Policies

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

[ADSB Conflict of Interest Declaration Form](#)

Other Resources

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

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #077-2016 06 14

Revised by Board Resolution #045-2022 05 17

1.0 Purpose

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

2.0 Principles

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

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

3.0 Administrative Detail

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

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

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

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

5.0 Purchasing Code of Ethics

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

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

6.0 **Conflict of Interest**

- 6.1 Algoma District School Board employees, Trustees, members of statutory communities and Council of the Board, are entrusted with the protection of the public interest while providing service within the Board's learning environment. In view of the importance of this trust, it is essential that Board employees maintain the highest standards of honesty, integrity, impartiality and conduct and do not place themselves in a perceived or real conflict of interest.
 - 6.2 All employees are prohibited from directly or indirectly promoting, offering for sale or selling any book, teaching or learning materials or other article, services, furniture, or equipment to the Algoma District School Board or to any other school board, provincial school or teachers College or to any student.
 - 6.3 Section 217 of the Education Act (See Appendix 4 for actual language in the Act) is very clear that it is an offence (with fines) for anyone to employ, give or pay compensation to any employee of a school board for the purpose of promoting or selling, directly or indirectly, any book, teaching or learning materials, or any other goods, services or equipment to the Algoma District School Board or to any other school board, provincial school or teachers College or to any student.
 - 6.4 The prohibition does not apply to any employee with respect to a book or other teaching or learning materials, of which the employee is an author, and where the only compensation that they receive from the sale or supply of the book or teaching or learning material is a fee or royalty as per section (217(3) of the Education Act).
 - 6.5 A conflict of interest may exist where the decisions made and/or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee or council of the Board, including School Council members, could be, or could be perceived to be, affected by the personal, financial or business interests of that person or that person's family or business associates. It is the individual's responsibility to disclose conflicts of interest including actual or perceived conflicts, and/or possible conflicts but not limited to the specific types of conflicts of interest set out herein.
 - 6.6 The individuals mentioned in section 6.2 above are responsible for disclosing a possible (real or perceived) conflict of interest to their immediate supervisor. The Supervisor shall reach out to the Director or Designate for guidance if required. (See form/appendix 3 attached).
 - 6.7 A pecuniary interest, direct or indirect, is a financial, monetary or economic interest to an employee, Trustee, or their parent, spouse or child (if known to the ~~member~~individual) that is definable and real and has the potential of affecting the interest of the employee, Trustee and/or member of the statutory community or Council of the Board. The interest, direct or indirect, of the spouse, parent or child of an employee, Trustee and/or member of the statutory community or Council of the Board, shall, if known to the them, be deemed to be also the interest of an employee, Trustee and/or member of the statutory community or Council of the Board.
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- 6.8 In procurement activities with suppliers seeking to do business with the Board, employees are responsible for using good judgement and to avoid situations which may present a conflict of interest. –Staff ~~E~~employees must declare a conflict of interest if the circumstances could give, ~~or give~~ or be perceived to give a supplier an unfair advantage.
- 6.9 School Council members are governed by their individual School Council's Conflict of Interest By-laws (as required by Ontario Regulation 612/00).
- 6.10 Any individual engaging in activities that contravene this policy may be subject to disciplinary action or other sanctions, up to and including termination of employment and/or revocation or nonrenewal of permit or privileges.

7.0 Disclosure of Conflict of Interest

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

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

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

8.0 Buy Canadian Policy

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

9.0 Employee Purchasing

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

10.0 Unauthorized Purchases

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

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

The following dollar limits indicate the competitive purchasing process to be followed by all staff when acquiring supplies and services .	
\$0 - \$5,000	No Quote required but may choose to do so. May use catalogue prices.
\$5,000 - \$10,000	Informal verbal or written quotation from 1 or more suppliers by telephone, fax, email. Quote(s) must be documented and retained on file.
\$10,000 \$120,000 100,000	- Minimum of 3 written quotes on supplier's letterhead or through a Request for Quotation (RFQ) process conducted by school/department, or by Purchasing Department , or in consultation with purchasing Department . If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Designated Superintendent for review and approval.
Over \$120,000 100,000	Request for Tender (RFT) or Request for Proposal (RFP). Issued to invited vendor list and/or advertised on Board website, daily newspaper, or other appropriate location. Vendor responses are sealed. RFT's and RFP's over \$100,0 \$120,000000 are to be advertised or posted on a nationally accessible electronic tendering website. If deemed to be a sole/single source initiative, written explanation supporting the sole/single source procurement is submitted to the Designated Superintendent for review and approval.

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

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

Criteria for Dollar Limits on Purchases of Consulting Services

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

12.0 Definitions

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

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

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

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

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

Sole-Source

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

Single Source

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

Document Retention

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

13.0 Exemptions

Competitive bidding requirements may be waived for the following purchases:

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

Negotiation:

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

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

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

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Appendix 1 to Purchasing Policy 6.32

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Goal:

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

Appendix 2 to Purchasing Policy 6.32

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

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

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

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

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

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

DRAFT



Algoma District School Board

644 Albert St. East
Sault Ste. Marie
ON P6A 2K7
Telephone: (705) 945-7111
FAX: (705) 942-2540
www.adsb.on.ca

CHAIR
Jennifer Sarlo

DIRECTOR OF EDUCATION
Lucia Reece

Appendix 3

Algoma District School Board Conflict of Interest Declaration Form

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

SECTION 1: PERSONAL DETAILS

NAME:

JOB TITLE/ AREA OF RESPONSIBILITY:

SECTION 2: DISCLOSURE DETAILS

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

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

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

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

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

SUPERVISOR NAME:

SIGNATURE:

DATE:

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

SECTION 4: EMPLOYEE'S DECLARATION

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

NAME:

SIGNATURE:

DATE:

SECTION 5: DESIGNATED SUPERINTENDENT OR DIRECTOR OF EDUCATION

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

NAME:

SIGNATURE:

DATE:

OR:

☐

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

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

DIRECTOR OF EDUCATION SIGNATURE:

DATE:

Appendix 4

Section 217 – Education Act

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

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

Exception for authors

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

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

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

Penalty

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

REPORT TO THE BOARD of 2025 09 23		Item # 2.4
Prepared By:	Joe Santa Maria, Associate Director of Corporate Services & Ops	
Strategic Priority:	All Priorities	
Purpose:	Information Discussion Motion	
Topic/Issue:	2025-2026 Ontario Public School Board (OPSBA) Membership Fees	



Rationale	
As per section 169.1 of the Education Act, the Board of Trustees is responsible for student achievement and effective stewardship of resources. As such, it is essential that we maintain membership with OPSBA so Trustees may access specialized initiatives, pertinent resources, and valuable professional development opportunities. This membership enables Trustees to effectively fulfill their ongoing responsibilities.	
Key Highlights	
• Fee amount is based on the Board's projected enrolment. Range of services include: • Government relations. • Financial database for timely analysis, communication and strategic initiatives. • Labour relations research and collective bargaining co-ordination/sharing of information. • Communications and media relations. • Legal defense for public education. • Legislative monitoring and policy development. • Professional development and conferences. • Regional services. • Public education advocacy.	
Anticipated Benefits	
• Access to resources. • Continued education for Trustees. • Advocacy for school boards.	
Insights / Learning	
• The 2024-2025 OPSBA Annual Report is available at the link below. https://www.opsba.org/opsba_news/opsbas-2024-25-annual-report/	
Considerations/Next Steps	
• N/A	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board approves the membership in OPSBA for the 2025-2026 year at a cost of \$43,438.33 including HST.	
Motion was: Carried	Defeated Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 09 23		Item # 2.6
Prepared By:	Frank Palumbo and Joe Maurice	
Strategic Priority:	Enrollment Update	
Purpose:	Information	
Topic/Issue:	Elementary and Secondary September Enrollment Update	



Rationale
Each September, at our first Board meeting, we provide updated student enrollment numbers in both the Elementary and Secondary panels, to Trustees.
Key Highlights
<u>Elementary Regular and French Immersion JK - 8</u> The September 9th, 2025 JK to Grade 8 enrolment is currently 6940 students, an increase of 264 students from the projected numbers of 6676 as contained in the March 2025 Director's Report. <u>Secondary 9-12</u> The projected enrolment in March 2025 for the Regular Secondary Program was 3469 students. As of September 19, 2025, there are 3633 students registered. This is an increase of 164 students (head count) at the secondary level.
Anticipated Benefits
Overall, we are delighted to report an increase of 428 students enrolled in JK-12 classrooms in ADSB Schools, from the projected enrollment numbers, as contained in the March 2025 Director's Report.
Insights / Learning
The Algoma District School Board continues the pattern of year-to-year growth in our student population.
Considerations/Next Steps
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. We continue to review staffing needs to address enrolment increases.

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



Rationale	
Summer learning programs are designed to reduce learning loss that occurs during the summer break, particularly among elementary students who are still developing foundational skills in literacy and numeracy. Without access to structured learning, many students, especially those from low-income or marginalized communities, experience significant academic regression over the summer. Summer learning loss, which on average is 1-3 months, can lead to widening achievement gaps and increased time spent on review at the beginning of the year. Summer learning programs play a key role in boosting student achievement. Additionally, interest-based and secondary credit summer programs for intermediate and secondary students support transitions, credit accumulation, and pathway planning.	
Key Highlights for 2025-2026 School Year	
Elementary Summer Learning Literacy Program (133 students) • 39 Senior Kindergarten, 45 Grade 1s, 49 Grade 2s representing all schools in the Sault area at River View Camps (1 week or 2 weeks) STEM (15 students) • 5 Grade 7s, 10 Grade 8s from 11 schools at River View Franco-FUN-i.e. (65 students) • 23 Grade 2s, 18 Grade 3s, 15 Grade 4s, 10 Grade 5s from Boreal and FH Clergue French Immersion schools Automotive Introduction to the Trades (15 students) • Grade 7 & 8s from 11 Sault schools at Superior Heights Culinary Introduction to the Trades (9 students) • Grade 7s from all Elliot Lake elementary schools at ELSS Engineering Design (20 students) • Grades 6, 7, 8: 3D modelling & printing, laser cutting, and creative engineering challenges at White Pines Robotics, Junior (23 students) • Grades 2, 3, 4: building and coding VEX IQ robots in fun, team-based challenges at White Pines Robotics, Senior (23 students) • Grades 5, 6, 7: building and coding VEX IQ robots in fun, team-based challenges at White Pines Computer Engineering (18 students) • Grades 6, 7, 8: programming, circuits, and automation projects that connected hardware with software at White Pines	Secondary eLearning Courses (507 credits achieved ↑ 48%) • Credits Achieved: 387 in ADSB eLearning courses, 120 in courses offered by another school board • Gr. 9-Math, English; Gr. 10-Lifestyle & Rec., History, FI-Civics/Careers; Gr. 11-Math, Science; Gr. 12 Science Cooperative Education (92 credits achieved) Students earned credits based on hours, gained valuable work experience and completed SHSM requirement • 23 students, Elliot Lake Secondary School • 42 students, students from Superior Height, Korah, White Pines Supervised Alternative Learning (3 credits achieved) • 6 students (1 grade 9, 3 grade 10s, 1 grade 11); 3 credits completed, 3 partially completed, 50% of students transitioning to their home schools this fall Summer Dual Credit at Sault College (8 credits achieved) Culinary Food Production, teacher Ernie's Coffee Shop Owner: John Armstrong • students from Superior Heights, Korah, and White Pines earned a high school and college credit Indigenous Learning Program (19 credits achieved) • 15 Grade 9 Students (NAC10) • *senior student mentors supported this program and achieved credits through Project Youth as noted below Focus on Youth (12 students) • Experiential learning opportunities to provide employment for marginalized students • 6 Grade 11 and 12 students earned a Cooperative Education credit as mentors in job placements* • 3 Grade 11 and 12 students earned Cooperative Education credits as Chocolatiers at Sweetened • 3 Grade 10 students participated in experiential learning opportunities/job placements as mentors

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, or safe spaces Readiness and Transition: helped students 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: 321 elementary students engaged in summer learning programming and 620 secondary credits were earned (37% increase) • 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 Acadience scores • eLearning is the preferred mode of learning for secondary school students due to its flexibility, broad course offerings, and the benefits of ADSB's membership in the Ontario eLearning Consortium as student access to courses and programming is not limited by local enrollment numbers • Student attendance, engagement in summer learning and achievement outcomes are increased where programming is responsive to student needs and interests
Considerations/Next Steps
• Continue offering literacy program for Senior Kindergarten, Grade 1 and Grade 2 students in support of our literacy focus in the primary division • Explore funding opportunities to revisit summer math programming for the junior division in alignment with math achievement action plan • Explore additional one week interest-based camp opportunities that reach and engage students who are not currently benefitting • Build upon culturally responsive programming with Indigenous partners to support transitions to secondary school, promoting student success and well-being • Develop a student tracking plan to measure the impact of summer learning opportunities through individual student experiences, using student feedback in addition to quantitative measures such as attendance, achievement results, credit accumulation, and pathways

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



Rationale	
Our vision is to create a collaborative learning community where all flourish as confident learners who see themselves as capable, self-directed and open to learning. As a learning organization we recognize the critical importance of our educators in this vision and invest funds and intentionally plan professional learning opportunities during the summer, in support of our improvement priorities for the new school year.	
Key Highlights for 2025-2026 School Year	
Summer Symposium: See the Possibilities – Shape the Future – 2025 (August 26th, 27th) • Keynote: Supporting Relationships and Belonging for All Students: Kevin Lamoureux (Indigenous Scholar, Educator, and Public Speaker) ◦ <i>developed understanding of the historical/contemporary realities facing Indigenous communities, and building classrooms rooted in empathy, inclusion, and belonging</i> • 175 teachers, early childhood educators, school administrators from 39 schools • 44 workshops facilitated by 51 ADSB teachers, admin, system personnel and 6 external guests (topics such as structured literacy, fostering student voice in math, creating a culture of belonging, trauma-informed lens, classroom management, assistive technology, etc.)	Summer Session: Love Builds Brains... Leaders Create Conditions (August 19th, 20th) • Keynote: Love Builds Brains: Dr. Jean Clinton (Clinic Professor: Department of Psychiatry and Behavioural Neuroscience, education advisor, author) ◦ <i>learning supported planning that fosters caring relationships and environments, builds students' social-emotional skills and well-being, and strengthens adults' social and emotional competence and well-being to support students</i> • 95 principals, vice principals, managers, and senior admin engaged in leadership learning to prepare for the school year, actioning their learning with Dr. Clinton, reflecting on their leadership impact, and planning for their achievement improvement work
Anticipated Benefits	
• Professional Growth: 270 educators representing every ADSB school engaged in two full days of learning aimed at enhancing student achievement and well-being • Leadership Development: 95 school and system leaders participated in sessions focused on leadership impact and planning for improvement • Alignment with Strategic Priorities: The sessions supported the strategic priority of Achievement through intentional planning and capacity building	
Insights/Learning	
Summer Symposium (educators) Educator Feedback highlighted three key themes: • Appreciation for practical, classroom-ready strategies • Recognition of engaging and knowledgeable presenters • A strong desire for continued learning opportunities and access to session materials	Summer Session (Ps, VPs, managers, senior admin) Three key ideas that resonated with leaders: • The power of relationships and connection • The impact of intentional planning and leadership on student learning and school experiences • The value of ADSB's clear, actionable improvement approach for 2025-2026 to develop classroom practices
Considerations/Next Steps	
• Continue offering high-quality, relevant professional learning aligned with system priorities • Further invest in planning to support access to resources and follow-up opportunities for deeper learning • Support leaders in actioning their learning through school improvement planning • Maintain ADSB's investment in summer professional learning as a strategic lever for improvement due to continued challenges to release teachers during the day	

Section 4: Human Resources Management

Policy 4.01: Hiring Policy

Supporting Policies:

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

[6.36 Equity and Inclusive Education](#)

Supporting Procedures:

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

Occasional Teacher Evaluation (Pending)

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

[Occasional Teacher Evaluation Form](#)

Other Resources:

Education Act, Regulation 298

Equity and Inclusive Education in Ontario Schools - Ministry Guidelines

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

Ontario Policy/Program Memorandum 165 – School Board Teacher Hiring Practices

Policy/Program Memorandum 119 - Developing and implementing equity and inclusive education

Policies in Ontario schools

Ontario Human Rights Code

Accessibility for Ontarians with Disabilities Act Employment Standards Act

Municipal Freedom of Information and Protection of Privacy Act

Approved by Board Resolution #154-1998 06 23

Revised by Board Resolution #084-2015 05 05

Revised by Board Resolution #034-2021 03 30

RATIONALE

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

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

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



1 HIRING OF TEACHING STAFF

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

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

1.1 *Qualifications and Merit*

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

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

1.2 *Diversity, Equity and Human Rights*

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

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

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

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity; and



- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

1.3 Employment Mobility

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

1.4 Fairness and Transparency

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

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

2 HIRING OF NON-TEACHING STAFF

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

2.1 Monitoring and Evaluation

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

Section 4: Human Resources Management

Policy 4.01: Hiring Policy

Supporting Policies:

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

[6.36 Equity and Inclusive Education](#)

Supporting Procedures:

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

[Occasional Teacher Evaluation](#)

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Supporting Templates and Forms:

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Employment Standard Act, 2000

Approved by Board Resolution #154-1998 06 23

Revised by Board Resolution #084-2015 05 05

Revised by Board Resolution #034-2021 03 30

Revised by Board Resolution #???-2025 ?? ??

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- a process for the disclosure of information to the appropriate bargaining units, if applicable.

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



Section 4: Human Resources Management

Policy 4.02: Conflict of Interest: Hiring and Assignment of Staff

Supporting Policies:

[1.01 Values Statement](#)

[4.01 Recruitment, Hiring and Promotion](#)

[4.07 Employee Ethics](#)

Supporting Procedures:

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

[Employee Ethics Procedure](#)

Procedures for Disclosure of Conflicts of Interest (Pending)

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Education Act

Ontario Human Rights Act

Ontario Policy/Program Memorandum No. 165

Employment Standards Act

Municipal Freedoms of Information Protection for Privacy Act

Approved by Board Resolution #154-1998 06 23

Revised by Board Resolution #048-2017 05 09

Revised by Board Resolution #035-2021 03 30

1 RATIONALE:

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

2 POLICY STATEMENT:

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



3 Definitions

3.1 *Conflict of Interest*

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

3.2 *External Activity*

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

3.3 *Relationship*

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

3.4 *Supervisor*

Means the person to whom an Employee reports.

4 Specific Conflicts

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

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

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

5 Assignment of Staff

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



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

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

6 Contraventions of this Policy

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

CURRENT

Section 4: Human Resources Management

Policy 4.02: Conflict of Interest: Hiring and Assignment of Staff

Supporting Policies:

[1.01 Values Statement](#)
[4.01 Recruitment, Hiring and Promotion](#)
[4.07 Employee Ethics](#)

Supporting Procedures:

[Equitable Selection Procedures in Recruitment, Hiring and Promotion](#)
[Employee Ethics Procedure](#)
[Procedures for Disclosure of Conflicts of Interest](#)

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Education Act
Ontario Human Rights Act
Ontario Policy/Program Memorandum No. 165
Employment Standards Act, 2000
Municipal Freedom of Information Protection for Privacy Act

Approved by Board Resolution #154-1998 06 23
Revised by Board Resolution #048-2017 05 09
Revised by Board Resolution #035-2021 03 30
Revised by Board Resolution #???-2025 ?? ??

1 RATIONALE:

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

2 POLICY STATEMENT:

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



3 Definitions

3.1 Conflict of Interest

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

3.2 External Activity

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

3.3 Relationship

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

3.4 Supervisor

Means the person to whom an Employee reports.

4 Specific Conflicts

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

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

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

5 Assignment of Staff

Employees shall not be assigned to a worksite where the supervisor is an immediate familial relation, unless there are at least two levels of supervision between the individuals. Immediate familial relation is defined as spouse, child, parent or sibling, whether by marriage, in-law or common-law. **If an unavoidable scenario arises where a supervisor has an immediate familial relationship with the employee, the supervisor will not provide any**



supervision to that employee. Instead, an alternate supervisor will be designated by the Employee's supervisor.

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

6 Contraventions of this Policy

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

DRAFT



DIRECTOR'S REPORT – September 23, 2025

OPENING

We enjoyed a smooth opening to the 2025-2026 school and are pleased with our enrolment increase. We thank all our staff who worked to prepare our sites and classrooms for opening day so that students arrived to clean and ready learning spaces!

PARENT INVOLVEMENT COMMITTEE (PIC)

We had a great response to interest in the committee. We are just reviewing the applications to try and get representation from a variety of sites and families. First meeting will be sometime in October.

OPSBA NORTHERN REGIONAL MEETING

The OPSBA Northern Regional meeting is happening in Sault Ste. Marie this year (October 17-18). We are pleased that visiting trustees will be touring through White Pines to see the shops, hear more about our vision and to get a “taste” of our Sweetened production and program.

ADSB WEBSITE

Our website refresh occurred over the summer. The public facing changes are visible and we continue to develop, modify and replace material in the background, which will continue over the next several months.

SEPT. 26 PD DAY

The focus of the upcoming PD Day will be school improvement and there will be various training sessions for different employee groups. A reminder that PD Day agendas are on our website for public access.

ELEMENTARY SCHOOL LIAISON OFFICER

We are pleased to also be welcoming a liaison officer into our elementary schools in the Sault area. We will be working with the officer and our co-terminus colleagues to develop pertinent lessons on select topics that will be implemented in our junior classrooms.

✓ EVENTS/DATES TO NOTE:

Sept 26 – Professional Development Day

Oct 7 – ADSB 25 Years Celebration



REPORT TO THE BOARD of 2025 09 23		Item # 7.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion	Motion
Topic/Issue:	Motion to Move into In-Camera	



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

