



REGULAR BOARD MEETING AGENDA
May 17, 2022
Microsoft TEAMS & EDUCATION CENTRE 7:00 P.M.

A. PROCEDURAL ITEMS

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

REVISED

V. Education Topic and/or Delegation

	Superintendent
1. Speaker's Idol Competitor Guest: Nevaeh Pine	J.M.
2. Update on OYAP/Cooperative Education Programs Guest: Steve Burmaster	M.B.

VI. System Information

	Superintendent
1. Human Rights Update	J.M.
2. Distribution of Policies: 2.01 Procedural Bylaws; 4.09 Right to Disconnect; 6.16 Video Surveillance Policy; 6.49.03 Bullying Prevention and Intervention Policy	Supts.
3. Update on Capital Projects	J.S.M.

VII. Minutes from Previous Meetings

Minutes to be Approved by the Board:

1. Regular Board Meeting Minutes from 2022 03 29
2. Committee of the Whole Meeting Minutes from 2022 04 12

Minutes to be Received by the Board:

1. S.E.A.C. Meeting Minutes from 2022 03 08
2. S.E.A.C. Meeting Minutes of 2022 04 12

VIII. Student Trustees' Report

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



REGULAR BOARD MEETING AGENDA
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B. ACTION ITEMS	
	Superintendent
1. Approval of Policies: 6.26 Volunteer Policy, 6.32 Purchasing Policy, and 6.40 Investment Policy	J.M./J.S.M.
2. Trustee Approval to Travel	J.S.M.
C. INFORMATION ITEMS	
	Superintendent
1. Celebrating 25 Years of Service – May 31 st @ Quattro	L.R.
FUTURE MEETINGS AND LOCATIONS	
2022 05 31 7:00 p.m.	Committee of the Whole Board Meeting – H.E. Crowder Board Room Open

SECTION 2: BYLAWS/TRUSTEES/COMMITTEES

Policy 2.01: Procedural Bylaws

Supporting Policies:

[2.02 Trustee Attendance Policy](#)

[2.06 Board of Trustees Code of Conduct](#)

[6.49.01 Board Code of Conduct Policy](#)

Supporting Procedures

[Procedures at a Glance](#)

[Quick Reference and Guide to Parliamentary Procedures](#)

Supporting Protocols and Guidelines

[ADSB Trustee Handbook](#)

Supporting Templates and Forms

Other Resources

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

[Robert's Rules of Order](#)

[Municipal Freedom of Information and Protection of Privacy Act \(1990\)](#)

[Student Achievement and School Board Governance Act \(2009\)](#)

[Municipal Conflict of Interest Act, R.S.O. \(1990\)](#)

[OPSBA Handbook](#)

Approved by Board Resolution #68-1998 03 31

Approved by Board Resolution #222-2012 04 10

I N D E X

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(see also Appendix 1)

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 - f) Equality of Votes
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- f) Orderly Conduct
- g) Tact & Judgement
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- a) Record Results
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APPENDICIES:

Appendix 1: Definitions of Terms

Appendix 2: Descriptions of Current Board Committees

Appendix 3: [Procedures at a Glance](#)

Appendix 4: [Quick Reference and Guide to Parliamentary Procedures](#)

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PREAMBLE

A. PURPOSE

The following Procedural Bylaws, established by the Algoma District School Board, are for the orderly dispatch of its business. These Bylaws shall be subject to the provisions of any Statute or Regulation of The Province of Ontario and in the event of any conflict, the statutory provisions shall prevail.

B. NAME OF THE BOARD

The name of the Board shall be

ALGOMA DISTRICT SCHOOL BOARD

C. JURISDICTION OF THE BOARD

The area served by the Board shall be as delineated by government regulation effective January 1st, 1998 and as it may be altered by regulation from time to time.

D. BOARD STATUS

As specified in the [Education Act](#):

Every district school board is a corporation and has all the powers and shall perform all of the duties that are conferred or imposed on it under this or any other Act.

A district school board shall be deemed to be a local board and a school board for the purposes of the Municipal Elections Act.

E. DUTIES of BOARD MEMBERS

As per Section 218.1 of the Education Act, a member of a board shall:

- a) Carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b) Attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- c) Consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1 (1) (f);
- d) Bring concerns of parents, students and supporters of the board to the attention of the board;
- e) Uphold the implementation of any board resolution after it is passed by the board;
- f) Entrust the day to day management of the board to its staff through the board's director of education;
- g) Maintain focus on student achievement and well-being; and
- h) Comply with the board's code of conduct.

1.0 FORCE OF BYLAWS

1.1 APPLICATION

These Bylaws shall govern the procedures for Members, Student Trustees and staff, when conducting the business of the Algoma District School Board.

1.2 MATTERS NOT SPECIFICALLY DESCRIBED

Matters not specifically described in these Bylaws, shall be conducted in a manner established by the Chair. Any Member may challenge a procedure not specifically prescribed herein but employed by the Chair, in which case a majority vote of the Members present and voting shall confirm or reject the procedure. The use of a procedure as devised by the Chair in such circumstances does not establish a precedent. (See also 1.4 & 1.5)

1.3 AMENDING of BY LAWS

Any Bylaw may be amended by a two-thirds majority vote of those Members voting at any Regular Board Meeting, provided that notice of intention to introduce such amendment(s) and the specific amendment to be introduced have been given to the Members and Student Trustees, in writing, at the previous Regular Board Meeting (and there is a reference to that effect in the agenda), and provided that such amendment is not in conflict with any statute or regulation in force.

1.4 TEMPORARY SUSPENSION of A PROVISION

The suspension of any provision contained in these Bylaws shall be allowed, with a 2/3 majority vote of the Members present and voting. Such suspension shall be in effect only for the meeting at which the approval is given. (See also 1.5)

1.5 THE WILL OF THE BOARD

These Procedural Bylaws enable the Board to conduct its business in an organized and efficient manner. It is not intended that these Bylaws, at any time, thwart the will of a majority of the Members of the Board. Section 1.4 above is intended to ensure that the Board always has a remedy to apply in those situations where the Bylaws, as stated, prevent it from exercising its will and yet preserve the application and integrity of the Bylaws on an on-going basis.

1.6 CHANGES to ACT or REGULATIONS

Any changes made in content or numbering to any Act or Regulation referred to or with application herein, at any time, shall be considered as written into the present Bylaws with this altered reference.

1.7 CONFLICT with ACT or REGULATIONS

The rule and regulations contained in these Bylaws shall be observed in all proceedings of the Board and shall be the rule and regulations for the order and dispatch of the business of the Board and its committees, except where any statute or legislative regulation otherwise provides.

2.0 DEFINITIONS

In these Bylaws, a number of terms are used. **Appendix 1: Definition of Terms** provides a listing of terms and definitions.

3.0 INAUGURAL AND ANNUAL ORGANIZATIONAL MEETINGS

3.1 INAUGURAL MEETING

The Inaugural Meeting of a newly elected Board shall be held within 7 days, following the start of the new term which begins on November 15th, at the call of the Board Secretary.

The meeting location shall be the Head Office of the Board in Sault Ste. Marie, Ontario. However, notwithstanding the provisions above, on the petition of a majority of the Members of the newly elected Board, the Director may provide for calling the Inaugural Meeting of the Board at some other time and date.

3.2 ANNUAL ORGANIZATIONAL MEETING

The Annual Organizational Meeting of the Board for the second, third and fourth years of a Board's term of office shall be held during the first full week in each succeeding December at the Board's Head Office, unless the Board otherwise directs and notice to Members, Student Trustees and the public has been given.

3.3 QUORUM NEEDED

It shall be necessary for the conduct of any business at a meeting of the Board, including elections at the Inaugural and Organizational Meetings, that there be a quorum present, being a majority of all the Members constituting the Board.

In the event of no quorum, the meeting shall be postponed for a period not exceeding seven (7) days.

3.4 FIRST NATIONS REPRESENTATIVE

As provided under Regulation, the Secretary shall announce, if available, the name of the deemed, elected First Nations member or members of the Board, once appointed by the Council of the Band or Councils of the Bands, as the case may be.

3.5 PROCEDURES

The procedures at the Inaugural Meeting and each succeeding Annual Organizational Meeting shall be as follows:

3.5.1 Secretary As Presiding Officer

The Secretary shall be the Presiding Officer of such meetings until the election of the Chair is complete. If the Secretary is absent, the Members present shall designate who shall preside and, if it is a Member, that Member may vote at the election of the Chair.

3.5.2 Call to Order

The Secretary shall call the meeting to order and, in an election year,

- read the returns of the clerks of the municipalities, if available, certifying as to the election of each Member, and,
- declare and confirm all Members present have taken the DECLARATION and OATH and hold office.

3.5.3 Ballots

The Secretary shall have ballots prepared for each office.

3.5.4 Scrutineers

The Secretary shall designate two staff members to act as scrutineers.

3.5.5 Elections

The Secretary shall conduct the election for the office of CHAIR by calling for nominations from the floor and each Member so nominated shall indicate whether or not they will stand.

A seconder for a nomination is NOT required.

The following provision shall apply:

- a) Only one person nominated
 - If only one person is nominated OR elects to stand, that Member shall be declared elected by acclamation.
- b) Contested Nomination
 - Where more than one Member stands, a vote shall be taken by secret ballot and the Member receiving the majority of unspoiled ballots cast shall be declared elected.

- c) Time to Address Members
 - Time will be allocated for each candidate for the office of Chair to address the Board in public session.
- d) No Majority
 - If no nominee receives a majority of unspoiled ballots cast, the name of the Member receiving the fewest votes shall be removed and the Members shall proceed to vote anew, again by secret ballot, and so on until a CHAIR has been duly elected.
- e) Tie for Fewest Votes
 - If no nominee receives a majority and two or more nominees are tied respecting the fewest votes, those nominees so tied shall draw lots to determine which name shall remain on the ballot and which name shall be dropped.
- f) Equality of Votes
 - In the event of an equality of votes for the position of CHAIR, a further ballot shall be taken. If upon this last ballot, the equality remains, the nominees shall draw lots to fill the office of CHAIR.

3.6 DRAWING LOTS

Two ballots shall be prepared; one stating the name of the office to be filled and the other blank; the person drawing the ballot stating the name of the office shall be declared the winner.

3.7 BALLOTING

The Secretary shall announce the results of any ballot but shall NOT declare the count.

3.8 PRESIDING OFFICER

Upon election, the newly elected Chair shall be the Presiding Officer of the meeting and all other Regular and Special Board Meetings.

3.8 DESTROYING BALLOTS

As the first order of business on assuming the Chair, the newly-elected Chair shall call for a motion, duly moved and seconded, to destroy the ballots.

3.9 VICE-CHAIR

The Chair shall then conduct the election of the VICE-CHAIR in the same manner as for the election of the Chair.

3.11 OPSBA DIRECTOR/DELEGATE

The Chair shall conduct the election of the OPSBA DIRECTOR/DELEGATE and ALTERNATE OPSBA DIRECTOR/DELEGATE of the Board in the same manner as for the election of the Chair and Vice-Chair.

3.12 BUSINESS

Any other general business of the Board may then be conducted.

3.13 TERM of OFFICE

The term of office for all Elected Board Officers shall be for one (1) year, or the following December, whichever comes first, however, Elected Board Officers shall remain in office until such time as elections for their offices have been held.

There shall be no restrictions as to how many consecutive terms an individual Member may serve as an Elected Board Officer.

These same provisions shall apply for Committee Chairs.

4.0 REGULAR MEETINGS OF THE BOARD

4.1 SCHEDULE for REGULAR MEETINGS

Regular Meetings of the Board shall be held on a schedule as determined by the Board, at least on a monthly basis, excepting July, August and December, when the Board shall meet at the call of the Chair.

4.2 CANCELLATION

The Chair and/or the Director may cancel a meeting for reasonable cause, including lack of a quorum.

4.3 RESCHEDULING CANCELLED MEETINGS

The Chair, in consultation with the Director, may, at their discretion, reschedule a cancelled meeting to another date.

4.4 MEETING LOCATION

Regular meetings of the Board shall generally be held at the Head Office of the Board, except as otherwise determined by the Board, or except in special or emergency circumstances, in which case the Chair, in consultation with the Director, may alter the venue for the meeting, provided notice is given to Members, Student Trustees and the public.

4.5 NOTICE OF MEETING

The notice of meeting, agenda and supporting materials shall be forwarded to Members and Student Trustees at least three days prior to the holding of any meeting. There may be unusual circumstances where the supporting materials may not be available until the time of the meeting. This will be subject to the approval of the Chair.

4.6 DISTRIBUTION

Notice of all Regular Meetings of the Board shall be made available, upon request, to local media representatives within the jurisdiction of the Board and such notice shall include a copy of the agenda.

4.7 MEMBER ATTENDANCE

The Secretary shall record the attendance of Members and Student Trustees in the minutes of all Regular Board Meetings. Except where a member is absent for up to 20 consecutive weeks as a result of the Member's pregnancy, the birth of the Member's child or the adoption of a child by the Member, a Member or Student Trustee who is absent, without being excused by resolution entered in the minutes, for three consecutive Regular Board Meetings, thereby automatically vacates their seat. (See also Board policy dealing with Electronic Meetings and provisions of the Education Act and Regs).

Pursuant to the Act, a Member who is not physically present in the meeting room of the Board for at least three Regular Board Meetings in each 12-month period, beginning November 15th, automatically vacates their seat.

4.8 MEMBER ABSENCE

It shall be the responsibility of each Member and Student Trustee to notify the Chair and the Secretary of expected absences prior to the time of each Regular Board Meeting.

4.9 ADJOURNMENT

All meetings of the Board shall require a duly Moved and Seconded resolution that is approved by a majority of Members present and voting to adjourn.

4.10 UNFINISHED BUSINESS

If the adjournment of a meeting results in items of business on the agenda remaining unfinished, the Chair, in consultation with the Director, may call another meeting of the Board for the sole purpose of completing the agenda. Alternatively, the Chair may schedule the unfinished items of business to the next meeting of the Board.

4.11 SPECIAL MEETINGS

Special meetings of the Board may be held at the call of the Chair, in consultation with the Director, or on the written request of no fewer than a majority of the Members of the Board. Advance notice to Members and Student Trustees shall be required.

4.12 AGENDA

All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Agenda Review Committee. The Committee may not, however, deny the requests by administration for agenda items arising from an administrator's discharge of duty under the [Education Act](#) and regulations or the procedures of the Board, and all such requests shall be granted by the next available meeting.

4.13 PLACING ITEMS on AGENDA

Members wishing to have a matter included on the agenda of a Regular Board Meeting shall submit a request to the Chair or Director in advance of the Agenda Review Committee meeting for the consideration of that body.

4.14 EMERGENCY ITEMS

It shall also be possible for a Member to request that an item be added to the Agenda AT THE MEETING. However, such added items will not come to a vote, where a vote is involved, until, at the earliest, the next available meeting, unless a majority of the Members direct otherwise.

4.15 ADMINISTRATION ASSISTANCE

When a Member initiates a matter or request requiring the assistance of administration, the Chair, in consultation with administration, shall approve or deny the assistance.

4.16 QUORUM

A quorum shall be required for any meeting to proceed and the determination of a quorum shall be as per the [Education Act](#) and pertinent regulations.

To establish a quorum, the Chair will include Members both physically present and those attending via electronic means. (See also Board policy.)

As required in Regulation, however, the MINIMUM attendance required to be physically present in the meeting room of the Board shall be:

1. The Chair or designate;
2. At least one additional Member, and,
3. The Director or designate. (See also 3.3, 8.4 and 8.5)

4.17 AGENDA (Order of Business)

The business before the Board shall be conducted in the following order or an alternate order, as determined by the Board:

1. Roll Call
2. IN-CAMERA
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Education Topic and/or Delegation
6. System Information
7. Approval of Minutes of Previous Meeting(s)
8. Receipt of Minutes
9. Student Trustees' Report
10. Committee Reports
11. Action Items
12. Information Items
13. Adjourn

Note: The Committee of the Whole may hold IN CAMERA SESSIONS in conjunction with any Regular, Open Board Meeting to discuss any subject permitted by the Act, including personnel, property and negotiations.

4.18 PARTICIPATION OF APPOINTED MEMBERS

4.18.1 FIRST NATIONS TRUSTEE

Once appointed, the Member representing First Nations is deemed to be an elected Member and as such enjoys all the rights, privileges and responsibilities of any other Member and is subject to the same rules and regulations. *(See also 3.4 and Board Policy.)*

4.18.2 STUDENT TRUSTEE

Once elected to represent the interests of students, a Student Trustee shall have the same opportunities for participation at meetings of the Board and of its committees as a Member has, except a Student Trustee is **not**:

- a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees;

- entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or one of its committees on which the student trustee sits, and if no Member moves the suggested motion, the record shall show the suggested motion;
- entitled to be present at a meeting that is closed to the public under clause 2017 (2) (b) of the Act (disclosure of personal, intimate, financial information).

In all other cases, a Student Trustee is entitled to be present at a meeting that is closed to the public, except if the Student Trustee has a conflict of interest within the meaning of the Ministry of Education Student Trustees: Attendance and Conflict of Interest Guidelines, dated April 13, 2007.

A Student Trustee is entitled to require that a matter before the Board or one of its committees on which the Student Trustee sits be put to a recorded vote, and in that case, there shall be (a) a recorded, non-binding vote that includes the Student Trustee's vote; and (b) a recorded binding vote that does not include the Student Trustee's vote.

(See also *Policy Manual, Section 2, [and 2.10 Student Trustee Policy](#)*)

4.19 PUBLIC ACCESS to MEETINGS and MINUTES

4.19.1 Meetings

All meetings of the Board and its Committees shall be open public meetings in accordance with provisions of the [Education Act](#) except for those portions held IN CAMERA.

4.19.2 Minutes

Minutes of Regular Board Meetings (current year and year prior) shall be posted on the Board's website.

4.20 EXCLUSION of PERSONS

The Chair or Presiding Officer may expel or exclude from any meeting any person who has been guilty of improper conduct during the meeting.

4.21 TEMPORARY CHAIR

If at any meeting there is no Chair or Vice-Chair present, the Members present will elect one of themselves to be the Presiding Officer for that meeting.

4.22 VOTING by CHAIR

The Presiding Officer, except where it is the Chief Executive Officer (i.e. Director) of the Board, may vote with the other Members upon all motions. This provision shall apply to all meetings of the Board and its committees.

4.23 EQUALITY of VOTES

Any motion on which there is an equality of votes IS LOST. This provision shall apply to all meetings of the Board and its committees.

4.24 PRESIDING OFFICER'S/CHAIR'S PARTICIPATION

When a Presiding Officer of a Regular or Special Board Meeting is a Member, the Member may speak to a motion after all other Members have spoken to indicate why the Member will or will not be voting in favour of a motion. If the Member wishes to enter the debate, the Member will discontinue the Presiding Officer role until the motion has been disposed of. The Vice-Chair or another Member, as appropriate, will assume the chair for the disposition of that motion.

4.25 ELECTRONIC PARTICIPATION

It shall be possible and permitted for a Member and Student Trustee to participate and deemed in attendance, using such means as a telephone connection to the meeting.

Such connection must allow interactive, two-way communication to occur. However, a Member automatically vacates their seat if a Member is not physically present in the meeting room of the Board for at least THREE Regular Board Meetings in each 12-month period beginning November 15th. In accordance with the Act, this requirement is pro-rated for Members who are elected or appointed to fill a vacancy during the course of the year. (See also Board policy and Provincial regulation)

4.26 OPEN MEETINGS

Meetings of the Board and its Committees shall be open to the public, unless closed in accordance with the Act or other legislation, and no person shall be excluded from a meeting that is open to the public except for improper conduct. (Also see 6.3)

4.27 HOURS of MEETING

The Board Members shall not remain in session later than 11:00 p.m. unless so determined by a vote of two-thirds of the Members present and voting.

4.28 COMMENCEMENT of MEETINGS

As soon as there is a quorum after the hour fixed for a meeting, the Presiding Officer shall call the Members to order.

However, unless a quorum is present within fifteen (15) minutes after the time appointed for the meeting, the meeting shall stand cancelled.

The Secretary shall record the names of the Members and Student Trustees present and the fact that the meeting was adjourned for lack of a quorum, and this shall form part of the Board's official records.

5.0 COMMITTEES

5.1 TYPES of COMMITTEES

5.1.1 Standing Committees

A Standing Committee shall be a committee of Members that is appointed by the Chair to consider, on a regular basis, a specific, fixed area of the Board's operation.

5.1.2 Sub Committees

Any duly constituted Standing Committee of the Board may, from time to time, establish a subcommittee to undertake a specific, assigned matter and report back thereon to the striking body by a fixed date.

5.1.3 Ad Hoc & Special Committees

Such committees may be established by the Board to provide on-going input to the Board on a topic or group of topics as determined by the Board.

5.1.4 Statutory Committees

Such committees are established under the Act or Regulations and have mandates and terms of reference as required by the regulations and expanded, if appropriate, by the Board Members.

Appendix 2 provides a listing of current Board Committees.

5.2 FORMATION of COMMITTEES

Any committee established (whether Standing or Ad Hoc or Advisory or otherwise) shall be by Board resolution.

Generally, the Board may establish such committees as it considers necessary.

5.3 COMMITTEE MANDATE

Each committee established by the Board or a subcommittee established by a Standing Committee of the Board, shall be given a written mandate approved in the minutes of the whole Board.

Any alterations of such mandate must be approved by the whole Board.

5.4 COMMITTEE MEMBERSHIP

5.4.1 Membership

The composition of the membership of all committees, other than a Statutory Committee, shall be determined by the Board.

5.4.2 Appointment

The Trustee members of all committees, except sub-committees, shall be appointed by the Chair, at the first Regular Board Meeting following November 15th.

5.4.3 Ex-Officio Members

The Director or designate may be an ex-officio and non-voting members of all Board committees. The Director or designate shall be a resource to the committees and the Director shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

5.5 AGENDA REVIEW (See also 4.12)

5.5.1 Composition

The Agenda Review Committee shall be comprised of:

- Chair
- Vice-Chair
- Director of Education or designate
- One (1) additional Member chosen in rotation.

5.5.2 Mandate

The purpose of the Agenda Review Committee is to support the development of an effective agenda for each Regular Board Meeting by advising on such issues as timeliness and thoroughness of items, action versus information items, open and closed session agendas and other items as appropriate. The Committee shall meet one week prior to a meeting, or as determined by the Chair.

This committee shall:

- a) Review Administration Requests
 - review the action and information items proposed by administration for Board Meetings;

- b) Review Member Requests
 - review action and information items proposed by Board committees and individual Members for Regular Board Meetings;
- c) Assist Administration
 - assist administration in organizing agenda items for Regular Board Meetings;
- d) Procedural Concerns
 - review with administration, Board committees and/or individual Member's matters of procedural concern regarding items for inclusion in Regular Board Meetings, and,
- e) Other Requests
 - assist administration in directing requests or inquiries from outside the Board for appropriate disposition.

6.0 COMMITTEE OF THE WHOLE BOARD

6.1 AUTHORITY

The Board may choose to meet in a form and format known as Committee of the Whole Board.

6.2 PURPOSE

The purpose of convening as Committee of the Whole Board is to allow for a more open and informal discussion or updates on matters related to the Board's strategic priorities.

6.3 IN CAMERA SESSION

Committee of the Whole may also resolve into IN CAMERA session by resolution, provided the matters discussed are permitted in law to be discussed in private.

6.4 DECISIONS

Committee of the Whole will not deal with resolutions, except to convene, adjourn and move in and out of IN CAMERA session. This committee is not empowered to make decisions for the Board.

6.5 SCHEDULING MEETINGS

Committee of the Whole may schedule a meeting on a different date from the Regular Board Meeting, OR it may be scheduled before or after a Regular Board Meeting, OR if necessary while conducting a Regular or Special Meeting, resolve into Committee of the Whole, OR the Board may reconvene from Committee of the Whole into a Regular Board Meeting by resolution.

6.6 CHAIR

Unless otherwise designated by the Board Members, the Vice-Chair shall be the chair of the Committee of the Whole. If the Vice-Chair is the chair of the Committee of the Whole, then the Vice-Chair shall preside at its meetings. In the absence of the Vice-Chair or other Member designated as the chair of the committee, the Members shall choose from among themselves a Presiding Officer for that meeting.

7.0 IN CAMERA SESSIONS

7.1 AUTHORITY

All meetings of the Board and its committees shall be open to the public, except for IN CAMERA sessions, which address only those items as provided for in Section 7.4 Conditions.

7.2 MINUTES

When the Board or committee has convened, by resolution, into an IN CAMERA session, minutes will be maintained.

7.3 CONFIDENTIALITY

Members and Student Trustees shall be governed by their oath and Board Trustees Code of Conduct, that matters discussed IN CAMERA are privileged and confidential and shall never be disclosed unless required by law. A final decision may become public, but the substance of the deliberation or any documents reviewed will not become public.

7.4 IN CAMERA SUBJECT MATTER

As per the [Education Act](#), subject matters permitted to be discussed in an IN CAMERA session are generally as follows:

7.4.1 PROPERTY SECURITY - the security of the property of the Board;

7.4.2 PROPERTY TRANSACTION - the acquisition or disposal of school site;

7.4.3 PERSONAL/FINANCIAL MATTERS - the disclosure of intimate personal or financial information in respect of any member of the Board or its Committees, an employee, prospective or former employee, or a pupil or his/her parent(s) or guardian(s),

7.4.4 EMPLOYEES/NEGOTIATIONS - decisions in respect of negotiations with any employees; and

7.4.5 LITIGATION - litigation affecting the Board.

8.0 GENERAL PROCEDURES

8.1 PUBLIC ACCESS to MINUTES

Any member of the public, upon request, shall be provided copies of the minutes of any Board or committee meetings, subsequent to those reports having been received by the Board, as per the Freedom of Information and Protection of Privacy Act (1990). An appropriate copying fee may be charged.

8.2 LACK of QUORUM

For Board and committee meetings, if there is no quorum within fifteen (15) minutes after the time fixed for the start of the meeting, the Presiding Officer shall have the names of the Members, Student Trustees or any other members of a committee present recorded and the meeting shall not convene. (See also 4.16)

8.3 QUORUM CEASING to EXIST

The Board or its committees shall adjourn a convened meeting whenever a quorum is no longer present and the Presiding Officer shall have recorded the time of adjournment for lack of a quorum and the names of those Members, Student Trustees or any other members of a committee still in attendance.

8.4 SECRET BALLOT

Except as set out below, NO VOTE shall be taken by secret ballot or any other method of secret voting and every vote so taken is of no effect.

A secret ballot shall be taken when nominating and electing the Chair, Vice-Chair, or the chairs of Board Committees at the first meeting of the year or when a vacancy exists.

8.5 COMMITTEE REPORTS

8.5.1 FORMAT

Committees of the Board who provide a report on any subject shall report to the Board, in writing, a statement of facts and the majority opinion/recommendations regarding the matter under review.

8.5.2 RECORDS

Each Board committee shall maintain minutes of its meetings and will therein set out resolutions for Board consideration and such other information as the committee shall consider necessary.

8.5.3 REPORTING

Unless otherwise approved, it shall be the duty of the chair of a committee to report to the Board.

9.0 CONFLICT OF INTEREST

9.1 DECLARATION

At the outset of a Board meeting, the Presiding Officer shall call for those Members or Student Trustees present to declare any potential conflict of interest arising from any item on the agenda.

9.2 ACTION

Where a Member or Student Trustee has any pecuniary interest, direct, indirect or deemed, with respect to any item(s) on a meeting agenda, the Member or Student Trustee shall, prior to any consideration of the item(s), disclose the interest and the general nature thereof and shall refrain from participation in any discussion thereon, shall not vote on any question, or in the case of a Student Trustee ask for a recorded vote in respect of such matter(s) and shall not attempt in any way, whether before, during or after the meeting, to influence

the voting on any such question. Any declaration of conflict of interest and the nature of it will be recorded in the meeting minutes. At the meeting at which a Member discloses the interest, or as soon as possible afterwards, the Member shall file with the Secretary a written statement and its general nature.

9.3 IN CAMERA

Where the meeting concerned is not open to the public, in addition to complying with the requirements as outlined, the Member or Student Trustee shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

9.4 RECORDING DISCLOSURE

Where the pecuniary interest disclosed is at a meeting held IN CAMERA, the record shall note the disclosure and the Member's or Student Trustee's actions.

9.5 ABSENCE of MEMBER with CONFLICT

Where the interest of a Member or Student Trustee is not disclosed as required above, due to the Member's or Student Trustee's absence from the meeting in question, the Member or Student Trustee shall disclose their interest at the next meeting they attend and will comply with the above, as appropriate.

9.6 INDIVIDUAL RESPONSIBILITY

Members and Student Trustees are solely responsible for being aware of current applicable legislation or Ministry of Education Guidelines governing conflict of interest and adhering to such legislation or guidelines.

10.0 DELEGATIONS

10.1 CONDITIONS

Persons or groups ("Delegation") wishing to appear before the Board shall be permitted to do so, provided:

- a) It is a matter within the jurisdiction of the Board and does not involve a personnel matter;

- b) The request is received by the Chair or the Director or designate prior to the agenda review for the meeting at which the Delegation is requesting permission to be heard.

10.2 APPROVAL

Requests from delegations to present to the Board shall require approval by the Agenda Review Committee.

10.3 SPECIFICS

Requests from Delegations must specify in writing:

- an overview of the topic to be addressed
- the name of the spokesperson for the group.

10.4 HANDOUTS

If a Delegation wishes to provide written materials as part of the presentation, up to five (5) pages will be copied by the Board and will be included for the Members and Student Trustees as part of their agenda package, if received at least seven (7) business days prior to the meeting date.

10.5 EXCEPTION

Time and other requirements herein may be waived at the discretion of the Chair in consultation with the Director.

10.6 REFUSAL

Delegations may be refused if they would appear on the same agenda as a similar item to be voted upon by Members at the same meeting, or if the Chair and Director deem the presentation unsuitable due to relevancy, timing or sensitive content.

10.7 REFERRED TO COMMITTEE

The Chair or Director may assign a requested Delegation to a Committee of the Board as directed by the Agenda Review Committee.

10.8 TIME LIMIT

Any Delegation will be ordinarily limited to ten (10) minutes for its presentation.

10.9 QUESTIONS

Questions of clarification may be asked by the Members or Student Trustees following a presentation, but there will be no debate of the issue presented as between Board Members or Student Trustees and the Delegation.

10.10 DECISION

No decision relative to the presentation will be made by the Board at the meeting at which the presentation is made.

10.11 ELECTRONIC REPRESENTATION

At the discretion of the Chair and the Director, arrangements may be made to allow for a Delegation or part of a Delegation to make representation to the Board electronically provided there is no conflict with Provincial legislation or Board policy.

11. ABSENCES

11.1 ABSENCES

All absences by Members or Student Trustees from meetings of the Board or its Committees shall be recorded in the minutes as one of the following:

- a) absence with explanation;
- b) absence without explanation;
- c) absence on Board business;
- d) absence excused by the Board; or
- e) absence for up to 20 consecutive weeks as a result of a Member's pregnancy, birth of a Member's child or the adoption of a child by the Member.

11.2 ELIGIBILITY

Provisions of the [Education Act](#) and Regulations shall apply in determining a Member's eligibility to continue to sit as a Member following extended absences. (See also 4.7, 4.8 & 4.25)

12.0. RULES OF ORDER

12.1 BYLAWS

The rules of order to be observed in Board or committee meetings shall be in accordance with the provisions of these Bylaws, including the Appendices, as approved by the Board Members and amended from time to time. The most recent edition of Robert's Rules of Order shall govern so far as applicable in all matters not provided for by these Bylaws and Appendices. If there is a conflict between these Bylaws, including the Appendices and Robert's Rules of Order, these Bylaws or Appendices shall prevail, provided it does not give rise to an absurd result.

Notwithstanding the above, committee meetings may be conducted in a more informal manner as suggested by Robert's Rules of Order. For example, there is no limit as to how often a member may speak; matters may be discussed without a motion on the floor; the Presiding Officer may make motions and participate in the discussion. (See also 1.2, 1.4 and 1.5)

12.2 MAINTAINING ORDER

The Presiding Officer shall preserve order; decide all questions of order subject to appeal.

12.3 MEMBERS SPEAKING

Any Member or Student Trustee wishing to speak shall so indicate to the Presiding Officer. When called by the Presiding Officer, but not before, the Member or Student Trustee may proceed to speak, using formal address and confining their remarks to the subject under debate.

12.4 DURATION

Members or Student Trustees shall not speak longer than five (5) minutes on any motion without the permission of the Chair.

12.5 INTERRUPTIONS

No Member or Student Trustee, while speaking, shall be interrupted, except on point of order, in which case the Member or Student Trustee shall desist from speaking and await the decision of the Presiding Officer.

12.6 MOTIONS

Except where Robert's Rules of Order provide otherwise, every motion shall be duly moved and seconded before any debate may ensue.

12.7 DISPOSAL of MOTIONS

Any motion moved and seconded shall be disposed of only by a vote of the Board Members, unless the mover and the seconder, with the permission of the Board, withdraw the motion.

12.8 CONTRARY to BYLAWS

Whenever a motion presented is contrary to the Bylaws of the Board, the Presiding Officer shall so apprise the members.

13.0 DUTIES OF BOARD OFFICERS

13.1 CHAIR

In addition to the duties of the Chair under s.218.4 of the Act, the Chair shall:

- a) **Legally Constituted** - determine that the meeting is legally constituted;
- b) **Notice of Meeting** – ensure that the notice of meeting was issued by proper authority and that the notice made reference to the subject areas to be discussed and Members and Student Trustees have the information needed for informed discussion of agenda items;
- c) **Agenda** - have in their possession, the agenda for the meeting;
- d) **Quorum** - ascertain that a quorum is present;
- e) **Call to Order & Adjourn** - call the meeting to order on opening and adjourning it when the business is completed or when, for some other reason, it cannot proceed further;
- f) **Orderly Conduct** - enforce the observance of all rules for the orderly conduct of the meeting and expel or exclude from any meeting any person guilty of improper conduct;
- g) **Tact & Judgment** - exercise tact and judgment at all times;
- h) **Call for Vote** - put the question on every motion, when debate on the motion is complete;
- i) **Declare Outcome** - declare the will of the meeting as expressed in the outcome of the vote;

- j) **Discussion** - give every Member and Student Trustee reasonable opportunity to participate in the discussion;
- k) **Chair's Participation** - take part in any discussion after allowing Members and Student Trustees sufficient opportunity to speak; but, if the Chair wishes to debate the motion, the Chair shall discontinue the Presiding Officer role until the motion has been disposed of;
- l) **Read Motion** - state each motion or amendment clearly, on request, and receive comment to forego the reading of the motion or amendment as it comes before the meeting, if desired;
- m) **Maintain Order** - maintain order and decide all questions of procedure, subject to appeal by any Member to the Board;
- n) **Official Record** - sign, along with the Secretary, all motions approved by the Board and sign or initial all original motions and mark same "carried" or "lost", as the case may be;
- o) **Communications** - act as the spokesperson for the Board of Trustees, unless otherwise delegated.

13.2 VICE-CHAIR

In the absence of the Chair, the Vice-Chair shall preside in the the absence of the Chair.

13.3 SECRETARY

The Secretary of the Board shall be the Director.

As such, the Director shall act as Secretary for all Regular and Special Board Meetings and Committee of the Whole Board meetings.

The Director may delegate secretarial responsibility to other administrators for other committees of the Board.

The Secretary shall:

- a) **Record Results** - record or cause to have recorded the results of the deliberations of a meeting;

- b) **Maintain Record** - file and preserve the original resolutions, both "carried" and "lost", as part of the original records of the Board;
- c) **Assist Chair** - assist the Chair and the Members in providing information, direction and interpretation, when requested.

13.4 TREASURER

The Treasurer of the Board shall have authority to act as prescribed in the [Education Act](#), Provincial regulation and Board policy.

APPENDICES

Appendix I: Definitions (for Policy Procedural Bylaws)

Appendix II: Descriptions of Current Board Committees

Appendix III: Procedures at a Glance

Appendix IV: Quick Reference and Guide to Parliamentary Procedures

APPENDIX I: DEFINITIONS (for Policy PROCEDURAL BYLAWS) In these Bylaws:

Act	means the Education Act , Revised Statutes of Ontario as amended from time to time.
Ad Hoc Committee	means a committee established by the Board to consider a specific, assigned matter and report back thereon to the Board by a fixed date.
Appointed Board Officers	means the Secretary and Treasurer of the Board (or, the Sec./Treas., as the case may be).
Board	means the Algoma District School Board.
Chair	means the Chair of the Board.
Committee Chair	means the Chair of a standing, ad hoc, statutory or other committee of the Board.
Committee of the Whole	means the Board meeting as a whole within the rules and regulations of a committee and as such may be open or closed to the public ("in camera"), provided the provisions of the applicable legislation are observed.
Director	means Director of Education, Secretary of the Board and its Chief Executive Officer and Chief Education Officer.
Elected Board Officers	means the Chair and Vice-Chair of the Board.
Ex officio	refers to a person who is permitted to act by virtue of office, but an ex officio member does not vote and is not counted in determining a quorum.
Management Team	means the senior administration (i.e. Supervisory Officers) employed by the Board.
Member	means a member within the meaning of the Education Act and its regulations, elected, appointed or acclaimed to the Board.
OPSBA	means the Ontario Public School Boards' Association who represents public district school boards and public school authorities in Ontario.
Presiding Officer	means the one who is presiding over a meeting.
Pro Tem	means any temporary appointment, usually effective for only one meeting or for the time being.
Regular Board Meeting	means the Board Members meeting as a whole, on pre-determined dates and as a decision-making body.
Standing Committee	means a committee established by the Board to consider, on a regular basis, a specific, fixed area of the Board's operations.
Statutory Committee	means any committee formed by requirement of statute or regulation.
Student Trustees	means students elected in accordance with the legislation under the Education Act to represent the interests of pupils in the last two years of the intermediate division and in the senior division.
Vice-Chair	means the Vice-Chair of the Board.

APPENDIX II: DESCRIPTIONS OF CURRENT BOARD COMMITTEES

1. SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Description:

Trustees bring information forward to members regarding Board initiatives e.g. Enrolment, Accommodation Review, Program overviews.

Commitment:

Meetings held on the same Tuesday as a Regular Board Meeting and/or Committee of the Whole Meeting: 11:45 a.m. – lunch, 12:00 noon to 1:00 p.m. meeting.

2. SUPERVISED ALTERNATIVE LEARNING (SAL)

Description:

Supervised Alternative Learning Program (SAL) is for students aged 14 to 17 who, for a variety of reasons, are at risk of leaving school early. A more detailed description of SAL is attached. Schools recommend students for SAL to the SAL Committee after developing a Supervised Alternative Learning Plan (SALP) with school staff, parents/guardians, the students and other community partners. The SAL Committee reviews each recommendation and determines whether or not approval will be provided.

Commitment:

The SAL Committee meets twice monthly (if needed) prior to a Board or Committee of the Whole meeting. Depending on how many students are being considered, formal meetings can range from 5 to 30 minutes. Often, material is provided in advance for review, which reduces the time needed to meet. An annual report will be brought to the Board each June.

3. PARENT INVOLVEMENT COMMITTEE (PIC)

Description:

Trustee brings information forward to members regarding Board initiatives e.g. Enrolment, Accommodation Review, Program overviews.

Commitment:

At least four (4) meetings per year, usually on the first Monday of the month from 6:30 p.m. – 8:00 p.m.

4. EXPULSION/SUSPENSION HEARING COMMITTEE

Description:

The Board authorizes the creation of a Discipline Committee of three (3) trustees to decide appeals of Principal suspensions and Principal recommendation for expulsion. All other trustees would serve as alternatives in case one of the committee members cannot be present. The Discipline Committee shall have the powers as set out in the Education Act and any other powers to implement any appropriate order.

Commitment:

This Committee meets prior to a Board or Committee of the Whole meeting. Depending on how many students are being considered, meetings run approximately 20 minutes. Material is provided prior to arriving to the meeting for review which reduces the time needed to meet. An annual report will be brought to the Board each June.

5. OPERATIONS AND BUDGET COMMITTEE

Description:

This Committee consists of 3 Trustee members. The Chair of the Board and the Director of Education are ex-officio members and the Superintendent of Business and Manager of Finance are resources to the committee. The committee was designed to meet and provide oversight into the Budget development and Capital Projects each year. It would also meet from time to time on certain Operational issues that required more detailed discussion. The committee would then update the full Board on these issues.

Commitment:

This committee would meet approximately 2-3 times annually.

6. AUDIT COMMITTEE

Description:

This committee was mandated by the Ministry of Education to assist the board of trustees in fulfilling its duties related to governance and oversight. The committee consists of 3 trustee members and 2 external members. The Chair of the Board and Director of Education are ex-officio members and the Superintendent of Business and Manager of Finance are resources to the committee. The duties of the audit committee include financial reporting processes, internal controls, external auditing, risk management, compliance matters and recommends approval of the financial statements to the Board of Trustees.

Commitment:

The committee is governed by Ministry of Education regulation which establishes a minimum of 3 meetings each year.

PROCEDURES AT A GLANCE

Principles:

- justice and courtesy for all
- one thing at a time
- recognition of the will of the majority
- protection of the rights of the minority

Type of Motion	Must be Seconded	Can be Discussed	Can be Amended	Vote Required
PRIVILEGED (and incidental)				
▪ Stops proceedings no matter what is before the Board				
Motion to adjourn	Yes	No	No	Majority
Motion to recess	Yes	Only to length	Yes	Majority
Question of privilege	No	No	No	No
Point of Order	No	Chair and Mover Only	No	No
Appeal the ruling of the Chair	Yes	Yes	No	---
SUBSIDIARY				
▪ Determines immediate fate of motion before the Board				
Table of Motion	Yes	No	No	Majority
To call for a vote	Yes	No	No	Majority
To defer	Yes	Yes Time only	Yes Time only	Majority
To proceed	Yes	No	No	Majority
To call the previous question	Yes	Yes	No	Majority

PROCEDURES AT A GLANCE

Type of Motion	Must be Seconded	Can be Discussed	Can be Amended	Vote Required
To refer	Yes	Yes	Yes	Majority
Amend a main Motion	Yes	Yes	Yes	Majority
Amend the Amendment	Yes	Yes	No	Majority
To limit debate	Yes	No	Yes Time only	Majority
To extend debate	Yes	No	Yes Time only	Majority
Withdraw a Motion	No	No	No	Majority
The Director is on hand to advise the Chair and, when necessary, if asked by the Chair or the board, to state the ruling or give the Director's interpretation of it.				
UNCLASSIFIED				
Refers to Motions that need to be considered again				
Motion to reconsider	Yes	Yes	No	Majority
Motion to rescind	Yes	Yes	Yes	Majority
Take from the table	Yes	No	No	Majority
MAIN MOTION				
Presents a proposal to the Board	Yes	Yes	Yes	Majority

APPENDIX IV: QUICK REFERENCE AND GUIDE TO PARLIAMENTARY PROCEDURES

QUICK REFERENCE AND GUIDE TO PARLIAMENTARY PROCEDURES

A conveniently indexed Robert's Rules of Order or this reference guide should be consulted to help the chairman determine the proper course of action.

PRIVILEGED MOTIONS
INCIDENTAL MOTIONS
SUBSIDIARY MOTIONS

ORDER OF MOTIONS	MAY APPLY TO THE FOLLOWING MOTIONS	MAY INTERRUPT ONE WHO HAS FLOOR	MOVER MUST BE RECOGNIZED	REQUIRES A SECOND	DEBATABLE	VOTE REQUIRED	MAY BE RENEWED	MOTIONS THAT MAY APPLY TO IT
1. TO FIX TIME OF NEXT MEETING	None	No	Yes	Yes	Not when privileged	Majority	Not for same time	Amend, Reconsider
2. TO ADJOURN	None	No	Yes	Yes	Not when privileged	Majority	Yes, after progress	None
3. QUESTION OF PRIVILEGE	None	Yes, if necessary	No	No	No, but a resulting motion is	Decided by chair	After progress	None apply to question of privilege, but all may apply to resulting privileged motion
4. TO CALL FOR ORDERS OF THE DAY	Any special or general order	Yes, to call for a special order	No	No	No	None-takes 2/3 vote to postpone special order	Yes, except special cases	None except to postpone orders
5. RISE TO A POINT OF ORDER	Any motion or act	Yes	No	No	No	None unless appealed, then majority	No	None
6. APPEAL	Any decision by the chair	Yes	No	Yes	No	Majority	No	Lay on table, close debate, reconsider
7. TO SUSPEND THE RULES	Any motion where needed	No	Yes	Yes	No	Usually 2/3 (last constitution)	No, except by unanimous consent	None
8. TO CREATE SPECIAL ORDERS	Main motion	No	Yes	Yes	Yes	2/3	After progress	All
9. TO WITHDRAW (OR RENEW) A MOTION	Any motion	No	Yes	No	No	Majority	After progress	Reconsider
10. VOTING-Division Motion to Ballot	Any		No	Division, see Ballot, yes	No	Majority	Does not apply	None
11. OBJECTION TO CONSIDERATION	Main question and questions of privilege	Yes	No	No	No	2/3 in negative	No	Reconsider
12A. TO LAY ON THE TABLE	Main question, appeals, question of privilege or reconsider	No	Yes	Yes	No	Majority	After progress	None
12B. TO TAKE FROM THE TABLE	Only to motion that was tabled	No	Yes	Yes	No	Majority	After progress	None
13. CLOSE DEBATE	Any debatable motion	No	Yes	Yes	No	2/3 Majority	After progress	Reconsider
14. TO POSTPONE TO CERTAIN DAY	Main motion, questions of privilege or reconsider	No	Yes	Yes	Yes	Majority	After progress	Amend, reconsider, <u>lay</u> or close debate
15. TO REFER	Main motion, questions of privilege	No	Yes	Yes	Yes	Majority	After progress	Amend, reconsider, <u>lay</u> or close debate
16. TO AMEND OR SUBSTITUTE	Main motion, limit debate, refer, postpone-definitely, as time of next meeting	No	Yes	Yes	Yes	Majority	No	Amend, reconsider, <u>lay</u> or close debate
17. TO POSTPONE INDEFINITELY	Main motion, questions of privilege	No	Yes	Yes	Yes	Majority	No	Limit or close debate, reconsider (1 st vote only)
18. MAIN QUESTION (<u>or</u> motion)	No other motion	No	Yes	Yes	Yes	Majority	Not at same session	All
19. TO RECONSIDER	Any motion except <u>adjourn</u> , suspend rules, lay on table	Yes, for entry	No	Yes	Yes	Majority	No	Limit or close debate, lay on table, postpone definitely
20. TO RESCIND	Main motions, appeals, questions of privilege	No	Yes	Yes	Yes	Majority	Not at same session	All
21. ELECTIONS (Nominations)	None	No	Yes	No	No			None

SECTION 4: HUMAN RESOURCES MANAGEMENT

Policy 4.09: Right to Disconnect from Work Policy

Supporting Policies

6.27 Health and Safety Policy

Supporting Procedures

Right to Disconnect from Work Procedure

Supporting Protocols and Guidelines

Supporting Templates and Forms

External Resources

[Bill 27, Working for Workers Act, 2021 - Legislative Assembly of Ontario \(ola.org\)](https://ola.org/)

[Education Act, R.S.O. 1990, c. E.2 \(ontario.ca\)](https://ontario.ca/)

[Ontario Human Rights Code](#)

[Employment Standards Act](#)

Approved by Board Resolution #

POLICY STATEMENT

The Algoma District School Board is committed to promoting, encouraging and supporting employees in prioritizing their own health and wellbeing.

It is important for individual well-being that a healthy and sustainable work-life balance be achieved, which includes disconnecting from work outside of regular working hours.

Disconnecting from work means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work. In the event of emergencies, it will be necessary to engage in work related communications outside of an employee's regular working hours.

The Board is responsible for maintaining compliance with all statutory obligations under the *Employment Standards Act*. This policy and accompanying procedure are in accordance with Bill 27, the *Working for Workers Act, 2021* and subsequent amendments to the *Employment Standards Act*.

SECTION 6: OPERATIONS

POLICY 6.16: Video Surveillance Policy

Supporting Policies

[6.42 Use of Computing and Information Technology](#)

[6.49 Safe Schools Policy](#)

Supporting Procedures

[Video Surveillance Procedure](#)

Supporting Protocols and Guidelines

[Video Surveillance Guidelines](#)

Supporting Templates and Forms

Other Resources

[Education Act](#)

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

[Video Surveillance Cameras in Schools Guidelines \(Information & Privacy Act Commissioner's Office\)](#)

[Privacy and Information Management \(PIM\) Toolkit established for School Boards by the PIM taskforce](#)

Approved by Board Resolution # 152-2011-11-08

Reviewed by Board Resolution# 076-2016 06 14

Policy Statement

It is the policy of the Algoma District School Board that Video Surveillance equipment can be used to comply with its responsibilities and the duties of its employees as set out in the Education Act and Regulations. Video surveillance and the resulting records are to be used for inquiries and proceedings related to maintaining the health, welfare, safety and security, for the protection of property and any criminal activity affecting students, staff, and visitors while on school board premises.

The Board will have established procedures to govern the use of video surveillance and the use of video records that deal with the following:

- a) Notification of the installation of video surveillance equipment
- b) Locations of the equipment
- c) Secure Transmission of Information
- d) Use, Disclosure, Retention, Security and Disposal of Surveillance Records
- e) Access to Personal Information
- f) Covert Surveillance
- g) Privacy Breach Response

SECTION 6: OPERATIONS

POLICY 6.16: Video Surveillance Policy

Supporting Policies

[6.42 Use of Computing and Information Technology](#)

[6.49 Safe Schools Policy](#)

Supporting Procedures

[Video Surveillance Procedure](#)

Supporting Protocols and Guidelines

[Video Surveillance Guidelines](#)

Supporting Templates and Forms

Other Resources

[Education Act](#)

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

[~~Video Surveillance Cameras in Schools Guidelines \(Information & Privacy Act Commissioner's Office\)~~](#)

[~~Guidelines for the Use of Video Surveillance \(Information and Privacy Commissioner of Ontario\)~~](#)

[Privacy and Information Management \(PIM\) Toolkit established for School Boards by the PIM taskforce](#)

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Reviewed by Board Resolution# 076-2016 06 14

Policy Statement

It is the policy of the Algoma District School Board that Video Surveillance equipment can be used to comply with its responsibilities and the duties of its employees as set out in the Education Act and Regulations. Video surveillance and the resulting records are to be used for inquiries and proceedings related to maintaining the health, welfare, safety and security, for the protection of property and any criminal activity affecting students, staff, and visitors while on school board premises.

The Board will have established procedures to govern the use of video surveillance and the use of video records that deal with the following:

- a) Notification of the installation of video surveillance equipment
- b) Locations of the equipment
- c) Secure Transmission of Information
- d) Use, Disclosure, Retention, Security and Disposal of Surveillance Records
- e) Access to Personal Information
- f) Covert Surveillance
- g) Privacy Breach Response

SECTION 6: OPERATIONS

Policy 6.49.03: Bullying Prevention and Intervention Policy for Students

Supporting Policies

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

Supporting Procedures

[Administrative Procedure for Student Bullying Prevention and Intervention](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

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

Approved by Board Resolution #028-2008 01 29

Revised by Resolution #094-2014 05 27

Revised by Resolution #039-2021 03 30

Policy Statement

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

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

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

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

Definition(s)

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

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

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

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

Cyber-bullying

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

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

Bill 13 Accepting Schools Act 2012

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

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

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

1. Prevention and Awareness Raising

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

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

2. Programs, Interventions, and Other Supports

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

3. Notifying Parents

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

4. Reporting to the Principal

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

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

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

6. Communication and Outreach Strategies

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

7. Monitoring and Review

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

8. School Well-Being Teams

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

9. ADSB Bullying Prevention and Intervention Plan

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

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

10. Responsibility

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

SECTION 6: OPERATIONS

Policy 6.49.03: Protecting Student Well-Being through Bullying Prevention and Intervention ~~Policy for Students~~

Supporting Policies

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

Supporting Procedures

[Administrative Procedure for Student Bullying Prevention and Intervention](#)

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

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

Approved by Board Resolution #028-2008 01 29

Revised by Resolution #094-2014 05 27

Revised by Resolution #039-2021 03 30

Revised by Resolution #

Policy Statement

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

All sStaff of the Algoma District School Board shall be committed to:

1. Creating schools which are safe, inclusive and accepting of all pupils.

2. Encouraging a positive school climate and preventing inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.
3. Addressing inappropriate pupil behaviour and promoting early intervention.
4. Providing support to pupils who are impacted by inappropriate behaviour of other pupils.
5. Establishing disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
6. Providing pupils with a safe learning environment.

Definition(s)

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

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

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

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

Cyber-bullying

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

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

Bill 13 Accepting Schools Act 2012

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

- Physical bullying includes, but is not limited to (e.g. hitting, pushing, tripping, chasing, destroying or stealing belongings, and unwanted sexual touching);
- Verbal bullying includes, but is not limited to (e.g. name calling, mocking, sarcasm, teasing, spreading rumours, threatening, unwanted sexual comments, and/or making negative references to one's culture, ethnicity, race, religion, gender or sexual orientation, sexist, racist, transphobic or homophobic comments);
- Social bullying includes, but is not limited to (e.g. excluding others from a group, mobbing, scapegoating, humiliating others with public gestures intended to put them down, and spreading gossip or rumours);
- Cyber-bullying/Technological is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications (e.g. spreading rumours, images, threats, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technologies). Examples of cyber-bullying may include:
 - Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
 - Revealing information considered to be personal, private, and sensitive without consent;
 - making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and
 - excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

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

1. ADSB Bullying Prevention and Intervention Plan

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

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

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

2. Engaging Parents/Guardians and Families

The ADSB Bullying Prevention and Intervention Plan will be posted on the board's website and shared by schools with parents/guardians. Information about bullying prevention and reporting, and protocols to follow when not satisfied with a school response, will be posted on the board's website. Board staff will periodically work with community partners to plan bullying information sessions for parents/guardians.

3. Notifying Parents

~~Principals or staff designated by the Principal shall notify the parents/guardians of students involved in bullying (e.g. bullies, victims, bystanders) who are victims of bullying and invite the parents/guardians to discuss supports for their child. and the parents of students who have engaged in bullying.~~

1.4. Prevention and Awareness Raising

~~All members of the school community shall uphold the Standards of Behaviour as outlined in the Provincial Code of Conduct and Board Policy.~~

Daily classroom and school-wide teaching strategies will include a focus on developing healthy relationships, school-wide bullying prevention strategies, and promoting the 12 attributes identified in the ADSB Character Development Initiative. Learning opportunities will include the development of healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities. Opportunities will be made available for staff and students to learn to recognize the various forms of bullying and understand the actions that can be taken by those witnessing the behaviour. Opportunities will be made available for students and staff to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school.

2.5. Programs, Interventions, and Other Supports

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

3.1. Notifying Parents

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

4.6. Reporting to the Principal

Any employee of the board and other non-board employees who come into direct contact with students on a regular basis (i.e. bus drivers, community agency representatives, parent volunteers, coaches etc.) who become aware that a student is engaging in bullying, will respond to the behavior and shall report the matter to the principal, as soon as reasonably possible, so that appropriate actions to address the incident and protect the student may be taken. using the reporting procedures established by the board. If a bullying incident is violent, the principal must notify police and complete a Violent Incident Report.

7. Suspensions and Expulsions for Bullying

Actions taken by the principal in response to bullying incidents will align with Policy 6.49.02 – Progressive Discipline Policy for Students Including Suspension and Expulsion.

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

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

6.9. Communication and Outreach Strategies

The Algoma District School Board will openly communicate its policy, intervention and prevention strategies as well as the definition of bullying to students, parents/guardians, teachers and other school staff, school councils, volunteers, and school bus operators/drivers, and Board committees (e.g. Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council). The ADSB Bullying Prevention and Intervention Plan will be posted on the Board's website and shared by schools with parents/guardians.

7.10. Monitoring and Review

All instances of reported bullying will be tracked and monitored to guide and inform school and board strategic planning. The Algoma District School Board will conduct a school climate survey on a two-year cycle. Students, school staff and parents/guardians will have an opportunity to participate in the survey. Reported bullying data and t~~The survey~~ will be used to provide data for each school to conduct an analysis of school climate as well as to provide indicators for monitoring, reviewing and evaluating the effectiveness of the school's bullying prevention and intervention strategies-. Reported bullying data and school climate survey data~~The survey~~ will also be used to monitor, review and evaluate the effectiveness of the ADSB Bullying Prevention and Intervention Plan.

8.11. School Well-Being Teams

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

9.1. ADSB Bullying Prevention and Intervention Plan

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

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

10.12. Responsibility

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

DRAFT



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

CLOSED SESSION

2022 03 29

5:30 p.m.

MICROSOFT TEAMS & BOARD ROOM

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

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

(Resolution #025-2022)

On motion of Trustees Susan Thayer and Brent Rankin it was approved:

That the Board move into Closed Session at 5:33 p.m.

(Resolution #026-2022)

On motion of Trustees Brent Rankin and Susan Thayer it was approved:

D. **Action Items**

D.1 **JK-12 ORGANIZATION 2022-2023**

1.7.0 **Proposed Resolution**

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

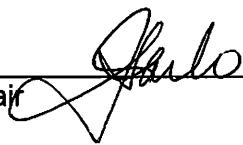
Action Item D.1 as per Closed Session item No.1, dated 2022 03 29, and moved into Open Session as item **B.3, Resolution #033-2022:**

(Resolution #027-2022)

On motion of Susan Thayer and Brent Rankin it was approved:

That the Board adjourn Closed Session at 7:03 p.m.

Chair

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

Secretary

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



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

Date of Meeting: **Tuesday, March 29th, 2022**

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

Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

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

Brent Rankin

Chair or Trustee Designate



**ALGOMA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING**

**MINUTES
OPEN SESSION**

2022 03 29

7:00 p.m.

MICROSOFT TEAMS & BOARD ROOM

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

A. (I) Attendance as per attached schedule.

(Resolution #028-2022)

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

That the Board move into Open Session at 7:13 p.m.

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

(Resolution #029-2022)

On motion of Trustees Susan Thayer and Russell Reid it was approved:

That the Agenda dated 2022 03 29 be approved as distributed.

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

1. Update on Bridge Building Contest

Guests: ELSS - Student Rhianna Goymer, Teacher Jeff Watts, Principal Rick Juuti and from Ben R. McMullins – Student amy MacMichael, Teacher Cindy Zappacosta

M.B.

A. (VI) **System Information**

1. Supporting Literacy JK – 12

M.B.

2. Distribution of Policy 6.32 Purchasing Policy and 6.40 Investment Policy

J.S.M.

3. Distribution of Policy 6.26 Volunteer Policy

J.M.

(Resolution #030-2022)

On motion of Trustees Susan Thayer and Russell Reid it was approved:

A. (VII) Approval of Minutes from Previous Meetings

Minutes to be Approved by the Board.

1. Regular Board Meeting Minutes of 2022 02 15

(VII) Minutes to be Received by the Board.

1. S.E.A.C. Meeting Minutes of 2022 02 08
-

A. Reports from Committee Chairs, OPSBA Items

(VIII) Student Trustees' Reports

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

(Resolution #031-2022)

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

B.1 APPROVAL OF POLICY 2.09 ELECTRONIC MEETINGS

1.4.0 Proposed Resolution

1.4.1 a 2.09 Electronic Meetings (attending Meetings via Technology)

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

(Resolution #032-2022)

On the motion of Trustees Russell Reid and Susan Thayer it was approved:

B.2 APPOINTMENT OF STUDENT TRUSTEES FOR 2022-2023 SCHOOL YEAR

2.3.0 Proposed Resolution

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

(Resolution #033-2022)

On the motion of Trustees Brent Rankin and Susan Thayer it was approved:

B.3 JK - 12 ORGANIZATON FOR 2022-2023

3.6.0 Proposed Resolution

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

(Resolution #034-2022)

On the motion of Trustees Russell Reid and Susan Thayer it was approved:

B.4 TRUSTEE DETERMINATION AND DISTRIBUTION

4.3.0 Proposed Resolutions

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

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

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

(Resolution #035-2022)

On the motion of Trustees Russell Reid and Susan Thayer it was approved:

B.5 ELECTION BY-LAW-TO DELEGATE AUTHORITY TO RETURNING OFFICER FOR THE 2022 TRUSTEE ELECTIONS

5.3.0 Proposed Resolution

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

C. **INFORMATION ITEMS**

1. **ADSB Quarterly Report – Q2**

FUTURE MEETINGS AND LOCATIONS

2022 04 12 Committee of the Whole Board Meeting – H.E. Crowder Board Room

5:30 p.m. Closed

7:00 p.m. Open

(Resolution #036-2022)

On the motion of Trustees Russell Reid and Susan Thayer it was approved:

That the Board move to adjourn Public Meeting at 9:00 p.m.


Chair


Secretary



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, March 29th, 2022**

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

Location: **EDUCATION CENTRE & MICROSOFT TEAMS**

ATTENDANCE

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

Brent Rankin

Chair or Trustee Designate



ALGOMA DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
CLOSED SESSION
2022 04 01
5:30 p.m. MICROSOFT TEAMS & EDUCATION
CENTRE

Meeting was called to order by Chair Sarlo.

A. (I) Attendance as per attached schedule.

(Resolution #037-2022)

On motion of Trustees Sheila Nyman and Brent Rankin it was approved:

That the Board move into Closed Session at 5:31 p.m.

(Resolution #038-2022)

On motion of Trustees Brent Rankin and Sheila Nyman it was approved:

That the Closed Session of the meeting of the Board adjourn at 6:56 p.m.

Chair 

Secretary 



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE BOARD MEETING – CLOSED

Date of Meeting: **Tuesday, April 12, 2022**

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

Location: **H.E. Crowder Board Room**

ATTENDANCE

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

Brent Rankin

Chair or Trustee Designate



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, April 12, 2022**

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

Location: **H.E. Crowder Board Room**

ATTENDANCE

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

Brent Rankin

Chair or Trustee Designate



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

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

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

Trustees: S. Evans, R. Reid

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

Regrets: M. Barbeau (Community Living Algoma)

Guests: Lianne Vezeau, Sara Amato – SLPs
Jenna Carlucci, Mikaela Caputo – CDAs

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

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

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

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

3. Correspondence:

Durham DSB SEAC re: SIP Funding. A letter urging the minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly and that the special education funding model be reviewed and changed to accurately reflect the increasing and complex needs of students with special needs

Question: P. Mick inquired about ADSB's special education budget and SIP funding. B. Vallee confirmed that we spend more on special education than we receive and spoke about what the process for SIP claims has looked like over the past few years. S. Evans also spoke about some of the advocacy work that OPSBA has done regarding funding and services for special education students in the North. B. Vallee will prepare a letter for next meeting in April for members to review.

Correspondence: Durham DSB SEAC re: PPM 81 Consultations

- The Ministry has completed an updated draft of PPM 81 which deals with the provision of health services in schools. The original PPM was drafted in 1983, with an addendum in 1989, so it is quite dated. B. Vallee participated in a ‘roundtable’ on February 28th for superintendents. Consultations have also occurred throughout the province with directors of education, OPSBA, and other stakeholder groups. Many school boards have expressed significant concern with some of the changed language around health service responsibilities
- In this letter, Durham DSB SEAC outlines several concerns and requests that the time frame for consultation be extended.
- B. Vallee will bring some of ADSB’s responses to consultation questions, and draft a letter for our next SEAC meeting.

4. Presentation: ADSB Language Services (ADSB Language Team)

- L. Vezeau shared that when our Language team last presented to SEAC (November 2019) we had recently hired a second Speech Language Pathologist (S. Amato) and were in the early stages of updating our support model.
- Today’s presentation will provide some updated information on how our tiered support model has changed over the past few years, and some of the work that we are doing to support our students’ language needs.

ADSB Language Services TIERED MODEL

TIER 1	Promote student's language development using natural everyday activities, routines, and play provided <u>by the teacher</u> in the classroom.
TIER 2	Targeted interventions provided <u>by the SERT or CDA</u> outside of the classroom: 1) Oral Language Development Group 2) Phonological Awareness Group 3) Social Language Group
TIER 3	1:1 services provided <u>by the Speech-Language Pathologist</u> inside and/or outside of the classroom: 1) Consultation focusing on pre-verbal communication skills - co-regulation, joint attention, engagement, motivation, social referencing, eye gaze 2) Consultation - for other language/literacy-based difficulties 3) Assessment - purpose of identifying a <u>Language Impairment</u> - generally assess Grade 1 and above

- Currently, our team consists of 2 Speech-Language Pathologists (SLPs) and we have also added 3 Communicative Disorder Assistants (CDAs) - J. Nicholson, J. Carlucci, M. Caputo
- Much of the CDA work is conducted in schools with oral language development groups.
- Oral Language groups will generally focus on using and understanding oral language, including areas such as vocabulary development, semantics (meaning of words), syntax

(sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or “Wh”- questions.

- CDAs rotate among schools to provide five-week blocks of intervention. Each CDA provides services to four schools during the intervention block, so 12 schools are receiving services simultaneously at any given time.
- CDAs work at each school in half-day blocks. At present, SSM area schools are on-site, district schools are virtual.
- Students are grouped by similar needs. Two-four students participate in a group (e.g. 2 student for 20 minutes, 3 students for 30 minutes, 4 students for 40 minutes).
- Students receive two blocks of intervention per week for ten sessions in total.

Comments/Questions

- L. Lambert inquired whether there is an opportunity for other staff to be able to take part of the session when CDAs are working with students? S. Amato and B. Vallee replied that this would depend on the situation. For example, some of our SERTs have participated in sessions to support their professional learning. It is important to remember, however, that we do try to ‘spread’ our resources as much as possible, so we usually try not to ‘double up’ the staff working with one group if we can avoid this.
- L. Lambert asked whether students must have a formal assessment to take part in the groups. S. Amato responded that students are directed to groups based on screening and several other potential points of entry with the intention of using early intervention to eliminate the need for many students to require formal assessment.
- S. Evans asked whether we are hoping to implement in-person services in district schools as well. B. Vallee responded that we always try to consider the most effective and efficient way to direct our resources to the largest number of students possible. This means looking at the number of students that could be serviced via staffing a district position, availability of potential personnel, and/or consideration of the amount of time staff would spend working with students as opposed to being ‘in-transit’. We continue to examine all of these factors on an on-going basis.

5. Member Organization Updates

P. Mick (Member at large)

- Nothing to report.

L. Lambert (APH Infant Child Development Program)

- Announcement made that the Pre-school Speech & Language Program and the Infant-Child Development Program will become part of Thrive as of April 1, 2022.
- Thrive is hoping that services will be in place by May.

S. Kitts (North Shore Tribal Council)

- Staff are back in the office and things are operating a bit more normally
- Not much to report in the past month, on-going meetings and follow-ups.

A Gauthier (Thrive)

- Announcement made that Pre-school Speech and Language Program and the Infant-Child Development Program will become part of Thrive as of April 1, 2022.

M. Barbeau (Community Living Algoma)

- Representatives from Community Living Algoma met over Teams with Shelley Moore regarding the possibility of a presentation by her in Sault Ste. Marie. She will send a proposal with the options available for her presentation. The dates were possibly October 19 and 20, 2022. There will be an advisory committee that will meet March 9/22 via the Teams platform for further discussion.
- Child and Youth Services have 3 staff to serve children aged 6-17. They are working on school attendance of the children with intellectual disabilities. If they are not in school, the reason needs to be known to help facilitate their education.

6. Report from the Board (Trustees)

- Last Board meeting was February 15, 2022
- Fantastic presentation regarding the Aeronautic and Aerospace Specialist High Skills Major Program
- Annual Health and Safety Report presented by Chris Alfano (Health & Safety Officer) and Superintendent Joe Santa Maria
- Ongoing policy review continues
- Update on consultations regarding the 2022 / 2023 School Year Calendar

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

- **Transitions:** In addition to our on-going work around Kindergarten Transitions, the process of transitioning students between panels (either Grade 8s to Grade 9, or Grade 6s to 7 in selected areas) is also underway. Our elementary SERTs have provided secondary school SERTs with a transition profile for each student, with follow-up meetings or discussions being scheduled between the receiving school and the sending schools over the first two weeks in March.
- **PPM 81 Consultations:** Discussed under correspondence.
- **Remote/In-Person Learning:** Communication will be coming out to parents/families at the end of March to ask families to formally commit to remote vs. on-site learning for the remainder of the school year.
- **Charting the Path:** SERT professional development focused on the roll-out of the *Charting the Path* program, which will focus on supporting students with learning differences in recognizing their pattern of strengths and learning needs, accommodations that they require, and to help develop their self-advocacy skills as they transition to secondary schools. In the past, we have delivered such programming through our LD Resource Facilitator (Sarah Anich-Mansfield) in the past, but we are looking to 'scale-up' the program to be delivered in each school. We will be implementing the programming this spring for students with learning differences that are moving from Gr. 8 to Gr. 9, as well as those moving from Gr. 6 to 7 in areas where all students attend an Intermediate program (e.g. Central Algoma and Elliot Lake)
- **SERT PD:** In addition to the PD offered to SERTs on the *Charting the Path* program, SERTs also participated in PD presented by our Language/Communication team that focused on selected and implementing oral language development groups, as well as some of the work that takes place within groups to support students language development.
- **LD@School Webinar "The Road to Reading":** LD at School provided a presentation on *The Road to Reading*, conducted by Damian Page and Dr. Todd Cunningham from the University of Toronto's Academic Intervention Lab. The presentation was focused

on how a structured literacy approach based on the science of reading can be used to support the learning of all students, but particularly those that struggle with reading difficulties. B. Vallee participated in the webinar on January 28th.

- **Formal Assessments:** Our assessment schedule continues with psychological-educational assessments occurring throughout the month of March. Our Speech-Language Pathologists have almost completed their 'term two' assessment blitz from late February/early March to clear all of the referrals received in December. A new intake period for Speech-Language Assessment Referrals will occur at the end of March

8. Next meeting: April 12, 2022

9. Motion to adjourn: Moved by. R. Reid. Seconded by S. Evans.

Meeting adjourned at 1:15p.m.



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

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

Present: S. Kitts (North Shore Tribal Council), P. Mick (Member-At-Large), A. Gauthier (Thrive Child Development Centre) M. Barbeau (Community Living Algoma)

Trustees: S. Myers (Alternate), R. Reid

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

Regrets: S Evans (Trustee)

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

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

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

- Agenda approval. Moved by. S. Myers. Seconded by A. Gauthier. All in favour.
- Approval of Minutes. Moved by M. Barbeau. Seconded by A. Gauthier. All in favour.

3. Correspondence:

Email/Letter from Algoma Public Health- Lori Lambert and Hilary Cutler resignation

- At our last SEAC meeting, L. Lambert spoke about how the Infant - Child Development program will become part of Thrive.
- As Thrive already has representation on SEAC, L. Lambert and H. Cutler have resigned from the SEAC committee. B Vallee has received the letter and will compose a letter to thank them for their service sitting on SEAC. S. Myers asked A. Gauthier if she had an Alternate and wondering if L. Lambert would be a fit. Thrive does not have an alternate member at this point and Amanda has already reached out.

Correspondence: Draft Letter of support re: PPM 81 Consultations

- A letter of support for Durham DSB SEAC's letter re: PPM 81 consultations has been developed. The draft has been approved by SEAC members and will be mailed.

Correspondence: Draft Letter of support re: SIP

- A letter of support for Durham DSB SEAC's letter re: SIP has been developed. The draft has been approved by SEAC members and will be mailed.

4. Presentation: Draft of the 2022-23 ADSB Special Education Plan/Parent's Guide

- B. Vallee took SEAC members through proposed changes to the Special Education Plan for 2022-2023 and provided a rationale for changes that have been made. These changes are highlighted in yellow in the draft document that SEAC members will receive.
- B. Vallee also pointed out that some items in the document are currently highlighted in green. These items represent our numbers and statistics. We generally use May 1st as our official 'count date' to ensure consistency from year to year. These numbers will be updated after May 1st and reviewed at our May 10th meeting.
- Some of the items reviewed include:
 - Due to significant decline in enrollment, the practical learning class will not be offered at Rockhaven during the 2022-2023 school year. Students have been provided with the option of accessing the specialized classes that are currently offered at their home school(s). S. Meyers inquired as to how many students would be affected next year and the ages of these students. Specific numbers and ages will not be included in the minutes to protect student privacy. B Vallee provided an overview of plans and processes.
 - ADSB piloted the position of Special Education Lead (SELEAD) in the 2021-2022 school year. SELEADs work with a small group (three-four schools) to support the school in planning, developing, implementing and monitoring special education programs and services in collaboration with the school SERT and Principal. SELEADs support schools by facilitating meetings and case conferences for students, conducting the IPRC and IEP development processes, as well as supporting SERTs, classroom teachers, and other staff through mentoring, demonstration, and the provision of professional learning opportunities, thereby enabling SERTs in these schools to use instructional time to provide direct instruction/remediation to students. M. Barbeau commented that she really liked this approach to enable SERTs to do more direct work with the students. B. Vallee commented that we are pleased with how the pilot has gone so far. While there were definitely 'growing pains' at the beginning – sorting out who does what – we are now seeing the benefits of SERTs having more time to work with students. We are hoping to continue to expand the model in 2022-2023.
 - Empower Reading: During the 2021-2022 school year, ADSB expanded implementation of the Empower Reading program into twelve additional schools in addition to the three schools that began the program in 2020-2021 five schools that began in 2018-2019 and seven schools that began in 2019-2020. Empower Reading is now offered on-site in 27 ADSB schools. In addition, we are running two virtual groups (Gr. 6-8 program) to provide the program to students from a range of schools.
 - Language Services: In January 2022, we were able to hire 3 Communication Disorders Assistants (CDAs). CDAs work under the direction of our Speech-Language Pathologists. Much of their work takes place in schools conducting or implementing screening tools and working with oral language or phonological

awareness development groups focused on using and understanding oral language (e.g., vocabulary development, semantics (meaning of words), syntax (sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or “Wh”- questions. CDAs rotate amongst schools to provide blocks of intervention to students. CDAs also work collaboratively as part of the multi-disciplinary team to support board staff and other stakeholders in addressing the language needs of students.

- The Parent's Guide to Accessing Special Education Programs & Services
 - This year, we have done an overhaul of the document. We are trying to emphasize the importance of the Individual Education Plan as the foundation of special education programming and services – regardless of specific identification.
 - With this in mind, the organization of the document has changed...we have ‘front-loaded’ an overview of the IEP, the process for families to access special education programs and services, the categories and exceptionalities (including a breakdown of each category/exceptionality as a percentage of students in ADSB with an IEP), and the specialized programs and placements available in the board.
 - The detailed information regarding the IPRC process (the Ministry requires this to be in the Parent Guide) follows. R. Reid commented that having the IPRC information at the front of the document was very overwhelming for parents, so he likes the idea of re-structuring the document so that information about the child's exceptionality and what is offered in the board is more of a focus.

5. Member Organization Updates

P. Mick (Member at large)

- Nothing to report.

S. Kitts (North Shore Tribal Council)

- Currently hiring for 2 support workers and a person to drive the van.
- S. Kitts has been helping by driving. S. Myers wondered Sault College programs and do many graduates apply? S. Kitts responded that it varies a bit from posting to posting, but there are generally a number of interested candidates. B Vallee also commented that we see this when hiring for Educational Assistants, as there is currently a lot of competition among organizations (many of our community partners/agencies are looking for the same qualifications for their staffing). We maintain an open posting for EAs as we are always looking to add to our casual list.

A Gauthier (Thrive)

- Infant-Child Development Program (ICDP) and the Pre-School Speech & Language programs have officially moved to Thrive as of April 1, 2022. The goal is for services to be back in place by May.

M. Barbeau (Community Living Algoma)

- Education Committee meeting took place last week. Discussion about having Shelly Moore (who is an activist for Inclusion) come to Sault Ste Marie. This is tentatively booked for Oct 24, 25. Hoping for a presentation on October 24th which is scheduled to be a PD Day.

- Workshops/ presentations would be offered in the evening with child care services for parents
- Working hard to get students back to class as there are still students who are not receiving any type of education.
- Sergio Iacoe is now the Manager of Inclusion for Community Living Algoma, so he will be doing much of the liaison with school boards.
- Both winners from *Together We're Better* contest were from Elliot Lake. Amazed with the one winner in grade 5 who launched a game program to get students involved.

6. Report from the Board (Trustees)

- Trustees had a busy March Board meeting
- The winners of the Sault College Bridge contest attended the last board meeting (virtually) to talk about their experiences. Video from the contest was also provided so trustees could see the load test on the winning bridges. It was fantastic to see the number of female students interested in engineering!
- Update on *Literacy JK to 12* programming was provided by Superintendent M. Bell, including an update on *Empower Reading* programming by Superintendent B. Vallee.
- Student trustees provided information on “virtual” Bon Soo events. The students had a great time participating in events at their schools, with links to other schools.
- Update on enrollment for JK – 12. Very excited to report that over 500 new students (285 secondary, 232 elementary) are projected for September.
- This is an election year, which always includes a review of trustee distribution and numbers. This occurs every 4 years. Status quo for the next cycle.
- Quarterly financial report. Halfway through the school year ADSB has used 50.7 percent of budget, so we are on-track with our spending. Superintendent Joe Santa Maria provided an update on expenses and how the Board is spending funds.

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

- **Transitions:** Our spring transition meetings are slated to take place during the first half of May. Thus far, 64 transition meetings have been scheduled for students that will be entering Kindergarten in the spring months.
- **Charting the Path:** Our SERTs have begun to implement a program called *Charting the Path* to support students with learning differences with recognizing their pattern of strengths and learning needs, the accommodations that they require, and building the self-advocacy skills that they will need. Our initial focus this spring is on implementing the program for students with learning differences moving from Gr. 8 to Gr. 9, as well as those moving from Gr. 6 to 7 in areas where all students attend an Intermediate program (e.g. Central Algoma and Elliot Lake)
- **SERT PD:** Elementary SERT PD has focused on *Charting the Path* and other transition work. Our secondary SERTs have been working with Mental Health Lead Darryl Fillmore on the SERT's role in supporting and promoting positive Mental Health programming in our schools.
- **Formal Assessments:** Our assessment schedule continues. Psychological-educational assessments occurring throughout April and May. We are currently on track to provide 150 psychological-educational assessments this school year. For the purposes of comparison, we were able to provide about 70-80 assessments during the 2016-2017 school year, so we have essentially doubled this number over the past five years. The wait time for an assessment is currently one-six months of the intake period, as compared to twelve to twenty-four months five years ago.

8. Next meeting: May 10, 2022

We will be reviewing updated numbers for the Special Education Plan. We will also extend an invitation to Superintendent Santa Maria to provide an outlook on the budget for next year. We usually do this at our June meeting.

9. Motion to adjourn: Moved by. R. Reid. Seconded by S. Kitts.

Meeting adjourned at 1:10p.m.



B. 1 Director's Report to The Board

Date: 2022 05 17

Subject: **APPROVAL OF POLICIES**

1.1.0 Background

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

- 6.26 Volunteer Policy
- 6.32 Purchasing
- 6.40 Investment Policy

1.2.0 Information

1.2.1 The following changes are being recommended:

Policy #	Section	Revision
6.26	6	- Supporting Policies – removed <i>4.08 Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing</i>, <i>6.49.30 Bullying Prevention and Intervention Policy</i>, <i>6.57 Modified School Operations During the COVID-19 Pandemic</i> and corrected <i>6.49 Board Code of Conduct</i> - Supporting Procedures – removed <i>Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing Procedure</i> and <i>6.49.03 Bullying Prevention and Intervention Policy</i> - Supporting Protocols and Guidelines – added <i>Algoma District School Board's Coach and Mentor Support Guide</i> - Supporting Templates and Forms – added <i>ADSB Volunteer Application Form</i> and <i>ADSB Volunteer Principal Support Folder</i> - Policy section – removed <i>elementary and secondary</i> - Rationale section – reconfigured wording - Definitions section – added <i>Guardian</i> - Definitions section – removed <i>"or is a member of the community..."</i> - Definition section – added <i>"Volunteers in schools cannot be used to perform activities..."</i>

B.1 Director's Report to The Board

Date: 2022 03 29

Subject: **APPROVAL OF POLICIES**

1.2.0 **Information Continued**

6.32	6	• Supporting Policies – Added <i>4.07 Employee Ethics</i> and <i>6.49 Board Code of Conduct</i> • Other Resources – Removed <i>Ministry of Finance Supply Chain Guidelines</i> and added <i>Ontario Broader Public Sector (BPS) Procurement Directive</i> • Principles 2.4 – corrected Board to Board's • Principles 2.8 – removed <i>Ministry of Finance Supply Chain Guidelines</i> and added <i>Ontario Broader Public Sector (BPS) Procurement Directive</i> • Administrative Details 3.3 – added the word <i>directives</i> • Added section 4.0 – <i>Segregation of Duties</i> • Modified section 4.0 to section 5.0 - <i>Purchasing Code of Ethics</i> • Modified section 5.0 to section 6.0 - <i>Conflict of Interest</i> • Modified section 5 to section 7.0 – <i>Buy Canadian</i> • Section 7.0 – corrected spelling of <i>endeavor</i> • Modified section 6 to section 8.0 – <i>Employee Purchasing</i> • Modified section 7 to section 9.0 – <i>Unauthorized Purchases</i> • Modified section 9 to section 10.0 – <i>Criteria for Dollar Limits on Purchases related to Quotations, Tenders and Proposals</i> • Section 10.0 - \$10,000 - \$100,000 – corrected title to the <i>Executive Superintendent of Business & Operations</i> • Section 10.0 – Over \$100,000 - corrected title to the <i>Executive Superintendent of Business & Operations</i> • Section 10.0 – Added paragraph starting with, “<i>For purchases where the total value of orders...</i>” • Section 10.0 – Added “<i>Criteria for Dollar Limits on Purchases of Consulting Services</i>” chart. Previously under section 9.2 • Added section 11.0 – <i>Definitions</i> • Modified section 9.1 to section 12.0 – <i>Exemptions</i> • Section 12.0 Exemptions – section f. – added “<i>Ministry of Government and consumer....</i>” • Section 12.0 Exemption – Negotiation – removed <i>tender</i> and added <i>Tender/RFP</i> • Modified section 10.0 to section 13.0 – <i>Signing Authorities for the Purchase of Goods/Services</i> • Section 13.0 – corrected title to <i>Executive Superintendent of Business & Operations</i> • Modified section 11.0 to section 14.0 – <i>Standing Orders</i> • Modified section 12.0 to section 15.0 – <i>Board Approval Requirements</i> • Modified section 13.0 to section 16.0 – <i>Co-operative Purchasing</i> • Section 16.0 – removed <i>Ontario Buys</i> and added <i>Ontario Ministry of Government and Consumer Services (MGCS)</i> • Modified section 14.0 to section 17.0 - <i>Environmental</i>
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B.1 Director's Report to The Board

Date: 2022 03 29

Subject: **APPROVAL OF POLICIES**

1.2.0 **Information Continued**

		<i>Consideration</i> • Modified section 15.0 to section 18.0 – <i>Industry Safety Standards</i> • Modified section 16.0 to section 19.0 – <i>Capital Projects</i> • Modified section 16.1 to section 19.1 – <i>Change Orders for Capital Projects</i> • Section 19.1 – corrected title to <i>Executive Superintendent of Business & Operations</i> • Appendix 1 – Goal – removed <i>Supply Chain</i> and added <i>Ontario Broader Public Sector (BPS) Procurement Directive and Supply Chain Code of Ethics</i>: • Added: <i>Appendix 2 to Purchasing Policy 6.32</i>
6.40	6	• Current policy made into a procedure and new policy developed. • Supporting Procedures – added <i>Investment Procedure</i>

1.3.0 **Recommendations**

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

- 1.3.1 a 6.26 Volunteer Policy
- 1.3.1 b 6.32 Purchasing
- 1.3.1 c 6.40 Investment Policy

as outlined in the Director's Report of 2022 05 17.

1.4.0 **Proposed Resolution**

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

- 1.4.1 a 6.26 Volunteer Policy
- 1.4.1 b 6.32 Purchasing
- 1.4.1 c 6.40 Investment Policy

as outlined in the Director's Report of 2022 05 17.

SECTION 6: OPERATIONS

Policy 6.26: Volunteer Policy

Supporting Policies

[6.19 Volunteer Driver Insurance](#)

[6.20 Curricular Trips](#)

[6.49.01 Board Code of Conduct](#)

Supporting Procedures

[Volunteer Procedure](#)

[Religious Accommodation](#)

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

Supporting Protocols and Guidelines

Supporting Templates and Forms

External Resources

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

Approved by Board Resolution #052-2016 05 10

POLICY

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

RATIONALE

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

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

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

DEFINITIONS

Parent Volunteer

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

Community Volunteer

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

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

Current

SECTION 6: OPERATIONS

Policy 6.26: Volunteer Policy

Supporting Policies

~~4.08 Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing~~

[6.19 Volunteer Driver Insurance](#)

[6.20 Curricular Trips](#)

~~6.49.01 Board Code of Conduct~~

~~6.49.03 Bullying Prevention and Intervention Policy~~

~~6.57 Modified School Operations During the COVID-19 Pandemic~~

Supporting Procedures

[Volunteer Procedure](#)

[Religious Accommodation](#)

~~Mandatory COVID-19 Vaccination Disclosure and Rapid Antigen Testing Procedure~~

~~6.49.03 Bullying Prevention and Intervention Policy.doc~~

Supporting Protocols and Guidelines

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

Supporting Templates and Forms

[ADSB Volunteer Application Form](#)

[ADSB Volunteer Principal Support Folder](#)

External Resources

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

Approved by Board Resolution #052-2016 05 10

~~Revised by Board Resolution #~~

POLICY

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

- a) encourage participation ~~in order to that~~ enhances school-based activities and academic learning;

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

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

DEFINITIONS

Parent/Guardian Volunteer

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

Community Volunteer

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

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

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

SECTION 6: OPERATIONS

Policy 6.32: Purchasing

Supporting Policies

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

[Ministry of Finance Supply Chain Guidelines](#)

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #055-2011 04 05

Amended by Board Resolution # 077-2016 06 14

1.0 Purpose

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

2.0 Principles

Procedures shall be developed that will:

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

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

3.0 **Administrative Detail**

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

4.0 **Purchasing Code of Ethics**

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

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

5.0 **Conflict of Interest**

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

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

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

5 Buy Canadian Policy

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

6 Employee Purchasing

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

7 Unauthorized Purchases

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

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

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

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

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

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

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

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

9.1 **Exemptions**

Competitive bidding requirements may be waived for the following purchases:

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

Negotiation:

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

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

9.2 Criteria for Dollar Limits on Purchases of Consulting Services

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

10.0 Signing Authorities for the Purchase of Goods/Services

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

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

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

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

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



11.0 Standing Orders

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

12.0 Board Approval Requirements

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

13.0 Co-operative Purchasing

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

14.0 Environmental Consideration

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

15.0 Industry Safety Standards

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

16.0 Capital Projects

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

16.1 Change Orders for Capital Projects

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

Appendix 1

Purchasing Code of Ethics

Goal:

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

I. Personal Integrity and Professionalism

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

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

SECTION 6: OPERATIONS

Policy 6.32: Purchasing

Supporting Policies

[4.07 Employee Ethics](#)

[6.49 Board Code of Conduct](#)

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

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

Approved by Board Resolution #154-1998 06 23

Amended by Board Resolution #055-2011 04 05

Amended by Board Resolution # 077-2016 06 14

1.0 Purpose

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

2.0 Principles

Procedures shall be developed that will:

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

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

3.0 **Administrative Detail**

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

4.0 Segregation of Duties

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

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

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

4.05.0 Purchasing Code of Ethics

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

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

5.06.0 Conflict of Interest

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

57.0 Buy Canadian Policy

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

68.0 Employee Purchasing

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

79.0 Unauthorized Purchases

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

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

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

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

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

Criteria for Dollar Limits on Purchases of Consulting Services

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

11.0 Definitions

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

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

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

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

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

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

Sole Source

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

Single Source

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

Document Retention

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

9.112.0 Exemptions

Competitive bidding requirements may be waived for the following purchases:

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

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

Negotiation:

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

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

9.2 Criteria for Dollar Limits on Purchases of Consulting Services

Move this under 10.0 ???? RT

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

10.013.0 Signing Authorities for the Purchase of Goods/Services

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

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

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

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

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

14.0 ~~11.0~~ Standing Orders

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

12.0~~15.0~~ Board Approval Requirements

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

16.0 ~~13.0~~ Co-operative Purchasing

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

14.0~~17.0~~ Environmental Consideration

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

15.0~~18.0~~ Industry Safety Standards

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

19.0 ~~16.0~~ Capital Projects

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

~~16.1~~ 19.1 Change Orders for Capital Projects

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

DRAFT

Appendix 1

Purchasing Code of Ethics

Goal:

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

I. Personal Integrity and Professionalism

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

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

II. Accountability and Transparency

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

III. Compliance and Continuous Improvement

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

Appendix 2 to Purchasing Policy 6.32

Debarment Policy

Goal:

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

Disqualification of Bidders or Suppliers

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

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

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

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

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

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

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

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

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

SECTION 6: OPERATIONS**Policy 6.40: Investment Policy*****Supporting Policies***[6.32 Purchasing Policy](#)***Supporting Procedures******Supporting Protocols and Guidelines***[Ontario Regulation 41.10 "Eligible Investments"](#)***Supporting Templates and Forms******Other Resources****Approved by Board Resolution #50-1998 02 24**Amended by Board Resolution #067-2009 04 21**Amended by Board Resolution #078-2010 05 18**Revised By Board Resolution #092-2015 05 05*

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

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

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

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

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

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

CURRENT

SECTION 6: OPERATIONS

Policy 6.40: Investment Policy

Supporting Policies

[6.32 Purchasing Policy](#)

Supporting Procedures

[Investment Procedure](#)

Supporting Protocols and Guidelines

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

Supporting Templates and Forms

Other Resources

Approved by Board Resolution #50-1998 02 24

Amended by Board Resolution #067-2009 04 21

Amended by Board Resolution #078-2010 05 18

Revised By Board Resolution #092-2015 05 05

POLICY STATEMENT

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

INVESTMENT GOALS

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

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



ELIGIBLE INVESTMENTS

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

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

RESPONSIBILITIES

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

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

DEFINITIONS

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

MOVED PAST POLICY BELOW TO A PROCEDURE

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

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

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



B.2 Director's Report To The Board

Date: 2022 05 17

Subject: **TRUSTEE TRAVEL – 2022 OPSBA Annual General Meeting & Program**

2.1.0 Background & Information

2.1.1 The 2022 OPSBA Annual General Meeting & Program will be held at the Westin Hotel in Ottawa, ON, from June 9 to June 11, 2022. The Board will approve up to 11 Trustees to attend the event.

2.2.0 Recommendation

2.2.1 It is recommended that approval be granted for up to 11 Trustees to attend the 2022 Annual General Meeting & Program being held at the Westin Hotel in Ottawa, ON, from June 9 to 11, 2022.

2.3.0 Proposed Resolution

2.3.1 That approval be granted for up to 11 Trustees to attend the 2022 Annual General Meeting & Program being held at the Westin Hotel in Ottawa, ON, from June 9 to 11, 2022.