



***REVISED**

ITEM	TOPIC	LEAD
1.0	Call to order	
	1. Land Acknowledgment: Read by Nick Apostle	
	2. Roll Call	
	3. Approval of Agenda (Motion)	
	4. Conflict of Interest	
2.0	Consent Agenda (Motion)	
	1. Regular Board Meeting Minutes from 2025 03 25	
	2. Committee of the Whole Meeting Minutes from 2025 04 08	
	3. SEAC Meeting Minutes from 2025 03 18	
	4. Approval of Policies:	
	2.10 Student Trustee Policy	JM
	6.15 Fundraising, Canvassing, Soliciting	JSM
	6.24 Requests for Financial Assistance from Organizations	JSM
	6.38 Policy for External Use of Closed Board Facilities	JSM
3.0	Senior Administration Reports/ Information/ Monitoring	
	1. *Election of OPSBA Delegate and Alternate (Motion)	JS
	2. Report on Immunizations as per the <i>Immunization of School Pupils Act (IPSA)</i>	JM
	3. Distribution of Policies:	
	2.02 Trustee Attendance at Meetings	
	2.06 Board of Trustees Code of Conduct	
	6.11 Animals in Schools	
	6.11.1 Guide Dog	LR/BV/JM
	6.49.02 Progressive Discipline Policy for Students including Suspension and Expulsion	
	6.57 Modified School Operations During a Pandemic	
4.0	Board Reports	
	1. Report of the Director	LR
	2. Report of Chair	JS
	3. Student Trustee Report	
	4. OPSBA Reports	GB/EJ
	5. Parent Involvement Committee Report	SMC
5.0	Other Business	
	1. N/A	



ALGOMA DISTRICT SCHOOL BOARD

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

REGULAR BOARD MEETING AGENDA

Tuesday, April 29, 2025

EDUCATION CENTRE

Public Meeting Start 5:30 P.M.

6.0 Next Meeting Dates

2025 05 13 Committee of the Whole Meeting

7.0 Motion to Move into In-Camera Session

1. Motion to Adjourn In-Camera Session

8.0 Motion to Adjourn Regular Board Meeting

REPORT TO THE BOARD of 2025 04 29		Item # 1.3
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion	Motion
Topic/Issue:	Approval of Agenda	



Rationale	
That the Agenda dated 2025 04 29 be approved as distributed.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board approve the Agenda of 2025 04 29 as distributed.	
Motion was: Carried	Defeated Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 04 29		Item # 2.0
Prepared By:	Chair Sarlo	
Strategic Priority:	Governance	
Purpose:	Information Discussion	Motion
Topic/Issue:	Consent Agenda	



Rationale	
2.0 Consent Agenda for approval is as follows: - Regular Board Meeting Minutes from 2025 03 25 - Committee of the Whole Meeting Minutes from 2025 04 08 - SEAC Meeting Minutes from 2025 03 18 - Approval of Policies: 2.10 Student Trustee Policy 6.15 Fundraising, Canvassing, Soliciting 6.24 Requests for Financial Assistance from Organizations 6.38 Policy for External Use of Closed Board Facilities	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board approve the Consent Agenda items for April 29, 2025.	
Motion was: Carried	Defeated Initials of Chair: Resolution #



ITEM	TOPIC
1.0	Call to order
2025-022	The Regular Board Meeting was called to order by Chair Jennifer Sarlo Motion: Trustees Bowman/McCleary... that the board move into Open session for the Regular Board meeting of 2025 03 25 at 5:31 pm. CARRIED
	1.1 Land Acknowledgment read by Trustee Whitley 1.2 Roll Call taken as attached by Recording Secretary Lina Aceti 1.3 Conflict of Interest – n/a 1.4 Approval of Agenda
2025-023	Motion: Trustees Johnston/Murphy Foran...that the Board approve the agenda of 2025 03 25 as distributed. CARRIED
2.0	Consent Agenda
2025-024	Motion: Trustees Johnston/Bowman...that the Board approve the Consent Agenda items as follows for 2025 03 25: CARRIED
	2.1 Regular Board Meeting Minutes from 2025 02 25 2.2 Approval of In-Camera Motion of 2025 02 25
2025-025	Motion: Trustees Evans/Murphy Foran... that the Board approve Motion B.1 (re: Res# 2025 021 CL) (Personnel) of the In-Camera meeting of the Committee of the Whole that was held on February 25, 2025. CARRIED
	2.3 SEAC Meeting Minutes from 2025 02 11 2.4 Approval for Travel to OPSBA Labour Relations Conf.
2025-026	Motion: Trustees Johnson/Shamas... that the board approve Trustee travel to the 2025 OPSBA Education Labour Relations & Human Resources Symposium. CARRIED
	2.5 Proposed JK-12 Organization for 2025-2026
2025-027	Motion: Trustees Bowman/Shamas...that the proposed JK-12 organization for September 2025 be approved as outlined herein, subject to funding, the budgetary process and any significant changes in school enrollments requiring organizational changes. CARRIED



*continued section 2.0

2.6 Approval of SEAC Alternate Member

2025-028

Motion: Trustees McCleary/Johnston... that the Board approve the appointment of Kate Kallonen to represent the interest of Autism Ontario as an alternate member on the Algoma District School Board Special Education Advisory Committee.

CARRIED

2.7 ADSB Quarterly Report – Q2

3.0 Senior Administration Reports/ Information/ Monitoring

The following reports and information items were shared...

3.1 Joint Health & Safety Annual Report

2025-029

Motion: Trustees McCleary/Johnson... that the Board receive the Joint Health and Safety report and express its appreciation to committee members for their work this past year on behalf of all Board employees.

CARRIED

3.2 Discussion of Policies:

2.10 Student Trustee Policy

6.15 Fundraising, Canvassing, Soliciting

6.24 Requests for Financial Assistance from Organizations

6.38 Policy for External Use of Closed Board Facilities

4.0 Board Report heard and accepted reports from the following:

4.1 Report of the Director - Reece

4.2 Report of the Chair - Sarlo

4.3 Student Trustee Report Ciotti/McEachern/Abel

4.4 OPSBA Report – Bowman

4.5 OPSBA Indigenous Trustees - Johnston

4.6 Parent Involvement Committee Report – McCleary

6.0 Next Meeting Dates

6.1 2025 April 8 - Committee of the Whole Meeting

7.0 Motion to Move into In Camera Session

2025-030

Motion: Trustees Whitley/Johnston...that the Board move into Committee of the Whole, Closed Session, and that this portion be closed to public, at 6:28 pm.



ALGOMA DISTRICT SCHOOL BOARD

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REGULAR BOARD MEETING Minutes
Tuesday, March 25, 2025

CARRIED

*continued section 7.0

7.1 Adjournment of In-Camera Session

2025-031

Motion: Trustees Murphy Foran/Whitley...that the Board move to adjourn In-Camera Session of the Regular Board Meeting of 2025 03 25 at 8:01 pm.

CARRIED

8.0

Motion to Adjourn Regular Board Meeting

2025-032

Motion: Trustees Johnston/Johnson...that the Board move to adjourn the Regular Board Meeting of 2025 03 25 at 8:04 pm.

CARRIED



CHAIR



SECRETARY



ALGOMA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION

Date of Meeting: **Tuesday, March 25, 2025**

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

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	on-line			
Greg Bowman	present			
Sheryl Evans	present			
Sue Johnson	present			
Elaine Johnston	present			
Sara McCleary	present			
Marie Murphy-Foran	present			
Susan Myers	on-line			
Jennifer Sarlo	present			
Debbie Shamas	present			
Heather Whitley	present			
Student Trustees				
Georgie-June Abel	present			
Cameron Ciotti	present			
Addy McEachren	on-line			
Admin. Council				
L. Reece	present			
J. Santa Maria	present			
B. Vallee	on Line			
J. Maurice	present			
M. Bell	present			
F. Palumbo	present			
B. Servant	present			
Others				
L. Aceti	present			
F. Walsh	present			
Media				
Darran Taylor	See Today			
Brian Kelly	Sault Star			

L. Aceti
Executive Assistant/Recording Secretary



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COMMITTEE OF THE WHOLE MEETING Minutes

Tuesday, April 8, 2025

ITEM	TOPIC
1.0	Call to Order
2025-033	The Regular Board Meeting was called to order by Trustee Greg Bowman Motion: Trustees Evans/Apostle... that the board call to order session of the Committee of the Whole Meeting of 2025 04 08 at 5:31 pm. CARRIED 1.1 Land Acknowledgment: Read by Trustee Greg Bowman 1.2 Roll Call taken as attached by Recording Secretary Lina Aceti
2.0	Presentations/ Monitoring/Discussion
	Strategic Priority: Achievement 2.1 Success of Prior Learning Assessment & Recognition (PLAR) Guests: Teacher Julie Zachary and featuring student voice of Jaze St.Pierre. 2.2 Literacy in ADSB Primary Classrooms 2.3 Update on new Three Rivers JK-12 School
3.0	System Updates/Upcoming Events
	1.1 ADSB Family Voice Survey 3.2 Discussion: Future C.O.W. Topics
4.0	Next Meeting Dates
	4.1 2025 04 29 Regular Board Meeting
5.0	Motion to Adjourn Committee of the Whole Meeting
2025-034	Motion: Trustees Whitley/Evans...that the Board move to adjourn the session of the Committee of the Whole Meeting of 2025 04 08 at 6:53 pm. CARRIED

CHAIR or DESIGNATE

SECRETARY



ALGOMA DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE MEETING – OPEN SESSION

Date of Meeting: **Tuesday, April 8, 2025**

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

Location: **EDUCATION CENTRE**

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	present			
Greg Bowman	present			chaired mtg.
Sheryl Evans	present			
Sue Johnson	present			
Elaine Johnston	online			
Sara McCleary	present			
Marie Murphy-Foran	online			
Susan Myers	present			
Jennifer Sarlo	present			
Debbie Shamas	present			
Heather Whitley	present			
Student Trustees				
Cameron Ciotti	present			
Addy McEachren	online			
Georgia-June Abel	present			
Admin. Council				
L. Reece	present			
J. Santa Maria	present			
B. Vallee	present			
J. Maurice	present			
M. Bell	present			
F. Palumbo	present			
B. Servant	present			
Others				
L. Aceti	present			
F. Walsh	present			
Media				
Darren Taylor	present			

L. Aceti
Recording Secretary or Designate



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

**MINUTES OF MEETING
March 18, 2025
Sugar Maple Room/Teams
12:00 Start Time**

Present: M. Tuomi, (Autism Ontario), A. Gauthier (Thrive CDC), V. Simon (Member-at- Large) S. Kitts (North Shore Tribal Council)

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

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

Regrets: C Snider (AFS), M. Barbeau (Community Living Algoma), P. Mick (Member-At-Large),

Guests: Amanda Naccarato (Special Education Assignment Teacher)

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

1. Welcome

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

3. Approval of Agenda and Minutes

- Approval of Agenda. Moved by S. Kitts. Seconded by M. Tuomi. All in favour.
- Approval of Minutes (February 11, 2025). Moved by. H, Whitley. Seconded by M. Tuomi. All in favour.

4. Correspondence: No correspondence received.

5. Presentation: *Formal assessment in ADSB: An Overview of the Process (Amanda Naccarato, SEAT)*

- A. Naccarato provided SEAC with an overview of the formal assessment process that is currently in place in ADSB. Detailed information about this process is also to be found in the Special Education Plan and the Parent's Guide.

- Pre-Referral: Formal assessment is not the starting point for specialized programming; there is a great deal of work that should happen at the school before a referral is made. This includes discussion/review by the in-school team, a plan for intervention/remediation of learning needs, use of informal accommodations in the classroom, data collection, on-going discussion/consultation between school and caregivers, and in most cases, implementation of a “non-exceptional” IEP to outline programs and/or services that are in place.
- Referral: There are guidelines to be followed when a referral is made. These include ensuring that there has not already been a recent assessment conducted, implementing a non-exceptional IEP to ensure that the student is not waiting to receive supports and services, ensuring that the parent/guardian is supportive of having an assessment done, and checking that the student has consistent attendance as frequent absenteeism can skew achievement results.
- ADSB conducts assessments within two assessment “windows” of six months each. The first window to submit referrals is in June (sometimes late May). Assuming that the referral is appropriate, students referred during the June intake will be assessed between July through November, with reports being shared between September and February.
- The second referral window is for referrals to be submitted in December (or early January). Assuming the referral is appropriate, students referred during the December intake will be assessed between January and May, with reports being shared between March and September.
- A sample timeline was provided to illustrate the process.
- At present, ADSB is conducting approximately 160-180 formal assessments each year.

Questions arising from the presentation:

- S. Kitts asked what happens if parents are not on board with testing because they don’t want their child to be “labelled”? Does the school still move forward with testing? A. Naccarato responded that parent/guardian must give permission for a formal assessment. Assessments are expensive, and we want to ensure that the parent/guardian is on board with having an assessment done and sharing the results with the school for programming purposes.
- S. Kitts asked how many assessors the ADSB has? We currently contract three psychometrists/psychological associates to provide assessments. Two of these are based in our district and ADSB also has a long-standing relationship with a firm in southern Ontario for assessments. We do not have “in-house” assessment; we contract for these services.
- M. Tuomi asked if a parent feels that there concerns for their child and want an assessment done, but the school does not agree, is there a way to push testing? B. Vallee responded that we usually conduct assessments for the purposes of providing more specific and detailed information to inform programming for the student. That usually happens because the school sees evidence that the student is struggling even with programming and services provided. In practice, it has become very rare that a referral is declined due to the “pre-referral” work that is expected. If parent and school disagree, the parent would follow the ADSB process for dealing with unresolved issues outlined in the *Special Education Plan* and on the website.

- A, Gauthier asked if ADSB tests for ADHD. B. Vallee responded that school boards conduct psychological-educational assessments, generally to determine the presence of a learning disability (although we have picked up more assessments for students with potential MID recently as our community partners no longer conduct these assessments). In cases where the needs of the student are complex, or in cases where a differentiated diagnosis is required, (e.g. the learning difficulty is accompanied by behavioural, socio-emotional, or mental health concerns) a referral to an external agency for a more specialized diagnosis may be most appropriate. ADHD is a diagnosis that is generally made by the medical community rather than a school board, although we usually support the process through the completion of rating scales or checklists.

6. Member Organization Updates

North Shore Tribal Council (Sherri Kitts)

- Still working with parents and the schools trying to support students who are still struggling with behaviour issues,
- North Shore Tribal Council is hosting an emergency meeting about potential changes to Jordan's Principle funding. There are concerns about what the recent operational bulletin will mean for services currently provided. Meeting is scheduled for Friday March 22, 2024

Autism Ontario (M. Tuomi)

- For March the focus is still promoting "*Celebrate the Spectrum*". Requests for materials must be submitted by March 19, 2025, to ensure they arrive in time for April 2nd.
- Offering all caregivers a seven-week group program to target the social, emotional, and psychological challenges that can arise among caregivers of children with complex needs. We help caregivers care for themselves because the more they show up for themselves, the more they can show their loved ones the way.

Member-At-Large (Pat Mick)

- Nothing to report

Thrive (Amanda Gauthier)

- Nothing to report

Member-at-Large (Velma Simon)

- 4 weeks left until the end of the term. A celebration is planned for the end of April.
- Sault College will be having an Open House on Saturday, April 5, 2025, from 9:00-12:00 noon. Opportunity to see the college, participate in draws, prizes, etc.
- Awards ceremony taking place on March 18, 2025

7. Report from the Board (Trustees)

- Last Board Meeting was on February 25, 2025. Next meeting is scheduled for Tuesday of next week (March 28th).

- We are adjusting our practices for structuring meetings and agendas. We are now holding Open sessions beginning at 5:30, to be followed by a closed session
- Excited to announce a new partnership and learning opportunity that White Pines will be offering. We have teamed up with a local chocolate company with chocolate-making on site and opportunities to sell the product through the community.
- Approval of the 2025-2026 school year calendar is complete.
- Updated information about the new ADSB Alliance Academy was provided at our last meeting.
- Student Trustees have been selected for the 2025-2026 school year.
- Policy review cycle continues.

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

- **Professional Development Day (February 27th):** Professional Development Day took place on February 27th. Originally scheduled for March 28th, the date was re-scheduled due to the Provincial Election being called for February 27th. We have expressed concerns about a number of safety/security considerations that need to be made if/when schools serve as polling stations which made a date change the most attractive option. Topics for the PD Day included an opportunity for school teams to reflect on their learning related to school improvement efforts through cycle 1 and 2 as they developed and refined their cycle 3 classroom and school improvement plans. Homeroom teachers of grades 3 & 6, grade 9 math and literacy teams worked with their principals to develop EQAO plans, while other teaching staff participated in virtual workshops of choice on a variety of topics (i.e. literacy, numeracy, equity, special education, MLL, Indigenous education, well-being) related to their improvement work. Educational Assistants engaged in Behaviour Management Systems (BMS) refresher training which focuses on preventative measures and safety when responding to student behaviours.
- **Kindergarten Registration Continues.** Kindergarten registration continues for children born in 2021, as well as those born in 2020 that may not have attended school during the current school year. Very helpful to have families register as early as possible as this certainly helps with preliminary planning for the 2025-2026 school year.
- **SERT Professional Learning:** Our February session was a deep dive into the “nitty-gritty” of the Individual Education Plan with a focus on the “front matter” that are part of the IEP standards. Our March learning session for elementary SERTs takes place on Friday, March 21st. Focus areas for this session will include an “Open Spaces discussion on two topics from a choice of *Building Intervention Groups*; *IEP Development/ IPRC Reviews*, *Modified Programming*, and *Facilitating ISEPT Meetings*. Other topics will include some professional learning around the SERT role in EQAO assessments, and an overview of specialized classrooms and programs. SERTs will also participate in a session on aligning the Knowledgehook and Math-up tools to support their intervention planning.
- **Upcoming Parent Involvement Committee (PIC) Workshop:** The next parent workshop sponsored by the ADSB PIC will take place on March 31st from 6:30-7:30. Topic for this session is Numeracy/Mathematics. Link will be available through the ADSB website.

9. Next Meeting: April 15, 2025

10. Motion to adjourn: Moved by S. Kitts. Seconded by M. Tuomi.

Meeting adjourned at 1:00 p.m.

REPORT TO THE BOARD		Item # 3.1
Prepared By:	Chair Sarlo	
Strategic Priority:	All Strategic Priorities	
Purpose:	Information Discussion	Motion
Topic/Issue:	Election of OPSBA Delegate and Alternate	



Rationale	
The governance structure of the Ontario Public School Boards' Association (OPSBA) requires representation from all five of OPSBA's Regions, the Indigenous Trustees' Council (ITC), and the Black Trustees' Caucus (BTC) on the Board of Directors and other committees. Each of OPSBA's 31 school member school boards and 10 school authorities/treatment school authorities, may appoint one trustee as a "Voting Delegate," who attends Annual and Special meetings (i.e. the Annual General Meeting) and votes on all matters on behalf of their school board or school/treatment authority and who is/can be a member of the OPSBA Board of Directors.	
Key Highlights	
The OPSBA Board of Directors is responsible for overseeing the affairs of the Association, thus a Delegate is expected to make every effort to be knowledgeable of: • matters currently under discussion at OPSBA and OPSBA's position on such matters • their member Board's position on matters • the full range of services that are available from OPSBA for trustees and school board administration. The term of office for the Delegate position begins immediately following the Annual General Meeting (AGM) and ends immediately following the subsequent Annual Meeting (one year). The time commitment, outside the AGM, usually includes 5 Board of Directors meetings (typically in September, November, February, April and June). Note: Some Boards opt to appoint a Delegate and a Board of Directors member, however, in ADSB, as in many other Boards, the preference is to select the same trustee to be the Delegate and member on the Board of Directors, for consistency.	
Anticipated Benefits	
The Board of Directors is the principal source of policy and political direction for the Association and its major decision-making body, thus our OPSBA Delegate has an important role to play in ensuring our voice (our views, insights and positions) is heard provincially.	
Insights / Learning	
It is in our best interest to elect a candidate with a high level of engagement and can commit the necessary time to the position.	
Considerations/Next Steps	
OPSBA emailed further information and expectations of the role to all trustees, for their review and consideration.	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board confirm the appointment of Trustee _____ as OPSBA Delegate and Director to the OPSBA Board of Directors for 2025-2026, effective the day after the OPSBA Annual General Meeting.	
Motion was:	Carried Defeated Initials of Chair: Resolution #

Moved by:	Seconded by:
That the Board confirm the appointment of Trustee _____ as the OPSBA Alternate Delegate, who shall replace the Delegate, if necessary, as the representative of our Board.	
Motion was:	Carried Defeated Initials of Chair: Resolution #

REPORT TO THE BOARD of 2025 04 29		Item # 3.2
Prepared By:	Superintendent Maurice	
Strategic Priority:	Well-Being	
Purpose:	Information Discussion Motion	
Topic/Issue:	Report on Immunizations as per the Immunization of School Pupils Act (ISPA)	



Rationale
Under the Immunization of School Pupil's Act (ISPA) R.S.O.1990, all children under the age of 18 attending school in Ontario are legally required to be immunized against certain preventable diseases (Diphtheria, Tetanus, Polio, Measles, Mumps, Rubella, Meningococcal Disease, Pertussis (whooping cough) and Varicella (chickenpox)), unless a valid exemption due to medical, conscience, or religious reasons is provided. As outlined in the legislation, local health units, including Algoma Public Health (APH), Public Health Sudbury and Districts (PHSD), and Northeastern Public Health (NPH), collect, maintain, and review the immunization records of all students to ensure each child is immunized and their records are up to date.
Key Highlights
- Pursuant to s.6 (1) of the ISPA, the Medical Officer of Health (MOH) by a written order may require a person who operates a school in the area served by the MOH to suspend from attendance at the school a pupil when the MOH: - has not received a statement from a physician, nurse or prescribed person showing that the pupil has completed the prescribed program of immunization in relation to the designated diseases, - has not received an unexpired statement of medical exemption in respect of the pupil, or - has not received a statement of conscience or religious belief in respect of the pupil and confirmation that the parent has completed the education session described; and - is not satisfied that the pupil has completed, has commenced and will complete or will commence and complete the prescribed program of immunization in relation to the designated diseases. - The suspension order is for a period of 20 school days or until the conditions above are met, and is sent directly to the parents/guardian, along with a copy to the Principal of the school. The written order includes information regarding the appeal process which is sent to the MOH and the Health Services Appeal and Review Board. The MOH has the authority to extend the suspension for an additional 20 days if the conditions that led to the suspension do not change. (Note: The reasons for suspension, suspension process and appeal process are separate from suspensions as defined under Safe Schools and the Education Act.) - After several years of backlog related to the COVID pandemic, in 2024 APH, PHSD and NPH began ISPA enforcement in schools in January 2024. Prior to the commencement of suspensions, school personnel communicated with parents/guardians of students on suspension order to ensure that they were aware of the suspension order and pathways to being removed from the suspension order. - This year, APH sent out notices to parents/guardians of students 4-18 years of age at the end of January 2025 to inform them of any overdue/missing immunizations. Similar notices were delivered by PHSD and NPH in their jurisdictions. - During the week of March 31, APH issued suspension orders to students in grades 9, 10 and 11 who remained overdue for mandatory vaccines. Suspension orders are to take effect on May 5 in Sault Ste. Marie, and May 12 in district locations. Between March 31 and May 5 or 12, students are being removed from the suspension order list when the required documentation is received by APH. It is the responsibility of students and/or their parents/guardians to submit the required documentation to APH. - Suspension orders for students in elementary grades will be issued in the fall.
Anticipated Benefits
- The purpose of the ISPA is to increase the protection of the health of children against the designated diseases. - Multiple reminders and communication from health units, prior to the start of suspension dates, reduces the actual number of suspensions.

Insights/ Learning
▪ Last year schools were grouped such that suspension start dates were staggered throughout the month of April. This provided opportunities for schools with later suspension start dates to learn from schools in the first group who had the first suspension start date. ▪ Reflecting on last year’s enforcement of MOH suspensions ordered under the authority of the ISPA, schools and Board personnel: a) recognized the importance of proactive planning to assist communication with parents/guardians to reduce the number of actual student suspensions (e.g. ensure they are aware of the suspension ordered by the MOH and the pathways to having the suspension order revoked); b) recognized the need to differentiate between Safe Schools related suspensions and suspensions being enforced under an order issued by the MOH under the ISPA when communicating with parents/guardians.
Considerations / Next Steps
▪ In Sault Ste. Marie, APH will provide updated suspension lists to school secondary Principals next week. This list will be updated on Friday, May 2 when Principals will be provided with an updated list of students who remain under suspension order and another list of students who have been removed from suspension order. This will be updated again in the morning of Monday, May 5. In the District, this process will be one week later. ▪ Best practices learned from Principal feedback from last year and observations of Board personnel will be shared with Principals in preparation for the upcoming suspension dates – including communication strategies for parents/guardians of students who remain under a suspension order. ▪ ADSB Policy 6.49.02, <i>Progressive Discipline Policy for Students including Suspension and Expulsion</i> will be revised to differentiate between suspensions issued through Safe Schools and the Education Act in comparison to suspension enforced by schools under an order issued by the MOH under the authority of the ISPA.



Section 2: Bylaws – Trustees - Committees

Policy 2.02: Trustee Attendance, Including Technology-Assisted Attendance

Supporting Policies:

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Education Act

Approved by Board Resolution #154-1998 06 23

Approved by Board Resolution #049-2016 05 10

Approved by Board Resolution #120-2023 11 28

1 Attendance at Meetings

Trustees shall receive proper notice of all Regular and Special Board meetings and of the Committees on which they serve.

Trustees are expected to attend all Regular Board meetings and the meetings of Committees on which they serve.

A Register of Trustee attendance at Regular Board, Special Board, and committee meetings will be established and maintained by the Director or Designate. This register will be available to the public on request. Attendance records for all meetings shall record instances where trustees are required to arrive late or leave prior to adjournment. Meeting minutes shall note when trustees have advised the Chair of their inability to attend a meeting (e.g. illness, work commitment, approved Board business).

A Trustee absent from a meeting(s) while acting on approved Board business or while serving as an officer of a Trustee Association will be granted credit for attendance at the meeting(s).

The Board Chair may excuse the absence of Trustees in special situations and the absence will be so recorded.

The Chair and Vice-Chair will periodically review the attendance record and will discuss any attendance problems with the trustee(s) concerned.

Continuing attendance problems will be brought to the attention of the Board. The importance of regular attendance is reflected in the Education Act R.S.O. 1990 s.191(12) which states “A



board may provide for a deduction of a reasonable amount from the allowance of a member because of absence from regular or committee meetings of the board.”

In keeping with the Education Act R.S.O. 1990 s.229(1) a Trustee who “absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board, ..., the member thereby vacates his or her seat, and the provisions of this Act with respect to the filling of vacancies apply.”

2 Technology-Assisted Attendance and Electronic Meetings

The following provisions shall support a member of the Board who wishes to participate in a meeting through electronic means:

1. At the request of any board member or student representative, the Board shall provide the member or representative with electronic means for participating in one or more meetings of the board or of a committee of the board, including a committee of the whole board. [Reference: Reg. 463/97 Sec. 3(1)]
2. The electronic means required by Paragraph 1 above shall permit the member or representative to hear and be heard by all other participants in the meeting.
3. The electronic means shall be provided in such a way as to comply with the rules governing conflict of interest of members. To maintain confidentiality, members joining a closed meeting via electronic means (ie. teleconference, videoconference) shall ensure they are in a private room/area, such that they cannot be seen or heard by other persons who are not part of the meeting. The recording of a closed meeting, by any means, is strictly prohibited.
4. Pupil representatives and ratepayers who are participating through electronic means will not participate in any proceedings of the board or committee of the board, including a Committee of the Whole Board that are closed to the public in accordance with the Act.
5. Subject to any conditions or limitations provided for under the Education Act or under Regulation 463/97, a member of the board who participates in a meeting through electronic means in accordance with Regulation 463/97 shall be deemed to be present at the meeting for the purposes of every act.
6. The Algoma District School Board requires that at every meeting of the board or of a committee of the whole board the following persons be physically present in the meeting room of the board:
 - The Chair of the Board or his or her designate.
 - At least one additional member of the board.
 - The Director of Education of the Board or his or her designate.

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

- The Chair of the Committee or his or her designate.
 - The Director of Education of the Board or his or her designate.
7. Despite paragraph 1 of [Section 2.0](#) of this policy, the Board may refuse to provide a member with electronic means of participation in a meeting of the Board, a meeting of



the Committee of the Whole Board or a meeting of any committee of the Board, where to do so is necessary to ensure compliance with the physical attendance in the meeting room section of this policy [Section 5(3), Regulation 463/97].

8. The meeting room of the board or of a committee of the Board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board (Section 6(1), Regulation 463/97] except for those sections of said meetings which are closed to the public in accordance with the Act, unless public health measures warrant otherwise.

CURRENT



Section 2: Bylaws – Trustees - Committees

Policy 2.02: Trustee Attendance at Meetings (including electronic meetings)

Supporting Policies:

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Regulation 463/97
Education Act, s.228(1)(b),(e)
Municipal Conflict of Interest Act

Approved by Board Resolution #154-1998 06 23
Approved by Board Resolution #154-2016 05 10
Approved by Board Resolution #154-2023 11 28

RATIONALE:

School Board Trustees, as elected officials, have the role to oversee the governance function of the school board, with specific duties outlined in the Education Act (s.218.1). Attendance at meetings (Board meetings, Committee meetings, Committee of the Whole meetings and In-Camera meetings) is necessary to preserve the integrity of the elected role, while also enabling meaningful dialogue, debate and decision-making, and operating with visibility, transparency and within the standards established by and expected by the province.

ATTENDANCE EXPECTATIONS:

1. Deemed present

Subject to any conditions or limitations provided for under the Act or Regulation 463/97, a member of a board who participates in a meeting through electronic means in accordance with the Regulation is deemed to be present at the meeting for the purposes of every Act.

2. Provision of electronic means

a) At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in one or more meetings of the board or of a committee of the board, including a committee of the whole board. Refusal to provide a member with electronic means of participation in a meeting of the board, a meeting of a committee of the whole board or a meeting of any committee of the board, is permitted, unless the member has approval under subsection 5 or where to do so is necessary to ensure compliance with section 5(d) or (e).

b) The electronic means shall permit all persons participating in the meeting to communicate with each other simultaneously.



- c) The electronic means shall be provided in such a way as to comply with the rules governing conflict of interest of members.
- d) Student trustees who are participating through electronic means shall not participate in any proceedings that are closed to the public under clause 207 (2) (b) of the Act.
- e) To maintain confidentiality, members who join a closed meeting via electronic means (i.e. teleconference or videoconference) shall ensure they are in a private room/area, such that they cannot be seen or heard by other persons who are not part of the meeting. The recording of a closed meeting, by any means, is strictly prohibited.
- f) At all meetings at which a trustee, including a student trustee, participates by electronic means, it is the responsibility of those trustees to comply with the requirements of the *Municipal Conflict of Interest Act*, including, in the case of a meeting that is closed to the public, to disconnect from the electronic participation for so long as is necessary in order to so comply.

3. Public access to meetings

- a) Members of the public shall be provided with electronic means to observe meetings of the board or of a committee of the board, including a committee of the whole board. The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every regular meeting of the board or of the committee of the board, excluding meetings closed to the public.
- b) If non-board members/the public are participants in the meeting, electronic means shall permit communication simultaneously and instantaneously among participants.
- c) Members of the public/non-board members shall not participate in any proceedings that are closed to the public.

4. Committee meetings, member attendance

The chair of the committee or their designate shall be physically present in the meeting room at every regular meeting of the committee of the board, except a committee of the whole board. The chair of the committee or their designate may participate in a meeting of the committee of the board by electronic means if another member of the committee, who is also a member of the board, is physically present in the room.

5. Board meetings, member attendance

All members of the board shall be physically present in the meeting room of the board at every regular meeting of the board and every regular meeting of a committee of the whole board. A member of the board may participate in a meeting described in this section by electronic means instead of being physically present if the member receives written approval, as follows:

- a) If a member of the board proposes to participate in a meeting described in section 5 by electronic means, the member shall submit a request in writing and the reasons for the request to the chair of the board before the meeting begins.
- b) If the member of the board making a request in 5(a) is the chair of the board, the chair shall submit the request and reasons to the vice-chair of the board, or if the board has no vice-chair, to another member of the board.
- c) The chair, vice-chair or other member, as applicable, may approve a request if they are satisfied that one or more of the following circumstances exists:



- i) the member's primary place of residence within the area of jurisdiction of the board is located 125 km or more from the meeting location;
 - ii) weather conditions do not allow the member to travel to the meeting location safely;
 - iii) the member cannot be physically present at a meeting due to health-related issues;
 - iv) the member has a disability that makes it challenging to be physically present at a meeting;
 - v) the member cannot be physically present due to family responsibilities in respect of:
 - the member's spouse
 - a parent, step-parent or foster parent of the member or the member's spouse
 - a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse
 - a relative of the member who is dependent on the member for care or assistance, or
 - a person who is dependent on the member for care or assistance and who considers the member to be like a family member.
- d) The chair shall not approve a request under section 5 if approving the request would result in fewer than one member of the board, in addition to the chair of the board or their delegate, being physically present in the meeting room.
- e) The vice-chair or other member of the board shall not approve a request under section 5 unless the chair's delegate will be physically present in the meeting room.

6. Board and committee meetings, director of education attendance

The director of education or their designate shall be physically present in the meeting room for each meeting of the board and each meeting of a committee of a board, including a committee of the whole board.

7. School closures

Requirements outlined in sections 5(d), 5(e), and 6 for members to be physically present at meetings, and the requirement under section 6 (c)(v), do not apply if all schools of the board are closed pursuant to an order made by:

- a) The Minister under section 5(1) of the Act;
- b) A medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the Health Protection and Promotion Act;
- c) The Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2 (4) of the Emergency Management and Civil Protection Act; or
- d) The Lieutenant Governor in Council under paragraph 4 (1) (a) of the Reopening Ontario (A Flexible Response to COVID-19) Act.

If an order is made, the period starts on the day the order is made and ends 60 days after the order ceases to apply.

If all schools of the board are closed under an order made in accordance with Ontario Regulation 463/97 then the requirement for the physical attendance at any meetings by a trustee or the Director of Education is not required in accordance with that Regulation and all



trustees and student trustees may participate electronically as of right and without complying with section 5 above. In those circumstances, the meeting room of the board or a committee of the board will not be open to permit physical attendance by members of the public.

Except those committee meetings from which the public has been excluded, the meeting room of the Board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every regular meeting of the Board or of the committee of the board, regardless of whether one or more trustees (including the student trustees) participate at such meetings electronically, unless all schools of the board are closed, as described above.

The Board shall provide members of the public with the ability to connect electronically to a meeting of the board or of a committee of the board. The electronic means used shall permit the public to hear the meeting, and where permitted by the board (example, a delegate), to participate in a meeting then all participants in the meeting shall be able to communicate with each other simultaneously and instantaneously.



Section 2: Bylaws – Trustees - Committees

Policy 2.06: Board of Trustees Code of Conduct

Supporting Policies:

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Approved by Board Resolution #066-2017 06 20
Reviewed by Board Resolution #049-2019 05 07
Approved by Board Resolution #101-2024 09 24

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1 PURPOSE

A Trustee position is an elected position, which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours.

The code of conduct is aligned with the Mission and Vision of the Algoma District School Board which states:

Mission:

We build confident learners, caring citizens.

Vision:

Learners in the Algoma District School Board engage in innovative experiences that maximize achievement, build confidence and develop responsible citizens.

2 APPLICATION

This Code of Conduct and the Enforcement Procedures apply to all Trustees of the Board, including the Chair of the Board.

3 CODE OF CONDUCT

3.1 Integrity and Dignity of Office

Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

When acting or holding themselves out as Trustee of the Board, Trustees shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.

When acting or holding themselves out as a Trustee, the Trustee shall treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic



origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.

Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending Board events, or while on Board property.

Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Trustees shall endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

3.2 Avoidance of personal advantage and conflict of interest

No Trustee shall accept a gift from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board, unless:

- a) the gift is of nominal value,
- b) the gift is given as an expression of courtesy or hospitality, and
- c) accepting the gift is reasonable under the circumstances.

However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event.

A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.

No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

No Trustee shall use or permit the use of board resources for any purposes other than the business of the Board.

3.3 Compliance with Legislation

A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.

Every Trustee of the Board shall comply with this Code of Conduct and uphold the spirit of the Code.

Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

3.4 Civil Behaviour

No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.



A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.

When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.

Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

All Trustees of the Board shall endeavour to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

3.5 Respect for Confidentiality

No Trustee shall disclose confidential information obtained or made available to them in their role as a Trustee except as authorized by law or the Board (i.e., personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so).

Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.

No Trustee shall use confidential information, including confidential information obtained by them or made available to them in their role as a Trustee for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child and shall not use such confidential information in a manner that would be detrimental to the interest of the Board. (Parent, spouse and child have the same meaning as in Section 1 of the *Municipal Conflict of Interest Act*.)

3.6 Upholding decisions

All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.

Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.

A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

Each Trustee shall comply with Board policies, procedures, by-laws, and rules of order.

The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall act as spokesperson to the public on behalf of the Board unless authorized by the Board. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.



4 ENFORCEMENT OF CODE OF CONDUCT

4.1 *Identifying a Breach of the Code*

A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair of the Board.

Any allegation of a breach of the Code must be brought to the attention of the Chair of the Board no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.

Any allegation of a breach of the Code of Conduct shall be investigated following the Informal or Formal Complaint Procedures below, as the case may be.

It is expected that whenever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding his/her obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure.

4.2 *Chair/Presiding Officer*

The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair of the Board.

Each year two alternate Trustees shall be chosen by the Board to be used when the circumstance warrants that one or both Trustees are needed in place of the Chair and/or Vice-Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement. In no circumstance, shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal Inquiry into the complaint.

Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the Education Act to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.

The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or views.



The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Law of the Board. A breach of a rule of order should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

4.3 Informal Complaint Procedure

The Chair of the Board, on his/her own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.

The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

4.4 Formal Complaint Procedure

A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board, a written, signed complaint setting out the following:

- i. the name of the Trustee who is alleged to have breached the Code;
- ii. the alleged breach or breaches of the Code;
- iii. information as to when the breach came to the Trustee's attention;
- iv. the grounds for the belief by the Trustee that a breach of the Code has occurred; and
- v. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach. Except as provided below, if a written complaint is filed with the Chair of the Board then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.

In an election year for Trustees, a code of conduct complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two months prior to election day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.



The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.

4.5 Refusal to Conduct Formal Inquiry

If the Chair and Vice-Chair of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, a confidential report shall be provided stating the reasons for their opinion and a recommendation to the Board of Trustees that a formal inquiry not be conducted. The Board of Trustees shall decide whether or not to accept the recommendation not to proceed with a formal inquiry. If the Chair and Vice-Chair of the Board cannot agree on the above then an outside consultant shall be retained by the Board to provide the Board of Trustees with an opinion as to whether or not the complaint meets the criteria above. The Board of Trustees will determine whether or not a formal inquiry will be conducted. The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not a formal inquiry will be conducted. The Trustee who brought the complaint to the attention of the Board may vote on the resolution.

If an allegation of a breach of the Code of Conduct on its face is with respect to the noncompliance with a more specific Board Policy with a separate complaint procedure, the allegation shall be processed under that procedure.

4.6 Steps of Formal Inquiry

If a formal inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by an outside consultant chosen by the Chair and Vice-Chair. Regardless of who undertakes the formal inquiry the following steps shall be followed.

The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

Procedural fairness shall govern the formal inquiry. The formal inquiry will be conducted in private.

The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.

The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.

It is expected that the formal inquiry will be conducted within a reasonable period of time which will depend on the circumstances of the case. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of the time as the outside consultant deems appropriate in the circumstance.

If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence.



The final report shall outline the finding of facts and contain a recommendation or opinion as to whether the Code of Conduct has been breached, if requested by the Board of Trustees.

4.7 Suspension of Formal Inquiry

If the investigators, when conducting the formal inquiry, discover that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

4.8 Decision

The final report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.

Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.

If the Board of Trustees determine that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.

The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board present and voting.

Despite s. 207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:

- a) the security of the property of the board;
- b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the board; or
- e) litigation affecting the board.

The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.



The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.

The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.

4.9 Sanctions

When discussing First Nation Issues, due consideration shall be given to the First Nation Trustee who has been sanctioned by the board.

If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:

- a) Censure of the Trustee.
- b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.

The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

4.10 Reconsideration

If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall:

- a) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
- b) the notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
- c) consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.

If the Board revokes a determination, any sanction imposed by the Board is revoked.

If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.



If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made. The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may vote.

The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.

If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.

5 ACKNOWLEDGEMENT AND UNDERTAKING

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and the Enforcement Procedures.

Date:	
Signature:	
Please Print Name:	



Section 2: Bylaws – Trustees - Committees

Policy 2.06: Board of Trustees Code of Conduct

Supporting Policies:

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Approved by Board Resolution #066-2017 06 20
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Approved by Board Resolution #101-2024 09 24

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1 PURPOSE

A Trustee position is an elected position, which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours.

The code of conduct is aligned with the Mission and Vision of the Algoma District School Board which states:

Mission:

We build confident learners, caring citizens.

Vision:

Learners in the Algoma District School Board engage in innovative experiences that maximize achievement, build confidence and develop responsible citizens.

2 APPLICATION

This Code of Conduct and the Enforcement Procedures apply to all Trustees of the Board, including the Chair of the Board.



3 CODE OF CONDUCT

3.1 *Integrity and Dignity of Office*

Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

Trustees shall comply with the Board's Code of Conduct and any applicable Board bylaw, resolution, policy and procedure.

When acting or holding themselves out as Trustees of the Board, Trustees shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.

When acting or holding themselves out as a Trustee, the Trustee shall treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.

Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending Board events, or while on Board property.

Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Trustees shall endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

3.2 *Avoidance of Personal Advantage and Conflict of Interest*

No Trustee shall accept a gift from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board, unless:

- a) the gift is of nominal value,
- b) the gift is given as an expression of courtesy or hospitality, and
- c) accepting the gift is reasonable under the circumstances.

However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event.

A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.

No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.



No Trustee shall use or permit the use of board resources for any purposes other than the business of the Board.

3.3 Compliance with Legislation

A Trustee of the Board shall discharge his or her duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and comply with the *Municipal Freedom of Information and Protection of Privacy Act*, and any other relevant legislation.

Every Trustee of the Board shall comply with this Code of Conduct and uphold the spirit of the Code.

Every Trustee shall respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board.

3.4 Civil Behaviour

No Trustee shall engage in conduct during meetings of the Board or committees of the Board, and at all other times that would discredit or compromise the integrity of the Board.

A Trustee of the Board shall not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee of the Board.

When expressing individual views, Trustees shall respect the differing points of view of other Trustees on the Board, staff, students and the public.

Trustees shall at all times act with decorum and shall be respectful of other Trustees of the Board, staff, students and the public.

All Trustees of the Board shall endeavour to work with other Trustees of the Board and staff of the Board in a spirit of respect, openness, courtesy, and co-operation.

3.5 Respect for Confidentiality

No Trustee shall disclose confidential information obtained or made available to them in their role as a Trustee except as authorized by law or the Board (i.e., personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of his or her position, except when required by law or authorized by the Board to do so).

Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.

No Trustee shall use confidential information, including confidential information obtained by them or made available to them in their role as a Trustee for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child and shall not use such confidential information in a manner that would be detrimental to the interest of the Board. (Parent, spouse and child have the same meaning as in Section 1 of the *Municipal Conflict of Interest Act*.)



3.6 Upholding Decisions

All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.

Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.

A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.

Each Trustee shall comply with Board policies, procedures, by-laws, and rules of order.

The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall act as spokesperson to the public on behalf of the Board unless authorized by the Board. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

4 ENFORCEMENT OF CODE OF CONDUCT

4.1 4.1 Definitions

"Appellant" means the party appealing the Integrity Commissioner's determination.

"Business Day" means a day from Monday to Friday, excluding Holidays as defined in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

"Holiday" is defined in the *Legislation Act, 2006*.

"Integrity Commissioner" means a person appointed by the Board from the Minister of Education's roster of integrity commissioners or during the time no such roster exists, a person appointed by the Board who holds the qualifications to be appointed an integrity commissioner prescribed by Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

"Respondent" means the party responding to an appeal of the Integrity Commissioner's determination.

4.2 Informal Complaint Procedure

It is expected that whenever possible, allegations of a breach of the Code of Conduct ("Code") by a Trustee shall be investigated following the Informal Complaint Procedure, prior to initiating a Formal Complaint Procedure (as per below). It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in



understanding their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the *Formal Complaint Procedure*. However, a Trustee does not have to first attempt an informal resolution of a complaint before commencing a formal complaint described below.

The Chair of the Board, on their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the alleged breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.

At the discretion of the Chair, they may include the Vice-Chair of the Board, or another Trustee of the Board in the above meeting.

If the allegation of a breach of the Code involves the Chair of the Board, the Vice-Chair of the Board may carry out the duties described in paragraph 2 above. At the Vice-Chair's discretion, they may include another Trustee of the Board to attend the above meeting.

The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*.

If a resolution of the informal complaint cannot be achieved, a Formal Complaint Procedure may be commenced.

4.3 Formal Complaint Procedure

7. A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:

the Chair of the Board; or

the Vice-Chair of the Board, if the notice is related to the conduct of the Chair; or

another Trustee of the Board, who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.

8. The Trustee who gives notice of an alleged breach of the Board's Code of Conduct shall provide a copy of the notification to the Director of Education of the Board.

9. The person to whom the notification was made (Chair, Vice-Chair, or other Trustee, as the case maybe) shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and the entire Board of Trustees. This notice shall not be public or published until published by the Board in accordance with the *Records and Information* section below.

10. No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.



11. No trustees shall engage in reprisal or the threat of reprisal against:

- a. a trustee who gave notice of an alleged breach of the code; or
- b. any person who provides information about the alleged breach to the person appointed by the board to investigate the breach.

12. The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of the Code as particularized in s. 218.3.2(13) of the *Education Act*.

4.4 Notice of Breach

13. The written notice of a breach of the Code shall include:

- a. the name of the Trustee alleging the breach and their contact information;
- b. the name and contact information of the Trustee whose conduct is the subject of the notification;
- c. the date of the alleged breach;
- d. a description of the alleged breach;
- e. the provision of the Code that was allegedly breached;
- f. the date on which the Trustee alleging the breach first knew that the alleged breach occurred;
- g. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

14. A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later. See particulars of this timeline below under *Refusal to Commence an Investigation and Discovery of Breach*

4.5 Resolution of Notice of Breach

15. When a formal complaint is brought against a Trustee of the Board, during the 20-Business Day period prior to an Integrity Commissioner being appointed as described below, the Board may attempt to resolve the matter as follows:

- a. the Chair of the Board, or in the absence of the Chair or if the notice of the breach relates to the conduct of the Chair, the Vice-Chair of the Board or if the notice relates to the conduct of the Chair and the Vice-Chair then another Trustee appointed by the Board who is neither the complainant nor the subject of the complaint may attempt to resolve the matter in private as between the parties.
- b. this process may include the Chair/Vice Chair/Trustee, through the Director of Education or their designate, retaining legal counsel and/or a mediator to assist in resolving the matter.



c. the process may also include a discussion and the use of remedial measures including, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*.

d. if the matter is resolved to the satisfaction of the Trustee alleging the breach, the Trustee shall withdraw their notice of the breach.

e. the Board of Trustees will be advised whether the matter has been resolved and any agreed upon remedial measures or other basis for resolving the matter.

16. If the complaint described in the notice of breach is not resolved within 20 Business Days after the Trustee alleged to have breached the Code has received the notice, the matter shall be referred to an Integrity Commissioner appointed by the Board as described below under *Appointment of Integrity of Commissioner*. This should be done as soon as reasonably possible.

4.6 Appointment of Integrity Commissioner

17. If the complaint is not resolved as described above (under *Resolution of Notice of Breach*), the Trustee (Chair, Vice-Chair or other Trustee) to whom the notification of the breach was given shall refer the complaint to the Integrity Commissioner appointed and paid for by the Board.

18. If a roster of Integrity Commissioners has been created by the Minister of Education, an appointment of an Integrity Commissioner shall be from the roster of Integrity Commissioners.

19. If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board shall appoint an external independent person who has the qualifications set out in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* and in consultation with the Director of Education. 20. The appointment of an Integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the Director of Education.

20. The appointment of an Integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the Director of Education.

4.7 Investigation

21. Subject to *Refusal to Commence an Investigation* described below, the Integrity Commissioner appointed by the Board investigate shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board.

22. The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.



23. The Trustee alleged to have breached the Code shall be provided with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The Integrity Commissioner shall determine this, the timelines, and form of such a response.

4.8 Refusal to Commence Investigation

24. The Integrity Commissioner may refuse to commence an investigation into the alleged breach of the Code if, a. The complaint was made more than 60 days after the day the alleged breach occurred or was discovered, whichever is later, unless the Integrity Commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or

b. In the opinion of the Integrity Commissioner, the complaint is made in bad faith or is frivolous or vexatious.

25. If a breach relates to a series of incidents, the 60-day period above runs from the day the last incident in the series occurred or was discovered.

26. The Integrity Commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and the Board and the decision of the Integrity Commissioner is final.

4.9 Discovery of Breach

27. A breach is discovered on the earlier of:

a. The day on which the Trustee notifying the Board of the alleged breach first knew that the breach had occurred; and

b. The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in paragraph (a) above.

4.10 Powers of the Integrity Commissioner

28. In the course of conducting the investigation, the Integrity Commissioner may:

a. require the production of any records that may in any way relate to the investigation;

b. examine and copy any records required under paragraph (a) above; and

c. require any officer of the Board or any other person to appear before them and give evidence, on oath or affirmation, relating to the investigation.

29. Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.



4.11 Decision Process

30. The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.

31. The Integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Code and of any sanctions imposed.

32. The written notice must include:

- a. The reasons for the determination;
- b. the reasons for any sanctions; and
- c. information about the right to appeal.

4.12 Potential Sanctions

33. If the Integrity Commissioner determines, following an investigation, that the Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:

- a. Censure the Trustee;
- b. Requiring the Board to reduce the Trustees honorarium by an amount not exceeding the amount prescribed in Regulation 357/06 *Honoraria for Board Members* which currently is 25% of the Trustees combined base and enrollment amount for the year of the term of office in which the breach occurred;
- c. Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- d. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
- e. Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any other positions;
- f. Barring the Trustee from exercising the privileges of a Trustee or acting as a Board representative, or removing the Trustee from a position the Trustee holds as a Board representative;



g. Subject to any other limits set out in the above paragraphs(a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, is reasonable and appropriate in the circumstances;

h. Subject to any other limits set out in the above paragraphs (a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's Code.

34. For greater certainty, the imposition of a sanction barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228(1)(b) of the *Education Act* to be authorization for the Trustee to be absent from the meeting.

35. Any Trustee who is barred from attending all or part of the meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

4.13 Appeal

36. Either the Board or the Trustee whose conduct was the subject of an investigation may appeal the Integrity Commissioner's decision, the sanctions imposed, or both, and the Board and the Trustee are the parties to an appeal.

37. The Trustee whose conduct was the subject of the investigation shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.

38. The Board or the Trustee who appeals the Integrity Commissioner's determinations shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than 15 Business Days after receiving written notice of the Integrity Commissioner's determination.

4.14 Hearing of the Appeal

39. The appeal shall be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister of Education or their delegate (no later than 15 Business Days after the Deputy Minister or delegate receives the notice of appeal), but the panel should not include the Integrity Commissioner whose determination is the subject of the appeal.

40. One of the appointed Integrity Commissioners shall be named by the panel to act as chair and co-ordinate the hearing of the appeal.

41. The chair of the panel shall notify the parties to the appeal of:

a. the appointment of the panel; and

b. the requirements regarding written submissions of the parties and the requirements of the panel's written decision.



42. The panel shall hear the appeal in writing.

4.15 Parties Written Submission

43. The Appellant shall provide written submissions to the panel and the Respondent no later than 20 Business Days after receiving notice that the panel has been appointed.

44. The Respondent shall provide written submissions to the panel and the Appellant no later than 20 Business Days after receiving the Appellant's submissions.

45. The Appellant shall provide their written reply to the Respondent's submissions no later than 10 Business Days after receiving the Respondent's submissions.

46. The chair of the panel may extend any timeline regarding the above written submissions at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.

47. A decision to extend a timeline above shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister of Education.

4.16 Consideration by the Panel

48. The panel shall convene to consider the appeal at such times and in such places as they may determine. The panel may be convened by electronic means.

4.17 Panel Decisions on Processes During the Appeal

49. The panel may:

- a. define or narrow the scope of the appeal;
- b. limit the length of submissions from the parties;
- c. make interim decisions and orders; and
- d. on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith. A panel decision on its motion is final.

50. The chair of the panel shall notify the parties of any decisions made by the panel above.

4.18 Decision of the Panel

51. The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 Business Days after receiving the Respondent's submission.

52. The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.

53. If the panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.



54. If the panel upholds the determination made by the Integrity Commissioner, the panel shall, within 30 Business Days after receiving the Respondent's submissions on the appeal, uphold, vary or overturn the sanction.

55. If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.

56. The decision of the panel respecting the determination of the Integrity Commissioner is final.

57. A board shall keep records and publish information on its website about each of the following:

- a. a matter referred to an Integrity Commissioner for investigation and determination;
- b. a decision of the Integrity Commissioner to refuse to commence an investigation under Refusal to Commence Investigation above;
- c. determination of an Integrity Commissioner that a Trustee has or has not breached the Code and any sanction(s) imposed; and
- d. a determination by a panel upholding or overturning an Integrity Commissioner's determination including any variation of a sanction.

58. Where the alleged breach of the Board's Code or the determination regarding the breach involves any of the matters described in clauses 207(2) (a) to (e) of the Education Act, the board shall publish only such information as is appropriate.

Section 6A: Safe and Inclusive Schools

Policy 6.11: Animals in Schools

Supporting Policies:

[6.11.1 Use of Guide Dogs, Service Dogs, and Service Animals by Students](#)

[6.28.03 Policy for Students with Anaphylaxis](#)

[6.53 Accessibility Standards](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Approved by Resolution #154-1998 06 23

Revised by Resolution #038-2014 02 25

Revised by Resolution #010-2020 01 28

Animals shall be allowed in schools for teaching purposes with the approval of the Principal who shall ensure that precautions are taken to protect the safety and possible sensitivities/allergies of students and staff as well as the well-being of the animal.

Pets of staff or students shall only be brought into the school setting to support implementation of the curriculum in exceptional circumstances. In each instance, these circumstances must be approved by the principal, or in the case of a request by the principal, must be approved by the appropriate supervisory officer.

The presence of an animal is also permitted when required to provide assistance to an adult or student with a disability as per the related policy or policies.

SECTION 6: OPERATIONS

Policy 6.11: Animals in Schools

Supporting Policies:

6.11.1 Use of Guide Dogs, Service Dogs and Service Animals by Students

6.28.03 Policy for Students with Anaphylaxis

6.53 Accessibility Standards

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

External Resources

Approved by Resolution #154-1998 06 23

Revised by Resolution #038-2014 02 25

Revised by Resolution #010-2020 01 28

Animals shall only be allowed in schools for teaching purposes with the approval of the Principal or designate (e.g. class pets, specific programming). The Principal or designate who shall ensure that precautions are taken to protect the safety and possible sensitivities/allergies of students and staff as well as the well-being of the animal.

In exceptional circumstances, personal pets of students or staff may only be brought into the school setting for short periods of time to support implementation of the curriculum in exceptional circumstances. In each instance, these circumstances must be approved by the principal or designate, or in the case of a request by the principal, approved by the appropriate supervisory officer.

The presence of an animal shall also be permitted when required to provide assistance to an adult or student with a disability in accordance with as per the related policy or policies.

Section 6A: Safe and Inclusive Schools

Policy 6.11.1: Student Use of Guide Dogs, Service Dogs, and Service Animals

Supporting Policies:

[6.28.03 Policy for Students with Anaphylaxis](#)

[6.53 Accessibility Standards](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

Supporting Templates and Forms:

Other Resources:

Approved by Board Resolution # 108-2019 11 26

The Algoma District School Board (ADSB) is committed to the learning of all students and provides a range of differentiated placements, programs and services to support student success. It is the policy of the ADSB, in accordance with its obligations pursuant to the Ontario Human Rights Code, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the ADSB with consideration of the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

Pursuant to the Education Act and regulations, a school building is not a place to which the public is customarily admitted.

The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

SECTION 6: OPERATIONS**Policy 6.11.1 Student Use of Guide Dogs, Service Dogs, and Service Animals*****Supporting Policies:***[6.45 Policy for Anaphylaxis](#)[6.53 Accessibility Standards](#)***Supporting Procedures******Supporting Protocols and Guidelines******Supporting Templates and Forms******Other Resources******External Resources***

Approved by Board Resolution # 108-2019 11 26

The Algoma District School Board (ADSB) is committed to the learning of all students and provides a range of differentiated placements, programs and services to support student success. It is the policy of the ADSB, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

Pursuant to the *Education Act* and regulations, a school building is not **considered to be** a place to which the public is customarily admitted.

In circumstances where a parent/**guardian** or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student **while to attend attending** school or **a** school-related events, each **such** request shall be reviewed individually by the ADSB. **Decisions will be made based on consideration of the student's dignity, integration, and independence as well as their disability-related learning needs and the accommodations available to enable meaningful access to education.**

The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

Section 6A: Safe and Inclusive Schools

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

Supporting Policies:

[4.07 Employee Ethics](#)
[6.27.01 Workplace Violence Policy](#)
[6.36 Equity and Inclusive Education](#)
[6.42 Use of Information Technologies & Resources](#)
[6.49 Board Code of Conduct](#)
[6.49.01 Safe Schools Policy](#)
[6.49.03 Protecting Student Well-Being through Bullying Prevention and Intervention](#)

Supporting Procedures:

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

Supporting Protocols and Guidelines:

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

Supporting Templates and Forms:

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

Other Resources:

Bill 13 Accepting Schools Act 2012
 Education Act
 Ontario Regulation 472/07

Approved by Board Resolution #027-2008 01 29
 Revised by Board Resolution #089-2018 10 30
 Revised by Board Resolution #038-2021 03 30

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1 Policy Statement

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

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

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

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations as outlined in his or her Individual Education Plan (IEP). The Board and school administrators will consider mitigating



factors as described in [5.1](#) of this policy and as required by the Education Act and the Ontario Regulation 472/07.

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

2 Prevention and Awareness Raising

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

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

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

3 Responding to Incidents

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

4 Reporting to Principals

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

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

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

The principal shall investigate any matter reported and communicate the results of the investigation to, the teacher if the matter was reported by a teacher, or if the matter was



reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so.

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

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

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

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

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

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

5 Progressive Discipline: Implementation Strategy

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

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

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

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

5.1 Mitigating and Other Factors

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

5.1.1 Mitigating Factors:

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

5.1.2 Other Factors:

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

5.2 Suspension

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

5.2.1 Circumstances in Which a Pupil May be Suspended

A principal shall consider whether to suspend a student (in grade 4 to grade 12) if the principal believes that the student has engaged in any of the following activities while at school, at a school-related activity, when using school Board authorized transportation, or

in any other circumstances where engaging in the activity will have an impact on school climate:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol, illegal drugs (including prescription drugs which are not prescribed for the student) or, unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol, illegal drugs (including prescription drugs for which the student has no prescription) or, unless the pupil is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying;
7. persistent truancy;
8. persistent opposition to authority;
9. habitual neglect of duty;
10. the willful destruction of school Board property;
11. the use of profane or improper language;
12. conduct injurious to the moral tone of the school;
13. conduct injurious to the physical well-being of others in school;
14. conduct injurious to the mental well-being of others in school; and
15. inappropriate use of internet, cell phones and other electronic devices as described by Board policy ([Policy 6.42 – Use of Information Technologies and Resources](#)).

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

5.3 Suspension to Possible Expulsion

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

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

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

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs (including prescription drugs for which at least one of the participants in the transaction does not have a prescription);
6. committing robbery;
7. giving alcohol, cannabis or drugs to a minor;
8. For a pupil in junior kindergarten to grade 3, bullying, if the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. For a pupil in grade 4 to grade 12, bullying, if
 - i. The pupil has previously been suspended for engaging in bullying, and
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
10. Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
11. any other activities that, under a policy of the Board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled;

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

12. repeated suspension where student is indicating no attempts to improve;
13. behaviour which is so refractory that it places the safety, physical and well-being of the students at risk;
14. general chronic opposition to authority which is disruptive to the educational environment and prevents learning of other students;



15. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others;
16. the pupil has engaged in activities:
 - a. that cause the pupil's continuing presence in the school to be injurious to the physical or mental well-being of other pupils or persons in the school;

OR

 - b. that cause extensive damage to the property of the Board or to goods that are on school Board property;
17. the pupil has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy, or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper.

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

5.5 Discipline Committee

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

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

5.6 Appeal of Suspension

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

5.7 Appeal of Expulsion

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

5.8 Exclusion Provision

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



6 Supports for Students

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

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

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

7 Building Partnerships

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

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

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

8 Training Strategy for Administrators, Teachers, and Non-teaching Staff

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

Training includes:



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

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

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

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

9 Communications Strategy

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

10 Monitoring and Review

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

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

11 Delegation of Authority Regarding Discipline

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

11.1 Vice-Principals

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



11.2 Teachers

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

CURRENT

Section 6A: Safe and Inclusive Schools

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

Supporting Policies:

[4.07 Employee Ethics](#)
[6.27.01 Workplace Violence Policy](#)
[6.36 Equity and Inclusive Education](#)
[6.42 Use of Information Technologies & Resources](#)
[6.49 Board Code of Conduct](#)
[6.49.01 Safe Schools Policy](#)
[6.49.03 Protecting Student Well-Being through Bullying Prevention and Intervention](#)

Supporting Procedures:

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

Supporting Protocols and Guidelines:

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

Supporting Templates and Forms:

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

Other Resources:

Bill 13 Accepting Schools Act 2012
 Education Act
 Ontario Regulation 472/07
[Immunization of School Pupils Act](#)

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

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

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations as outlined in his or her Individual Education Plan (IEP). The Board and school administrators will consider mitigating



factors as described in [6.1](#) of this policy and as required by the Education Act and the Ontario Regulation 472/07.

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

2 Scope of Policy

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

3 Prevention and Awareness Raising

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

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

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

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5 Reporting to Principals

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

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

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

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

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

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

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

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

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

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

When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive (refer to support document Progressive Discipline & Promoting Positive Student Behaviour Guidelines). Schools will utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour



while helping students to make good choices. Ongoing dialogue with parents/guardians on student achievement and behaviour at every step of the progressive discipline continuum is expected by the Board (Administrative Safe Schools Procedures).

6.1 Mitigating and Other Factors

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

6.1.1 Mitigating Factors:

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

6.1.2 Other Factors:

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

6.2 Suspension

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

6.2.1 Circumstances in Which a Pupil May be Suspended

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



1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol, illegal drugs (including prescription drugs which are not prescribed for the student) or, unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol, illegal drugs (including prescription drugs for which the student has no prescription) or, unless the pupil is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying;
7. persistent truancy;
8. persistent opposition to authority;
9. habitual neglect of duty;
10. the willful destruction of school Board property;
11. the use of profane or improper language;
12. conduct injurious to the moral tone of the school;
13. conduct injurious to the physical well-being of others in school;
14. conduct injurious to the mental well-being of others in school; and
15. inappropriate use of internet, cell phones and other electronic devices as described by Board policy ([Policy 6.42 – Use of Information Technologies and Resources](#)).

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

6.3 Suspension to Possible Expulsion

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

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

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



1. possessing a weapon, including possessing a firearm;
 2. using a weapon to cause or to threaten bodily harm to another person;
 3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 4. committing sexual assault;
 5. trafficking in weapons or illegal drugs (including prescription drugs for which at least one of the participants in the transaction does not have a prescription);
 6. committing robbery;
 7. giving alcohol, cannabis or drugs to a minor;
 8. For a pupil in junior kindergarten to grade 3, bullying, if the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
 9. For a pupil in grade 4 to grade 12, bullying, if
 - i. The pupil has previously been suspended for engaging in bullying, and
 - ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
 10. Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
 11. any other activities that, under a policy of the Board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled;
- A pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors, if the pupil commits any of the following infractions while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:
12. repeated suspension where student is indicating no attempts to improve;
 13. behaviour which is so refractory that it places the safety, physical and well-being of the students at risk;
 14. general chronic opposition to authority which is disruptive to the educational environment and prevents learning of other students;
 15. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others;
 16. the pupil has engaged in activities:
 - a. that cause the pupil's continuing presence in the school to be injurious to the physical or mental well-being of other pupils or persons in the school;

OR



- b. that cause extensive damage to the property of the Board or to goods that are on school Board property;
- 17. the pupil has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy, or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper.

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

6.5 Discipline Committee

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

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

6.6 Appeal of Suspension

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

6.7 Appeal of Expulsion

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

6.8 Exclusion Provision

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

7 Supports for Students

All employees of the Board must take seriously all allegations of inappropriate behavior and act in a timely, sensitive, and supportive manner. Board employees who work directly with students are expected to provide programs, interventions and other supports to all students who are affected by serious student incidents and student behaviour, including those who disclose or report such incidents and those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. The programs, interventions and other supports may be provided by



employees of the Board, through Board programs and resource personnel or through community-based service providers, including social workers, psychologists or other professionals who have training in similar fields, as determined by the Board.

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

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

8 Building Partnerships

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

To facilitate the building of community partnerships, the Algoma District School Board has worked with agencies and organizations that have professional expertise to provide appropriate support to students, parents, and teachers in addressing issues.

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

9 Training Strategy for Administrators, Teachers, and Non-teaching Staff

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

Training includes:

- opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;
- opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- training for all teachers and other staff;
- procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- resources to support pupils who are impacted by inappropriate behaviour;
- resources to support pupils who have engaged in inappropriate behaviour;



- a process that parents or guardians of pupils can follow if they have concerns about the support provided to their child.

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

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

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

10 Communications Strategy

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

11 Monitoring and Review

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

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

12 Delegation of Authority Regarding Discipline

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

12.1 Vice-Principals

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

12.2 Teachers

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

Section 6B: Operations - Workplace

Policy 6.57: Modified School Operations During the COVID-19 Pandemic

Supporting Policies:

Supporting Procedures:

Supporting Protocols and Guidelines:

ADSB Outbreak Protocol (in development)
Guidelines for Re-Opening of ADSB Schools (in development)

Supporting Templates and Forms:

Other Resources:

Approved by Resolution #076-2020 08 20

1 POLICY STATEMENT

The Ministry of Education has confirmed the following models for return to school in 2020-2021:

- This September, all elementary schools in the province will open for conventional in-person delivery of teaching and instruction, five days a week. This applies to all Kindergarten to Grade 8 students. Parents will continue to have the option to opt their children out of in-person delivery, which respects the fundamental role of parents in making the final determination whether they feel safe with their children returning to school.
- Secondary schools in non-designated school boards (including Algoma District School Board) permitted to open with conventional delivery, with enhanced health and safety protocols. All school boards will adopt timetabling methods that emphasize cohorting of students as much as possible, to limit the number of direct and indirect student-to-student contacts. (Guide to Re-opening Ontario Schools, pg. 2)

Based on information and guidance received from the Ministry of Education and local Health Units, Algoma District School Board (ADSB) staff have been actively planning for the return to school by considering numerous possibilities and options, while ensuring that student and staff safety and well-being remain the top priority.

We recognize, however, that as the school year begins, school operations will differ significantly from past practice as a result of continued efforts to limit the spread of COVID-19. All schools are expected to employ multiple strategies, informed by public health advice, to ensure schools are healthy and safe environments for students and staff.



It is the expectation of the Algoma District School Board that all members of the school community, including any external providers accessing ADSB schools, will comply with any and all protective strategies outlined in ADSB procedures, protocols, guidelines and/or other formal communications in order to help support the health and safety of the school community.

Compliance with these protective strategies is necessary to protect the physical and/or mental well-being of other students and staff members within the school. Under section 265 (1) (m) of the Education Act, principals have a duty to refuse to admit to the school or classroom any person whose presence in the school or classroom would be detrimental to the physical or mental well-being of students in the school. Therefore, any non-compliance with these strategies will not be tolerated, resulting in students, staff, and/or visitors not being admitted or allowed to remain on school premises.

We thank all of our students, staff, caregivers, and other community partners for all of their efforts to limit the spread of COVID-19 in our communities.

CURRENT

SECTION 6B: OPERATIONS-WORKPLACE

Policy 6.57 Modified School Operations During the COVID-19 A Pandemic

Supporting Policies:

Supporting Procedures

Supporting Protocols and Guidelines

Supporting Templates and Forms

Other Resources

External Resources

Approved by Board Resolution #076-2020 08 20

Revised by Board Resolution #

1 POLICY STATEMENT

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- This September, all elementary schools in the province will open for conventional in-person delivery of teaching and instruction, five days a week. This applies to all Kindergarten to Grade 8 students. Parents will continue to have the option to opt their children out of in-person delivery, which respects the fundamental role of parents in making the final determination whether they feel safe with their children returning to school.
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In the event of a pandemic, ADSB staff are expected to use information and guidance received from the Ministry of Education and local Health Units, as well as Board directives from senior administration, to determine all available options to ensure student and staff safety and well-being. Based on information and guidance received from the Ministry of Education and local Health Units, Algoma District School Board (ADSB) staff have been actively planning for the return to school by considering numerous possibilities and options, while ensuring that student and staff safety and well-being remain the top priority.

We recognize, however, it is understood that during a pandemic situation, as the school year begins, school operations will likely need to differ significantly from past practice as a result of continued efforts to limit the spread of disease COVID-19. All schools will be expected to employ implement multiple

strategies, informed by public health advice, to ensure schools are healthy and safe environments for students and staff.

It is the expectation of the Algoma District School Board that all members of the school community, including any external providers accessing ADSB schools, will comply with any and all protective strategies outlined in ADSB procedures, protocols, guidelines and/or other formal communications in order to help support the health and safety of the school community.

Compliance with **these** protective strategies is necessary to protect the physical and/or mental well-being of other students and staff members within the school. Under section 265 (1) (m) of the Education Act, principals have a duty to refuse to admit to the school or classroom any person whose presence in the school or classroom would be detrimental to the physical or mental well-being of students in the school. Therefore, any non-compliance with **protective these** strategies will not be tolerated, resulting in students, staff, and/or visitors not being admitted or allowed to remain on school premises.

We thank all of our students, staff, caregivers, and other community partners for all of their **on-going** efforts to limit the **potential** spread of **disease COVID-19** in our communities.

Updated Version (For ease of reading)

In the event of a pandemic, ADSB staff are expected to use information and guidance received from the Ministry of Education and local Health Units, as well as directives from senior administration of the Board, to determine all available options to ensure student and staff safety and well-being.

It is understood that during a pandemic situation, school operations will likely need to differ significantly from past practice as a result of efforts to limit the spread of disease. All schools will be expected to implement multiple strategies, informed by public health advice, to ensure schools are healthy and safe environments for students and staff.

It is the expectation of the Algoma District School Board that all members of the school community, including any external providers accessing ADSB schools, will comply with any and all protective strategies outlined in ADSB procedures, protocols, guidelines and/or other formal communications in order to help support the health and safety of the school community.

Compliance with protective strategies is necessary to protect the physical and/or mental well-being of other students and staff members within the school. Under section 265 (1) (m) of the Education Act, principals have a duty to refuse to admit to the school or classroom any person whose presence in the school or classroom would be detrimental to the physical or mental well-being of students in the school. Therefore, any non-compliance with protective strategies will not be tolerated, resulting in students, staff, and/or visitors not being admitted or allowed to remain on school premises.

We thank all of our students, staff, caregivers, and other community partners for their on-going efforts to limit the potential spread of disease in our communities.

REPORT TO THE BOARD of 2025 04 29		Item # 7.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Move into In-Camera	



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

REPORT TO THE BOARD of 2025 04 29		Item # 7.1
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn In-Camera Session	



Rationale	
Move to adjourn In-Camera Session.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move to adjourn In-Camera Session of the Regular Board Meeting of 2025 04 29 at _____pm.	
Motion was: Carried Defeated Initials of Chair: Resolution #	

REPORT TO THE BOARD of 2025 04 29		Item # 8.0
Prepared By:	Chair Sarlo	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn Regular Board Meeting	



Rationale	
Move to adjourn the Regular Board Meeting of 2025 04 29.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move to adjourn the Regular Board Meeting of 2025 04 29 at _____pm.	
Motion was: Carried Defeated Initials of Chair: Resolution #	