



ITEM	TOPIC	LEAD
1.0	Call to order (Motion)	
	1. Land Acknowledgement: Read by Trustee Myers	
	2. Call to Order (Motion)	
	3. Approval of Agenda (Motion)	Chair
	4. Conflict of Interest	
	5. CEO's Proud to be ADSB	
2.0	Consent Agenda (Motion)	
	1. Regular Board Meeting Minutes from 2026 05 28	EJ/LR
	2. SEAC Meeting Minutes from 2026 05 05	BV
	3. Report on Supervised Alternative Learning (SAL)	MB
	4. Overview of 2025-2026 International Trips	JM
	5. ADSB Quarterly Report – Q3	JSM
	6. 2026-27 Adult and Continuing Education Program Organization	JM
3.0	Senior Administration Reports/ Information/ Monitoring	
	1. Approval of 2026-2027 Budget (Motion)	JSM
4.0	Board Reports	
	1. CEO's Report	LR
	2. Chair's Report	EJ
	3. Student Trustees' Report	Student Trustees
	4. OPSBA Reports	EJ/HW
	5. Parent Involvement Committee Report	SM
5.0	Other Business	
	1. n/a	
6.0	Next Meeting Dates	
	Regular Board Meeting – tbd	
7.0	Motion to Move into In-Camera Session	
	1. Motion to Adjourn In-Camera Session	
8.0	Motion to Adjourn Regular Board Meeting	



REPORT TO THE BOARD of 2026 06 16		Item # 1.2
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Call to Order	

Rationale	
Call to order open session of the Regular Board Meeting of 2026 06 16.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board move into open session of the Regular Board Meeting of 2026 06 16 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #



REPORT TO THE BOARD of 2026 06 16		Item # 1.3
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Approval of Agenda	

Rationale	
That the Agenda dated 2026 06 16 be approved as distributed.	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board Members approve the agenda of 2026 06 16 as distributed.	
Motion was: Carried Defeated	Initials of Chair: Resolution #

REPORT TO THE BOARD of 2026 06 16		Item # 2.0
Prepared By:	N/A	
Strategic Priority:	N/A	
Purpose:	Information Discussion Motion	
Topic/Issue:	Consent Agenda	



Rationale	
2.0 Consent Agenda for approval is as follows: <ul style="list-style-type: none"> 1. Regular Board Meeting Minutes from 2026 05 28 2. SEAC Meeting Minutes from 2026 05 05 3. Report on Supervised Alternative Learning (SAL) 4. Overview of 2025-2026 International Trips 5. ADSB Quarterly Report – Q3 6. 2026-27 Adult and Continuing Education Program Organization 	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members approve the Consent Agenda items for 2026 06 16.	
Motion was: Carried Defeated	Initials of Chair: Resolution #



ITEM	TOPIC
1.0	Call to order
2026-035	The Regular Board Meeting was called to order by Chair Elaine Johston Motion: Trustee Shamas/Apostle... that the board move into open session for the Regular Board meeting of 2026 05 26 at 5:30 pm. <p style="text-align: right;">CARRIED</p>
2026-036	1.1 Land Acknowledgment read by Trustee Murphy-Foran 1.2 Roll Call taken as attached by Recording Secretary Julia Perri 1.3 Approval of Agenda Motion: Trustees Apostle/Sarlo...that the Board approve the agenda of 2026 05 26 as distributed. <p style="text-align: right;">CARRIED</p>
	1.4 Conflict of Interest – N/A
2.0	Consent Agenda
2026-037	Motion: Trustees Johnson/Shamas...that the Board approve the Consent Agenda items as follows for 2026 05 26: <p style="text-align: right;">CARRIED</p>
	2.1 Regular Board Meeting Minutes from 2026 04 28 2.2 Committee of the Whole Meeting Minutes from 2026 05 12 2.3 SEAC Meeting Minutes from 2026 04 07 2.4 ADSB Special Education Plan
3.0	Senior Administration Reports/ Information/ Monitoring
2026-038	The following reports and information items were shared... 3.1 Motion: Trustee Sarlo/Apostle...that the Board receive the 2024-25 Joint Health & Safety report and express its appreciation to committee members for their work this past year on behalf of all Board employees.
4.0	Board Report heard and accepted reports from the following:
	4.1 CEO's Report - Reece 4.2 Chair's Report - Johnston 4.3 Student Trustees' Report – Ingles/Pine/Sauve 4.4 OPSBA Reports – Johnston/Sarlo 4.5 Parent Involvement Committee Report – Cleary/Reece
5.0	Other Business
	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 Minutes
Tuesday May 26, 2026

6.0 Next Meeting Dates

6.1 2026 06 16 Regular Board Meeting

7.0 Motion to Move into In-Camera Session

2026-039 **Motion:** Trustees Shamas/Johnson...that the Board members move into the In-Camera session, which is closed to the public at 6:03pm.

CARRIED

2026-040 **Adjournment of In-Camera Session**

7.1 **Motion:** Trustees Evans/Whitley.... that the Board members move to adjourn the In-Camera session at 7:06pm.

CARRIED

8.0 Motion to Adjourn Regular Board Meeting

2026-041 **Motion:** Trustees Apostle/Evans...that the Board members move to adjourn the Regular Board Meeting of 2026 05 26 at 7:06pm. CARRIED

CHAIR

SECRETARY



ALGOMA DISTRICT

SCHOOL BOARD

REGULAR BOARD MEETING – OPEN SESSION


Date of Meeting: Tuesday May 26, 2026

Time of Meeting: 5:30 p.m.

Location: EDUCATION CENTRE

ATTENDANCE

Name	Abs/Pres	Late Arrival	Early Departure	Comments
Trustees				
Nick Apostle	Present			
Greg Bowman	Teams			
Sheryl Evans	Present			
Sue Johnson	Present			
Elaine Johnston	Present			
Sara McCleary	Present			
Marie Murphy-Foran	Teams	5:37p.m.		
Susan Myers	Absent			
Jennifer Sarlo	Present			
Debbie Shamas	Present			
Heather Whitley	Present			
Student Trustees				
Liz Inglis	Present			
Tatyanna Sauve	Present			
Mercedes Pine	Teams			
Admin. Council				
L. Reece	Present			
J. Santa Maria	Absent			
B. Vallee	Present			
J. Maurice	Present			
M. Bell	Present			
N. Turco	Present			
Others				
J. Perri	Present			
F. Walsh	Present			
Media				
Brian Kelly – Sault Star	Present			


 Recording Secretary or Designate



ALGOMA DISTRICT

SCHOOL BOARD

REGULAR BOARD MEETING – CLOSED SESSION

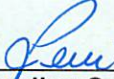
Date of Meeting: **Tuesday May 26, 2026**

Time of Meeting: **6:03 p.m.**

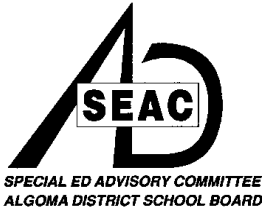
Location: **EDUCATION CENTRE**

ATTENDANCE

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



 Recording Secretary or Designate



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

MINUTES OF MEETING
May 5, 2026
Sugar Maple Room
12:00 Start Time

- Present:** P. Mick (Member-At-Large), M. Barbeau (Community Living Algoma), M. Tuomi (Autism Ontario), Sara Burns (Thrive CDC), V. Simon (Member-at- Large), R. Lambert (North Shore Tribal Council - Alternate), C. Snider (Algoma Family Services)
- Trustees:** S Myers (Alternate)
- Staff:** B. Vallee (Superintendent), Kristen Viita (System Administrator), K. Lappage (System Administrator)
- Regrets:** H. Whitley (Trustee), S. Evans (Trustee), S. Kitts (North Shore Tribal Council), A. Gauthier (Thrive)
- Guests:** None

Meeting called to order at 12:01 p.m. With Chair Mick attending virtually, Superintendent Vallee will facilitate the remainder of the hybrid meeting.

1. **Welcome** – Welcome to all SEAC members.
2. **Round Table** - Introduction of members, staff, and/or guests.
3. **Approval of Agenda and Minutes**
 - Approval of Agenda. Moved by Velma Simon. Seconded by Clint Snider. All in favour.
 - Approval of Minutes (April 7, 2026). Moved by Margaret Tuomi . Seconded by Velma Simon. All in favour.
4. **Correspondence:** *Hastings & Prince Edward County DSB SEAC re: Trustees*
Huron-Superior Catholic DSB SEAC re: Trustees
5. **Presentation/Discussion:** *Draft ADSB Special Education Plan (B. Vallee)*
 - Proposed content changes to the Special Education Plan were reviewed and discussed at our April SEAC meeting. There has not been any additional feedback provided via email since the meeting.

- B. Vallee reviewed additional changes made to the plan, including updated “numbers” that are included in the plan. We historically use May 1st as our “count date” to update these numbers to ensure consistency from year-to-year. This included testing and screening totals for psychological-educational and language assessments, updates in the categories and exceptionalities as well as JK transitions, EA allotment and staffing. B. Vallee also reviewed changes to the ADSB Parent Guide that are provided in yellow.
- Open forum for discussion and feedback occurred following the review of updates and changes.

6. Member Organization Updates

North Shore Tribal Council (R. Lambert)

- Batchewana First Nation has started a Ready for Kindergarten program with approximately 15 participants.

Thrive (S. Burns)

- Finalizing transition to school (Entry to School) program - high demand for spots
- April 30th is the cut-off date for preschool speech and language program. Following April 30th, Thrive is informing parents that children must wait to receive school board programming and services once they begin school as there is not sufficient time for an SLP to pick them up on a caseload prior to the beginning of the school year.
- Drop-in sessions (by appointment) are being provided for speech support.
- Joint information sessions for parents/guardians with access OAP. Twice weekly during the month of May. Different topics are addressed at each session.

Community Living Algoma (M. Barbeau)

- Together We Are Better Contest winners have been announced.
- Along with ADSB and SAH staff, CLA staff participated in Project SEARCH skills assessment with ADSB and SAH. Currently four interns for next year.
- Integrated Transition Meetings are scheduled through April/May
- Summer Employment Program has begun for students and job coaches on sixteen-week contracts. Additional students/job coaches begin in July for eight-week contracts. The program will support 41 students with 18 employers
- Community involvement event taking place at Moose Lodge
- May is Community Living Awareness Month

Algoma Family Services (C. Snider)

- No report this month.

Autism Ontario (M. Tuomi)

- In February, Autism Ontario provided input to the Minister of Education via a report.
- Autism Ontario School Resource Collection provides tools and guidance for parents. Resources will continue to be released over the summer months, including multiple language translations to support families.

Member-At-Large (Velma Simon)

- Preparing for Graduation in June and intake for the fall semester.
- Able to transfer credits from CICE at times to other programs, which is consistently increasing yearly
- College upgrading can be done with support of CICE program
- Similar struggles with budget as many other organizations are seeing in the province
- Focus is getting into secondary schools to ensure awareness of the CICE program
- Focus on helping students ensure that they have necessary skills (e.g. use of appropriate software programs, self-advocacy)

Member-At-Large (P. Mick)

- No report this month.

7. Report from the Board (Trustees)

- Three Rivers School (Blind River) tour for trustees is taking place in in late May. Opening Sept 2026 – many students wanted to graduate from current school.
- Announcement made on Friday that Thessalon will be getting a new elementary school. Current school is over 100 years old and there was an issue with a significant roof leak in the annex building that required moving kindergarten classes and daycare.
- Nurturing Algoma Presentation by Dr. Jennifer Loo. 25% of children ages 0-6 present at-risk in at least one area. Discussions about contributing factors (e.g. 44% of children are born into a home where an individual has a mental health concern). Data tallies with special education data (e.g. 32% of students in our schools identified with a special education need
Plant Youth program. Planet Youth is a global data-driven initiative based on Icelandic model regarding prevention of youth substance use. Looking towards a roll-out of the model in communities in our district
- Policy approval for School Council and Parent Involvement Committee policies.

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

- **Professional Development Day:** Professional Development Day took place on April 17th. Staff members participated in a school-based session on Artificial Intelligence. Individual sessions took place for specific groups include a session for teachers of Grades 4-8 on teaching vocabulary and word meanings, a session on strengthening Oral Language and Dialogue for French as a Second Language (FSL) teachers, a session for K-2 French Immersion teachers on use of the early reading screening platform, and a session for Anishinaabemowin teachers. Kindergarten teachers participated in a half-day session focused on the new Kindergarten Curriculum document, including a focus on oral language development led by our speech-language pathologist, teaching the self-regulation and well-being strand, and ensuring a smooth start through the Transitions program. School staff also participated in school improvement work during the afternoon.
- **RISE Software Training:** All of our SERTs have received training in the RISE platform and are beginning “test-driving” various components of the platform in preparation for implementation in the fall of 2026. K. Lappage also participated in the spring User

Group session conducted by Learnstyle. These sessions bring together all boards using the platform for discussion around updates, issues, and problem-solving.

- **SERT Session:** Virtual SERT meeting took place on the afternoon of Friday, May 1st to cover some operational pieces as we continue towards the end of the school year. Topics of discussion include IPRC Review Meeting processes, next steps in RISE implementation, Transitions (Entry to School, Elementary to Secondary), Secondary Program and Classroom options, processes for transfer of specialized equipment, summer learning/transitions, and completion of formal assessment packages, including a discussion of appropriate candidates for internal assessment vs external referrals.
- **Sonderly Regional Training:** Eight board staff, including two of our SEATs and six SERTs were selected to participate in a full-day virtual workshop presented by Sonderly, which is the professional learning arm of the Geneva Centre for Autism. Sonderly provides a range of online course options in which our staff have participated over the years. The breakdown for the April 30th session include *Supporting Communication in Autistic Students, Promoting Independence, Understanding and Responding to Complex Behaviour Through a Compassionate Functional Lens, and Putting it All Together.*

9. **Next Meeting:** June 2nd, 2026

10. **Motion to adjourn:** Moved by Margaret Tuomi. Seconded by Susan Myers. All in favour.

Meeting adjourned at 1:08 p.m.

REPORT TO THE BOARD		Items #2.3
Prepared By:	Superintendent Bell	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	Supervised Alternative Learning (SAL)	



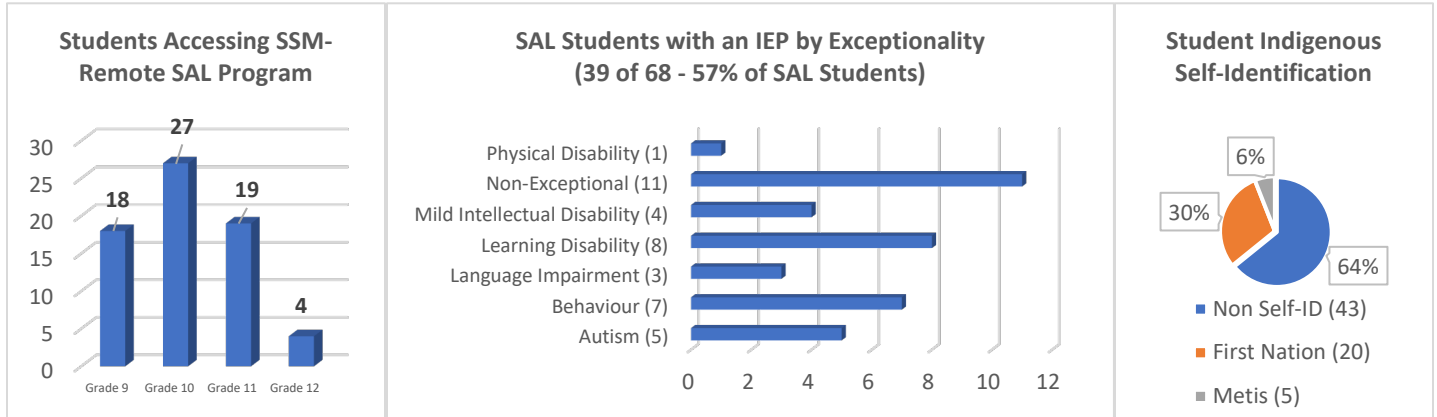
Rationale

Supervised Alternative Learning (SAL) is designed to re-engage 14 to 17 year old students who are not attending school. The goal is to maintain a connection to learning and to support their continued progress towards graduation or achievement of other educational and personal goals. SAL is offered to support students whose attendance has become too irregular to allow for consistent credit accumulation, or who have stopped attending school altogether. ADSB provides a centralized SAL program for in person engagement in Sault Ste. Marie, as well as remote programming for students across the district.

Key Highlights for the 2025-2026 School Year

1) Supervised Alternative Learning at SSM Community Centre (including remote/virtual access)

Two teachers support students across the ADSB in person at the public library and online in 75-minute periods for those students enrolled in the remote/virtual model. Students also engage with an ADSB School and Attendance Counsellor. This year 68 students, including 34 female and 34 male students, were supported.

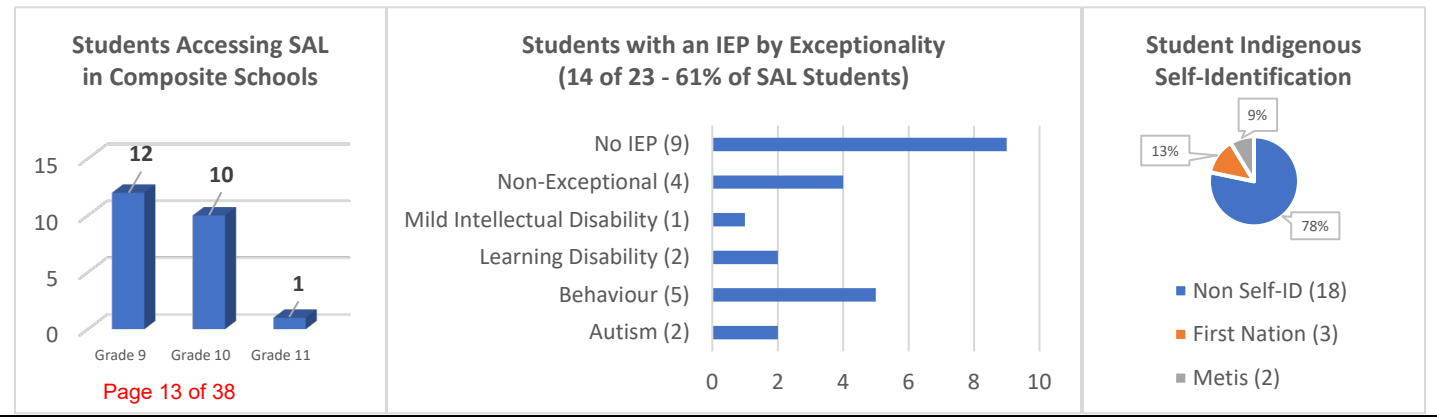


Credit Attainment

- Based on the Ministry standard of 110 hours per credit, 72% of SAL students who achieved this level of engagement successfully earned at least one credit.
- The SAL program focuses on credits that support PLAR readiness, including Grade 9 Destreamed English, Locally Developed English, and Math; Grade 10 Locally Developed Math; and Grade 11 courses such as Designing your Future, Health for Life, and Math for Work and Everyday Life.

2) Supervised Alternative Learning at Composite High Schools

Students in composite secondary schools work towards two credits per semester and are supported by their School and Attendance Counsellor while accessing SAL. This year 23 students, including 12 female and 11 male students, were supported.



Credit Attainment

- Students attend two classes per day, focusing on both compulsory and elective credits to balance engagement and readiness. These classes finish on June 26, 2026, and credit attainment will be available once final marks are determined.

Anticipated Benefits

- SAL prioritizes equity by intentionally supporting students who face systemic barriers to engagement, including those experiencing disengagement, exceptionalities, and interruptions in traditional schooling pathways.
- SAL provides critical re-engagement opportunities for students who have disengaged from school. Through a smaller, supportive environment, students experience psychological safety, a sense of belonging, and early success - key conditions that support renewed participation in learning.
- SAL serves as a bridge back to formal schooling. It supports students who might otherwise be at risk of leaving the system by facilitating re-entry and successful transitions to composite or alternative secondary school settings.
- SAL demonstrates strong re-engagement outcomes. Of students who exited the program in 2024–2025, 90% are attending school in 2025–2026, indicating a high rate of sustained return to learning.
- SAL also offers system-level benefits. By re-engaging students and supporting consistent participation, the program enables access to full-time funding for students requiring intensive attendance and well-being supports, both within composite secondary schools and the Sault Ste. Marie community-based SAL program.

Insights/Learning

- Students who are very disengaged or no longer attending school can see success when provided a scaffolded return to school through the SAL program.
- Focusing on the PLAR Readiness model, which prepares students for PLAR by focusing on core compulsories (English and Math) at the Grade 9/10 level and a combination of compulsories and electives at the Grade 11/12 level has been very effective.
- We have observed success building on the counselling model, students worked with a Re-engagement Coach or a School Based Attendance Counsellor regularly, which included counsellors engaging with students at the SAL program site and connecting with students virtually to meet individual needs.

Considerations/Next steps

- Continue to support students in developing school readiness and transition skills to prepare for a return to full time schooling.
- Strengthen transition planning protocols between SAL and composite schools to improve credit continuation rates.
- Continue to support students in preparing for PLAR by timetabling students with a combination of core compulsories and senior elective credits.
- Expand remote SAL access to increase equitable participation for students across rural area.

REPORT TO THE BOARD of 2026 06 16		Item #2.4
Prepared By:	Superintendent Maurice	
Strategic Priority:	Achievement, Well-Being and Equity	
Purpose:	Information Discussion Motion	
Topic/Issue:	Overview of 2025-2026 International Trips	



Rationale	
<ul style="list-style-type: none"> As per the <i>School Sanctioned Trips Administrative Procedure</i>, developed under <i>Policy 6.20: School Sanctioned Trips</i>, upon return from out-of-country travel, groups must submit a report to the Board that describes the trip and allows Trustees to make connections to curricular expectations. 	
Key Highlights	
<ul style="list-style-type: none"> During the 2025-2026 school year, a group of 11 students and 4 chaperones participated in an overseas trip to London and Paris over March Break with students from Superior Heights, Korah and White Pines. Originally, 44 students and 7 chaperones had planned on participating in an educational tour of Italy and Greece, however, an airline strike and weather forced the group to pivot plans to the new tour. Students and chaperones who were unable to pivot to the new travel dates were offered a choice of a full refund or credit towards the March Break trip in 2027. Across the experience in London and Paris, students gained meaningful academic, cultural, and personal learning that extended well beyond the classroom curriculum. <ul style="list-style-type: none"> A major area of learning was historical understanding. Students engaged directly with significant landmarks such as the Tower of London, British Museum, Louvre Museum, and Les Invalides, allowing them to connect classroom learning in history, social studies, and the arts to real-world sites and artifacts. Seeing monuments such as the Crown Jewels and the Tomb of the Unknown Soldier helped deepen their understanding of national identity, conflict, and commemoration. Students also developed a stronger appreciation for art and cultural expression. Experiences such as viewing works by Claude Monet at the National Gallery, exploring Impressionism at Île de la Grande Jatte, and seeing the Mona Lisa at the Louvre helped students connect artistic movements to place and history. The performance of <i>Wicked</i> further enriched their understanding of performing arts and storytelling in a professional context. The trip also supported experiential and interdisciplinary learning. Students participated in hands-on activities such as creating Impressionist paintings, designing custom perfumes with Fragonard Parfumer, and exploring urban street art at Leake Street Tunnel. These activities reinforced creativity, self-expression, and the application of knowledge in authentic settings. In addition, students strengthened their global competency and cultural awareness through exposure to diverse neighbourhoods, cuisines, and daily life in both cities. Navigating major international cities, using public spaces, and travelling by train through the Channel Tunnel also built independence, confidence, and adaptability. 	

- Also during the 2025-2026 school year, a group of 6 students and 2 chaperones from the graduating class of the Korah IB Programme, participated in an overseas trip to Switzerland, Italy, Monaco, France and Spain between the end of May and early June. Some major highlights and areas of learning included:
 - Students were able to experience a wide range of culture and physical geography that included the Swiss Alps, Italy's Cinque Terre and Mediterranean coast, Monaco, the French Riviera, Avignon in Provence, and Barcelona.
 - While the places visited were incredible, students developed a strong sense of international mindedness by experiencing different cultures, traditions, and ways of life firsthand.
 - Visiting French-speaking communities allowed students to practice speaking French in authentic situations, which improved both their confidence and communication skills.
 - The trip also connected closely to the IB Programme by encouraging students to be open-minded, reflective, and caring global citizens while making real-world connections to language, history, geography and cultural studies that they have learned over the past four years in the classroom.



Anticipated Benefits and Insights/ Learning

- Overall, the trips provided student with a rich combination of academic enrichment and lived experience, fostering curiosity, cultural understanding, and a deeper appreciation of how classroom learning connects to the wider world.
- Throughout these trips, students engaged in experiential learning that extended across subject areas, including history, geography, literature, art, architecture, and social studies.
- In addition to academic learning, students gained valuable life skills, building confidence in navigating international travel, managing schedules, budgeting for meals and souvenirs, and engaging respectfully with different cultures. For many, it was their first time away from home or on an international flight, and the experience helped foster independence, adaptability, and a greater sense of self-reliance. Experiences like this empower students to see themselves as capable, curious, and connected citizens of a global community.

Considerations / Next Steps

- Lead staff trip organizers will continue to ensure that all traveling students and their families are aware of cancellation policies and have travel insurance for international school sanctioned travel.



**Algoma District School Board
Fiscal 2025-26 Q3 Report
For the 9 months ended May 31, 2026**

	Approved Budget (Annual)	Revised Estimates (Annual)	Q3 Actuals (Sept - Feb)	YTD Spend as % of Budget
Total Revenue	206,377,773	209,527,836	167,463,994	81.1%
Expenditures				
Classroom	123,635,236	125,367,531	100,817,879	81.5%
Non- Classroom	83,357,543	83,533,102	66,441,648	79.7%
Total Expenditures	206,992,779	208,900,633	167,259,527	80.8%



REPORT TO THE BOARD of 2026 06 16		Item # 2.6
Prepared By:	Superintendent Maurice	
Strategic Priority:	Achievement	
Purpose:	Information Discussion Motion	
Topic/Issue:	2026-2027 Adult and Continuing Education Program Organization	

Outcome/Intended Outcome / Rationale for Action(s) or Implementation	
To inform the Board of the preliminary Adult and Continuing Education organization information for the 2026-2027 School Year. Adult and Continuing Education promotes lifelong learning and enables individuals to adapt to changing workforce demands and meaningfully contribute to their communities.	
Highlights	
<p>The following is the proposed Adult and Continuing Education programming and organization for the 2026-2027 school year and is subject to the program operating on a cost recovery basis and as per Ministry of Colleges and Universities (MCU) and Literacy and Basic Skills (LBS) contracts. All programs will continue to be reviewed in the 2026-2027 school year to make the most efficient use of space, funding and resources.</p> <p>Administration of Adult & Continuing Education:</p> <ul style="list-style-type: none"> • Lead Principal – Principal of Algoma Education Connection • Site Administrators – District Principals <p>Sault Ste. Marie Area</p> <ul style="list-style-type: none"> • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands • Literacy and Basic Skills instructors to meet enrolment demands • English as a Second Language (ESL) instructors to meet enrolment demands <p>Central Algoma Area</p> <ul style="list-style-type: none"> • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet enrolment demands • Literacy and Basic Skills instructors to meet enrolment demands <p>North Shore Area</p> <ul style="list-style-type: none"> • Contract Teacher for Adolescent students • Continuing Education instructors (Adult Day School, Night School, Summer School) to meet program demands • Literacy and Basic Skills instructors to meet enrolment demands <p>Chapleau</p> <ul style="list-style-type: none"> • Literacy and Basic Skills instructors to meet enrolment demands <p>Additional information can be found in Appendix A.</p>	
Outcomes/ (Progress Towards Outcome/Goal)	
Following this proposed organization, staffing will be confirmed for all programs.	
Insights (Successes, Challenges/Failures/Opportunities)	
Staff continue to develop partnerships to meet current market needs.	
Next Steps/Mitigating Plans	
Continue to monitor student numbers and make any necessary organization changes in September 2026, and throughout the 2026-2027 school year.	
Motion: (if applicable)	
Moved by:	Seconded by:
That the Board approve the proposed organization of the Adult and Continuing Education Program and Literacy and Basic Skills for 2026-2027 subject to enrolment and budget.	
Motion was: Carried Defeated	Initials of Chair:



Appendix A:

Adult and Continuing Education Information

2025-2026 School Year

The following is a brief overview of the types of programs offered in the various areas:

Adult and Continuing Education programs across the Algoma District School Board demonstrate a strong commitment to empowering learners through flexible, supportive, and community-centered opportunities that foster both academic achievement and personal growth. Learners from diverse backgrounds, including newcomers, working adults, and youth facing barriers are supported in reaching meaningful goals such as earning secondary school diplomas, pursuing post-secondary pathways, gaining employment, and building essential life skills. Success is reflected not only in credit attainment and graduation, but also in increased confidence, independence, and resilience, as learners overcome significant personal challenges, develop new skills, and become active participants in their communities. Through innovative programming, individualized pathways, and strong relationships between staff and learners, Adult & Continuing Education Programs create inclusive environments where individuals feel valued, supported, and motivated to succeed, often inspiring broader family and community engagement in lifelong learning.

(a) Sault Ste. Marie Area

Sault Ste. Marie Adult Learning Centre - Credit Program

(Funded by Continuing Education Grants on a per student contact hour basis.)

- ◆ The Sault Ste. Marie Adult Learning Centre offers a full range of credit courses to approximately 420 students, the majority of whom are 21 years of age and over. To date this year, 36 students have earned their Ontario Secondary School Diploma through the S.S.M. Adult Learning Centre.
- ◆ The Sault Ste. Marie Adult Learning Centre offers both attendance courses and correspondence courses. These courses are flexible and supportive for adult students, and work around their work schedules and other responsibilities.
- ◆ Sault Ste. Marie Adult Learning Centre is housed in the same building as the Northland Adult Learning Centre, which allows for a one-stop learning experience for adult learners in our community. Clients could be utilizing English as a Second Language (ESL) and/or Get Skills, Employment, and Training (Get SET) to support their ability to earn high school credits.
- ◆ This past year, approximately 465 **Prior Learning Assessment and Recognition (PLAR)** assessments were conducted at the S.S.M. Adult Learning Centre.
- ◆ A credit program is offered at the Algoma Treatment and Remand Center for inmates seeking credits towards their diploma. This program is partially funded by the Ministry of the Solicitor General. During the fiscal year of April 2025 - March 2026, 231 students were served. A total of 62 credits were earned through a combination of correspondence courses and PLAR, and 4 students graduated with an Ontario Secondary School Diploma.
- ◆ Night School was offered from February to June to approximately 129 high school students enrolled in Cooperative Education, Civics/Careers and after school Dual Credit programs. Courses were offered through both virtual learning and in-person learning. The co-op opportunities are utilized by students who are unable to fit co-op into their regular day school schedule, particularly those who require co-op as a Specialist High Skills Major (SHSM) requirement.
- ◆ Non-credit Heritage Language Instruction in Ukrainian was provided to 16 children of elementary school age.

Northland Adult Learning Centre

Non-Credit: Get Skills, Employment and Training (Get SET) (Funded by the Ministry of Labour, Immigration, Training and Skills Development of Ontario (MLITSD))

- ◆ Get SET training was offered to approximately 271 adult learners throughout the year at Northland Adult Learning Centre. This non-credit adult day school is located at 440 Northland Road, in the same building as the Sault Ste. Marie Adult Learning Centre. Northland has been at this site for more than a decade. Northland operates in partnership with several local agencies including local employment centers, Ontario Works (OW), Ontario Disability Support Program (ODSP), Sault Area Hospital (New Day Program, Transition House, Northway Wellness Centre), Algoma Youth Wellness Hub, Cafe4Good, Breton House, New Link, and Canadian Mental Health Association (club 84).
- ◆ Get SET has renewed its Learning Software license and Micro Credentials Office 365 that offers training for Word, Excel, PowerPoint and the rest of the Microsoft suite. This expansion of the digital literacy program is particularly relevant for learners who need to acquire computer skills.
- ◆ Get SET is involved with the Corrections Literacy Initiative (CLI) which delivers Literacy and Basic Skills to 16 clients in the Algoma Treatment and Remand Facility. This program is funded through an agreement with the Ministry of the Solicitor General.
- ◆ A variety of computer classes from basic to intermediate levels are scheduled mornings and afternoons at Northland as part of the Get SET funded programming.
- ◆ Gentle Persuasive Approach (GPA) Training for returning Personal Support Workers (PSW), Nurses, Healthcare providers and healthcare students from the college to enhance employee capability.
- ◆ Employment preparation pathways are now available at Northland to support students in developing literacy and digital literacy skills while earning valuable certifications. Students can work through Safe Food Handler Certification, Liquor Retail Employee Training, and WHMIS with teacher instruction and support. This learning prepares students for on-the-job training, which is often virtual, and can be a barrier to employment. 64 certifications were earned through this pathway to employment program.
- ◆ Northland Adult Learning Centre is proud to partner with local Employment Ontario (EO) service providers to offer Digital Literacy classes to their clients.

These classes are designed to help individuals build essential computer and technology skills for today's job market. We deliver the program in 4-week rotations, with a new session starting every 6 weeks.

- ◆ Twice per week instructors serve clients with mental health and addiction issues at Northway Wellness Centre. We also have an agreement with SAH outpatient mental health to continue our support as clients move to transitioning housing. We deliver soft skills, life skills and digital literacy.

Non-Credit: English as a Second Language (Funded by the Ministry of Labour, Immigration, Training and Skills Development of Ontario (MLITSD))

- ◆ English as a Second Language (ESL) is the second adult non-credit program offered at Northland Adult Learning Centre and served approximately 196 students this year.
- ◆ Many of our ESL students are also enrolled in high school credits at the Sault Ste. Marie Adult Learning Centre. Northland has implemented digital literacy programming and English for

Academic Purposes (EAP) classes to bridge learning and help English language learners achieve their academic goals.

- ◆ Northland's ESL program runs Monday to Friday during the day and Tuesdays and Thursday in the evening. Night school offerings have proven to be quite popular among students who have work and family commitments during the day.

(b) Central Algoma Adult Learning Centre - Thessalon

Credit Program (Funded by Continuing Education Grants for students 21 years of age on a contact hour basis)

- ◆ Adult Education operates in Thessalon at the Adult Education Center located at 135 Dawson Street with an Adult Education Teacher (OCT) supporting approximately 20 continuing education students completing credit courses and/or Prior Learning Assessment Recognition (PLAR) assessments.

Non-Credit Program – Get SET (formerly Literacy & Basic Skills) (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ This year, the site achieved several objectives outlined in the 2025-2026 business plan. The program successfully expanded their community partner network to include the Bruce Mines Public Library and the St. Joseph's Public Library. There was an overwhelmingly positive response to the community workshops. The learners commented on how useful they were and how much they appreciated the learning environment.
- ◆ The Thessalon site exceeded the Ministry targets in Customer Satisfaction, Service Coordination, and Progress. The site is approaching targets in Task Completions and Suitability and Learners Served.
- ◆ The staff put significant effort into creating a welcoming learning environment and strive to put learners first. Their learners have responded with overwhelmingly positive feedback about the Get SET program, including specific comments about instructor patience, feelings of success, and the value received from the program.
- ◆ Despite the challenges in meeting overall suitability targets, they have experienced great success reaching learners that have been more than 6 years out of education. There is strong community interest in digital literacy training among senior citizens at local libraries, residents of the neighbouring nursing home, and the general population. There is strong potential for growth in this area through the expansion of digital literacy offerings.

(c) North Shore Adult Education Centre – Elliot Lake, Blind River & Spanish

Credit Program (Funded by a Combination of Continuing Education Grants for Students 21 years of age or older and Regular Day School Grants for students under the age of 21)

- ◆ Adult credit programs are located at the Elliot Lake Adult Education Centre on 2 Brunswick Walk, and the Blind River Education Centre on 13 Woodward Ave. They use the Correspondence / Self Study register and are serving approximately 60 adult learners. The lesson completion rate among learners has increased year over year due to the support provided by the OCT Adult Ed teacher.
- ◆ Adolescent Alternative programs (under the age of 21 years) have approximately 20 students supported on the day school register at the Blind River and Elliot Lake sites. This program

meets the needs of adolescent learners who are not registered in the regular school program. It offers an alternative setting for students to work toward their OSSD credits.

Non-Credit Program – Get SET (formerly Literacy & Basic Skills) (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ Get SET (formerly LBS) programming is provided to over 70 adults. The program is offered in Elliot Lake, Spanish and Blind River.
- ◆ The site met and exceeded the Ministry's Customer Satisfaction Performance Commitment target of 90%, by achieving 100% positive responses overall. This strong result reflects the whole-person approach described in their Business Plan, particularly the intentional, deep conversations during service allowing learners to feel heard and supported in relation to their goals and life circumstances. In addition, they remain committed to improving how feedback is gathered. Returning to phone follow-ups whenever possible has helped gather rich data and provided timely responses to exited learners' questions and needs.
- ◆ Get SET currently is offering digital device support for clients in Elliot Lake, Blind River and Spanish at the Spanish Public Library twice per month.
- ◆ Get SET offers pre-employment training classes for our Employment Ontario partners for job connection programs.
- ◆ Get SET programs also support students who are enrolled in high school credit programs with literacy and numeracy skills.
- ◆ Overall, the Get SET site is performing well against Ministry measures, with Customer Satisfaction (111%), Service Coordination (139%), Suitability (116%), Progress (129%), and Learners Served (118%) all exceeding the targets. These results are consistent with the Business Plan strategies, particularly the whole-person engagement approach, strong coordination with Employment Ontario/Ontario Works and community partners, and ongoing course and service adaptations designed to meet emerging learner needs. Moving forward, they will sustain these achievements while continuing to address Business Plan improvement areas such as strengthening the way feedback is collected and improving the natural integration of assessment tools at program entrance and exit to protect performance and ensure outcomes remain strong.

(d) Chapleau Learning Centre – Chapleau, Ontario

Non-Credit Program – Get SET (formerly Literacy & Basic Skills) (Funded by Ministry of Labour, Immigration, Training & Skills Development)

- ◆ Get SET programs are offered to over 70 adult students throughout the academic school year. A partnership has been developed to provide programming to the adult learner community in Brunswick House First Nation just outside of Chapleau.
- ◆ The Chapleau Get SET site has achieved a remarkable customer satisfaction rate of 100%, exceeding the Ministry target of 90%. This success can be attributed to their commitment to creating a welcoming and supportive learning environment. The instructors are trained in motivational interviewing techniques, which foster a culture of openness and trust with the learners. Regular feedback mechanisms are in place, ensuring learners feel heard and valued. Moving forward, they will maintain this high standard by continuously training staff and encouraging ongoing communication to further enhance the learner's experience.

- ◆ Chapleau is currently offering Microsoft certifications using Northstar Digital Literacy during both regular day hours and in the evenings provided enrollment is sufficient to support the evening classes. Learners can also access this learning platform from home.
- ◆ Chapleau offers pre-employment training classes for their Employment Ontario partners for job connection programs.
- ◆ Chapleau Get SET also offers courses in Cricut software and use, as well as quilting, weaving, and crafting classes which have been very well attended and increased awareness of programs to help with enrollment.
- ◆ Chapleau Adult Learning Center also supports students who are achieving high school credits through the Sault Ste. Marie Adult Learning Centre.
- ◆ Chapleau Adult Learning staff alternate at the Employment office to support accessibility concerns (Chapleau Adult Education Centre is located on the second floor).
- ◆ To support consistent attendance, instructors maintain regular communication with learners, proactively addressing potential absences. This approach remains one of the site's key strengths. They continuously assess and refine their methods as needed, ensuring they remain effective for the learners they serve.
- ◆ Through the Chapleau Service Provider Network (CSPN), they are engaging directly with employers and service providers to build and sustain relationships while promoting the programs. Moving forward into the next fiscal year, they will implement the strategies outlined in the Business Plan to enhance the efficiency targets.



Updated information about all ADSB Adult Education Programs can be found on the website:

<https://www.adsbadulted.com/>

REPORT TO THE BOARD of 2026 06 16		Item # 3.0
Topic/Issue:	Senior Administration Reports/Information/Monitoring	



1. Approval of the 2026-2027 Budget (Motion)	

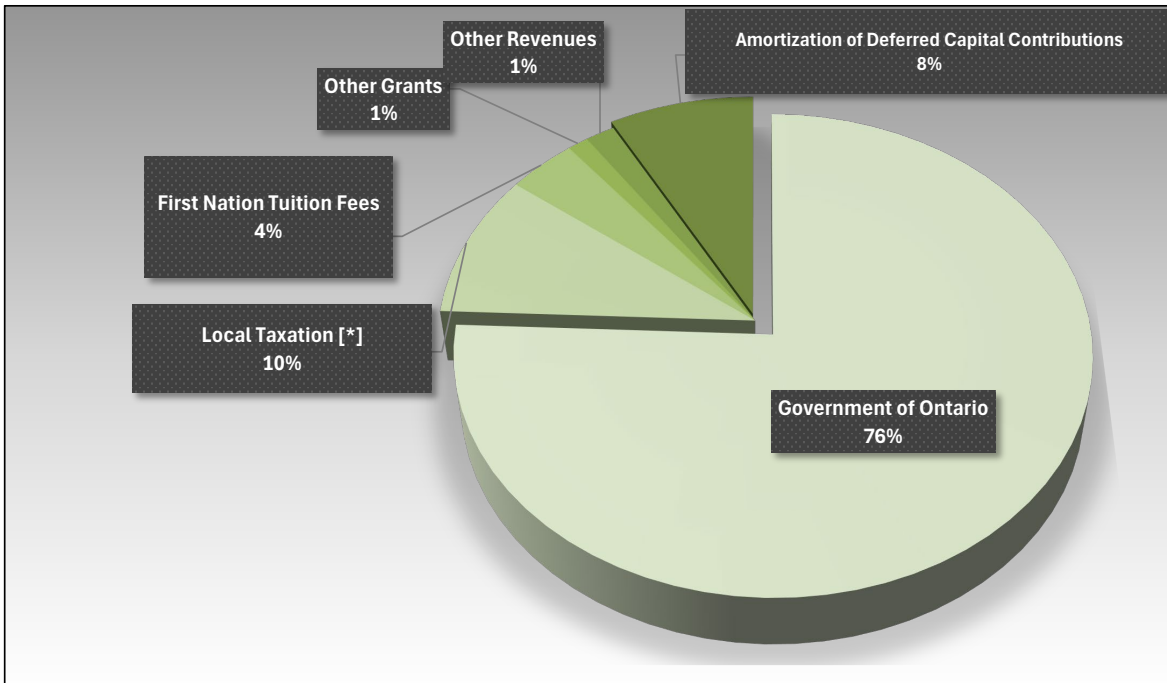


REPORT TO THE BOARD of 2026 06 16		Item # 3.1
Prepared By:	Associate Director, Santa Maria	
Strategic Priority:	All Priorities	
Purpose:	Information Discussion Motion	
Topic/Issue:	Approval of the 2026-2027 Budget	

Rationale	
As per section 169.1 of the Education Act, the Board has a responsibility to ensure effective stewardship of the Board’s resources. As such, our draft budget requires review by all levels of supervision to ensure support and agreement.	
Key Highlights	
<ul style="list-style-type: none"> • The Ministry of Education announced the 2026-27 Core Funding (Core Ed) on 2026 05 13 and released Memorandum 2026-27 Education Funding B02, which contained summary budget information as well as Ministry Projections of School Board Funding. • School Boards also received detailed information related to some funding in addition to Core Ed, formerly called Priorities and Partnership Funds (PPF) which is now termed Responsive Education Programs (REP). • The Ministry financial website for grant calculation was accessible to Board financial staff on 2026 05 13. • Administrative Council began meeting in February to discuss budget planning for the forthcoming year. • The budget process was approved by Trustees at the 2026 02 24 Board Meeting. • The Operations & Budget Committee met on 2026 06 09 for a budget review that encompassed the Ministry grant projections, current status of budget and Administrative Council’s budget strategies. The Committee approved a final version to present to the Board tonight. • The Associate Director of Corporate Services & Operations will discuss the 2026-2027 budget process with the Special Education Advisory Council (SEAC) at a future date. • Attachments for your review include: Attachment #1 2026-27 Estimates - Revenue Attachment #2 2026-27 Estimates - Expenditures Attachment #3 Summary of 2026-2027 Enhancements to Purchase in 2025-2026 Attachment #4 Continued Programs and Projects from 2025-2026 Attachment #5 New Expenditures and Enhancements Included in 2026-2027 Budget Attachment #6 Analysis of Surplus/Deficit) Balances 2026-2027 Estimates Attachment #7 2026-2027 Estimates Revenue vs. Expenses – Special Education only 	
Anticipated Benefits	
<ul style="list-style-type: none"> • To operate in a fiscally responsible environment. 	
Insights / Learning	
<ul style="list-style-type: none"> • N/A 	
Considerations/Next Steps	
<ul style="list-style-type: none"> • Monitor enrolment as we move closer to the start of the new year, which typically increases between the approval date of the budget and the start of the school year. 	
Motion	
That the Board approve a total budget for expenditures and revenue, including transfers to and from accumulated surplus, for the 2026-27 budget year in the amount of \$209,010,248 as described in the Director’s Report to the Board dated 2026 06 16.	
Moved by:	Seconded by:
Motion was: Carried Defeated	Initials of Chair: Resolution #



2026-2027 Estimates Revenue



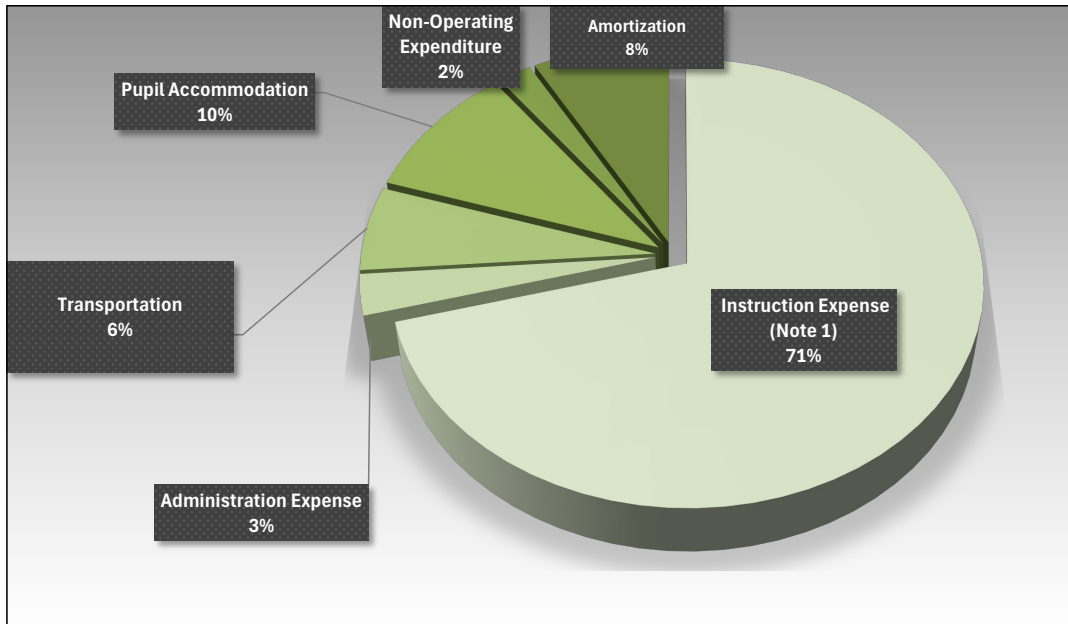
[*] Provincially determined by the Ministry

2026-2027 Revenue by Major Source

Government of Ontario	156,172,623
Local Taxation [*]	19,944,727
First Nation Tuition Fees	7,958,023
Other Grants	2,401,037
Other Revenues	3,373,000
Amortization of Deferred Capital Contributions	16,603,965
Sub-total	\$ 206,453,342
Deficit funded by Accumulated Surplus	\$ 608,602
Capital and Approved Debt	\$ 1,948,304
Total Revenue	\$ 209,010,248



2026-2027 Estimates Expenditures



2026-2027 Expenditure by Major Source	
Instruction Expense (Note 1)	146,698,900
Administration Expense	6,107,957
Transportation	12,592,907
Pupil Accommodation	20,407,185
Non-Operating Expenditure	4,178,025
Amortization	17,031,036
Subtotal	\$ 207,016,011
Capital and Approved Debt	\$ 1,994,237
Total Expenditures	\$ 209,010,248

Note 1 - Instruction Expense	
Classroom Teachers	93,779,490
Supply Teachers	3,957,432
Teacher Assistants	12,599,213
Early Childhood Educators	2,617,013
Department Heads	193,837
Texts & Classroom Supplies/Equipment	4,230,496
Computers	1,302,500
Professionals & Paraprofessionals	5,510,051
Library & Guidance	2,646,247
Professional Development	542,313
Principals and Vice Principals	5,884,464
School Office	8,740,619
Coordinators and Consultants	3,646,156
Continuing Education	1,049,069
Total Instructional Expenses	\$ 146,698,900



Summary of 2026-2027 Enhancements to Purchase in 2025-2026

1. Winbooks for Student Device Restructuring
2. Furniture and Equipment in Preparation for Three Rivers K-12 Grand Opening
3. Investment in Electronic Timesheets and Purchasing Card Processes
4. Accessibility Enhancements to Schools
5. Shop / Tech Equipment Upgrades



Continued Programs and Projects from 2025-2026

1. Support for Instructional Leadership and Board's Strategic Plan (Achievement, Well Being and Equity)
2. Commitments for Special Education and Mental Health Programs
3. Capital Improvements to Buildings
4. Language Learner Supports
5. Indigenous Graduation Coach Resources
6. Summer Learning Programs
7. Specialty Programs and Student Success Supports (Alliance Academies)
8. Enhancements to and promotion of the Trades Programs



New Expenditures & Enhancements Included in 2026-2027 Budget

1. Special Education Classes
2. Upgrade Statistical Software for Schools (Compass 4 Success)
3. Capital Upgrades to Schools
4. Upgrades to Network Infrastructure



Analysis of Surplus/(Deficit) Balances 2026-2027 Estimates

Accumulated Surplus/Deficit (A)		Balance at August 31/25 (B)	Increase (Decrease) in Accum. Surplus/Deficit (C)	Balance at August 31/26 (D)
1	INTERNALLY APPROPRIATED			
2	Retirement Gratuities			
3	Retirement Gratuities	541,926	-	541,926
4	Sub-total Retirement Gratuities	541,926	-	541,926
5	UNAPPROPRIATED			
6	Working Funds	12,907,154	(181,531)	12,725,623
7	Carry-over	116,618	-	116,618
8	Committed Capital	8,179,953	(427,071)	7,752,882
9	TOTAL INTERNALLY APPROPRIATED	21,745,651	(608,602)	21,137,049

* Opening balances are based on 25-26 Revised Estimates.



2026-2027 Estimates

COMPARISON OF REVENUE VS EXPENSES - SPECIAL EDUCATION ONLY

	Special Education (A)	REVENUE (B)	EXPENSES (C)	SURPLUS (DEFICIT) (D)
	CLASSROOM INSTRUCTION			
1	Classroom Teachers	10,685,096	11,628,096	(943,000)
2	Supply Teachers	474,764	303,462	171,302
3	Teacher Assistants	12,291,113	12,599,214	(308,101)
4	Early Childhood Educators	-	-	-
5	Textbooks & Classroom Supplies	664,700	320,697	344,003
6	Computers	-	-	-
7	Prof. & Para-prof	1,298,575	1,331,503	(32,928)
8	Library & Guidance	-	-	-
9	Staff Dev.	53,129	44,500	8,629
10	Sub-total	25,467,377	26,227,472	(760,095)
	NON-CLASSROOM			
11	Coordinators/Consultants	898,575	549,628	348,947
12	Princ. & VP's	17,189	8,000	9,189
13	Transportation	400,000	450,000	(50,000)
14	Sub-total	1,315,764	1,007,628	308,136
15	TOTAL BUDGET	26,783,141	27,235,100	(451,959)

REPORT TO THE BOARD of 2026 06 16		Item # 4.0
Topic/Issue:	Board Reports	



<ol style="list-style-type: none"> 1. CEO's Report 2. Chair's Report 3. Student Trustees' Report 4. OPSBA Reports 5. Parent Involvement Committee Report

REPORT TO THE BOARD of 2026 06 16		Item # 5.0
Topic/Issue:	Other Business	



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

REPORT TO THE BOARD of 2026 06 16		Item # 6.0
Topic/Issue:	Next Meeting Dates	



1. The next meeting is a Regular Board Meeting – date to be determined	



REPORT TO THE BOARD of 2026 06 16		Item # 7.0
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Move into In-Camera	

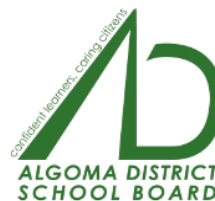
Rationale	
As per Section 207(2) of the Education Act, “A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,	
<ul style="list-style-type: none"> a) the security of the property of the board; b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian; c) the acquisition or disposal of a school site; d) decisions in respect of negotiations with employees of the board; or e) litigation affecting the board.” 	
Key Highlights	
n/a	
Anticipated Benefits	
n/a	
Insights / Learning	
n/a	
Considerations/Next Steps	
n/a	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move into the In-Camera session, which is closed to the public, at _____ p.m.	
Motion was: Carried Defeated	Initials of Chair: Resolution #



REPORT TO THE BOARD of 2026 06 16		Item # 7.1
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn In-Camera Session	

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

REPORT TO THE BOARD of 2026 06 16		Item # 8.0
Prepared By:	Chair Johnston	
Strategic Priority:	n/a	
Purpose:	Information Discussion Motion	
Topic/Issue:	Motion to Adjourn Regular Board Meeting	



Rationale	
Move to adjourn the Regular Board Meeting of 2026 06 16.	
Anticipated Benefits	
Insights / Learning	
Considerations/Next Steps	
Motion (if applicable)	
Moved by:	Seconded by:
That the Board members move to adjourn the Regular Board Meeting of 2026 06 16 at _____pm.	
Motion was: Carried Defeated	Initials of Chair: Resolution #