

**ALGOMA DISTRICT SCHOOL BOARD**

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COMMITTEE OF THE WHOLE MEETING AGENDA

Tuesday, May 13, 2025
EDUCATION CENTRE
Public Meeting Start 5:30 P.M.

ITEM	TOPIC	LEAD
1.0	Call to Order (Motion) 1. Land Acknowledgment: Read by Trustee Sara McCleary 2. Roll Call	
2.0	Presentations/ Monitoring/Discussion Strategic Priority: Achievement 1. OSAID – White Pines Presentation 2. Engaging Parent/Guardian Voice	ST JM
3.0	System Updates/Upcoming Events Discussion of Policies: 2.02 Trustee Attendance at Meetings 2.06 Board of Trustees Code of Conduct 6.11 Animals in Schools 6.11.1 Use of Guide Dogs, Service Dogs, and Service Animals by Students 6.49.02 Progressive Discipline Policy for Students including Suspension and Expulsion 6.57 Modified School Operations During a Pandemic Distribution of Policies: (for discussion on May 27 th Board Meeting): 6.28.02 Concussion Policy 6.34 Facility Partnerships	JM JSM
4.0	Next Meeting Dates 2025 05 27 Regular Board Meeting	
5.0	Motion to move into In-Camera Session	
6.0	Motion to Adjourn In-Camera Session	
7.0	Motion to Adjourn Committee of the Whole Meeting	

COMMITTEE OF THE WHOLE of 2025 05 13		Item #2.2
Prepared By:	Superintendent Maurice	
Strategic Priority:	Achievement, Well-Being and Equity	
Purpose:	Information Discussion Motion	
Topic/Issue:	Engaging Parent/Guardian Voice	



Rationale
- The Ministry of Education, through the Student Achievement Plan, mandates consultation with a variety of stakeholders including parents/guardians, staff and students from a variety of lived experiences in the implementation of strategies to support improvements in literacy, mathematics, preparing for the future (graduation and pathways), and engagement (attendance, suspensions, mental health supports). - Through our work with Dr. Jean Clinton, Michael Fullan and School Mental Health Ontario, we know that achievement, well-being, and belonging are deeply interconnected and that inclusive learning communities are co-created through authentic partnerships with students, families, staff, and communities.
Key Highlights
- In addition to the ADSB Family Voice Survey that is facilitated every two years, and current opportunities for parents/guardians to engage in school councils and the ADSB Parent Involvement Committee (PIC), to further engage parent/guardian voice, and to ensure we are hearing voices from a variety of perspectives, in mid-May, parents/guardians will be invited to put their names forward if they are interested in participating in several different advisory groups including: a) ADSB Well-Being Leadership Committee – Parents/guardian representatives will join Board staff with a focus on student well-being in the areas of Positive Mental Health, Safe and Accepting Schools, Healthy Schools and Equity and Inclusive Education. This Committee was previously active prior to COVID-19. b) ADSB Indigenous Caregiver Advisory Circle – Parents/guardian representatives who self-identify as First Nations, Métis or Inuit will join Board staff and some community representatives from the ADSB Indigenous Education Advisory Council (IEAC) with a focus on Indigenous student achievement and well-being. This Circle will be considered a sub-committee of the larger ADSB IEAC to bring parent/guardian voice into IEAC's ongoing work throughout the year in supporting the Indigenous Education Board Action Plan. c) ADSB Belonging Advisory Circle – This group will include parent/guardian, community, staff and student representatives with lived experience who self-identify as members of equity-deserving and inherent sovereignty groups including Indigenous peoples (First Nations, Métis and Inuit), individuals who experience barriers related to race, ancestry, colour, religion or spiritual beliefs, place of origin, sexual orientation, gender identity and/or gender expression, persons with visible and/or non-visible (physical and/or mental) disabilities, and persons facing or who have faced financial or economic hardships and/or have lived experience of poverty or income insecurity. - The primary purpose of these groups is to advise, reflect and provide voices, perspectives and feedback on Board policies, practices and initiatives, with the ultimate aim of supporting student achievement and well-being.
Anticipated Benefits
Surveys like the ADSB Family Voice Survey provide good feedback, however, they do not always represent a wide range of voices and are limited in their ability to dig deeper into ideas. The range of voices from different communities encompassed within these three advisory groups will provide for more meaningful engagement and discussion on topics related to themes in the 2025 ADSB Family Voice Survey.
Insights/ Learning
While Edsby and email will be good options to reach many families with the invitation to join these groups, a variety of communication methods (e.g. personal reach out) will be needed to ensure families with a full range of lived experience are aware of these opportunities.
Considerations / Next Steps
Parent/guardian applications will be reviewed by a team of Board staff led by the Superintendent of Equity, Reconciliation and Well-Being in mid-June and representatives will be selected, with consideration for geographic and school representation, in time for all three advisory groups to commence in September 2025, with each having four meetings scheduled throughout the school year.

Section 6A: Safe and Inclusive Schools

Policy 6.28.02: Concussion Policy

Supporting Policies:

[6.28 Provision of Health and Medical Support Services](#)

Supporting Procedures:

[Concussion Administrative Procedure](#)

[Emergency Action Procedure: Medical/Injury Student Emergency](#)

Supporting Protocols and Guidelines:

[Concussion - Appendix A - Chart 1 Identifying a Suspected Concussion - Steps and Responsibilities](#)

[Concussion - Appendix B - Chart 2 Diagnosed Concussion - Steps and Responsibilities](#)

[Concussion - Appendix D - Concussion Recognition Tool 5 \(CRT5\)](#)

[Concussion - Appendix E - Sample Return to School Strategies and/or Approaches](#)

[Concussion - Appendix F - Concussion Prevention Strategies](#)

[Concussion - Concussion Awareness Resource \(Ages 15 and Up\)](#)

[Concussion - Return-to-School-Strategy](#)

Supporting Templates and Forms:

[Concussion - Appendix C1 - Informed Consent for Student Participation and Acknowledgment of Risks](#)

[Concussion - Appendix C2 - Tool to Identify a Suspected Concussion](#)

[Concussion - Appendix C3 - Documentation of Medical Assessment](#)

[Concussion - Appendix C4 - Home Preparation for Return to School Plan](#)

[Concussion - Appendix C5 - Return to School Plan](#)

[Concussion - Appendix C6 - Documentation for Medical Clearance](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Coach/Team Trainer\)](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Parent/Guardian\)](#)

[Concussion - Concussion Code of Conduct for Interschool Sports \(Student\)](#)

Other Resources:

Education Act

Ministry of Education, Memorandum 158, School Board Policies on Concussion

OPHEA Safety Guidelines Elementary & Secondary

Parachute Canada – Preventing Injuries, Saving Lives

Approved by Board Resolution #041-2015 02 24

Revised by Board Resolution #009-2020 01 28

Algoma District School Board recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during school based physical activity programs (curricular, intramural, interschool), playground time or field trips.



In accordance with Policy Program Memorandum (PPM) 158, the Board will develop and implement concussion management strategies within a Concussion Administrative Procedure which shall include:

- Concussion Awareness Strategies;
- Concussion Awareness Training;
- Concussion Prevention Strategies;
- Identification of a Suspected Concussion;
- Return to School Plan; and
- Concussion Tracking.

It is the responsibility of the Board, including Board staff and volunteers, students, parents/guardians of students under 18 years of age and sport officials to follow this established policy and the Concussion Administrative Procedure.

Section 6B: Operations - Workplace

Policy 6.34: Facility Partnerships

Supporting Policies:

[6.17 Community Use of Schools](#)

Supporting Procedures:

Supporting Protocols and Guidelines:

[Ministry of Education Community Planning and Partnership Guideline](#)

Supporting Templates and Forms:

[Application of Interest in Facility Partnership Form](#)

Other Resources:

Education Act Regulation 444/98 – Disposition of Real Surplus Property

Approved by Board Resolution # 009-2013 01 29

Approved by Board Resolution # 041-2016 04 05

Approved by Board Resolution # 047-2020 05 26

1 Rationale

As the Algoma District School Board is committed to providing quality education to students in facilities that are safe, secure and used in an efficient manner, it will consider facility partnerships with eligible partners that meet the Board's partnership criteria. The intent of partnerships is to improve services available to students, to strengthen relationships between the Board and the public, to maximize the use of public infrastructure, and provide a foundation for improved service delivery for communities.

2 Policy Statement

Partnerships, including co-building opportunities with eligible partners when undertaking major capital projects, and the leasing of space within existing schools and administrative buildings, shall be considered.

3 The Ministry of Education & Facility Partnerships Guideline

The [Ministry of Education Community Planning & Facility Partnerships Guideline](#) establishes the philosophy and processes for partnership with the intent to:

- Reduce facility operating costs for school boards and Government;
- Improve services and supports available to students;
- Maximize the use of public infrastructure and utilization;

4 Eligible Partners

The following entities are examples of eligible partners within the Policy:



- co-terminus School Boards;
- local municipalities within the Algoma District School Board;
- local Colleges and Universities;
- First Nation Tuition Partners
- Provincial Government;
- Federal Government;
- childcare operators approved by the Board;
- applicable Public Health Boards;
- other entities as determined by the Board.

Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.

5 Process

The board will have a Capital Plan to address the future needs of students that will include areas of enrolment growth and decline. Plans may include enrolment projections, school capacity, renewal needs, and construction of new schools and additions. This information is to be shared with community partners when updated.

6 Partnership Criteria

Partnerships between the Board and eligible partners will be subject to the following considerations:

- the health and safety of students and staff is protected;
- are appropriate for a school setting;
- partnerships must not compromise the student achievement strategy;
- entities are not providing competing education services;
- other criteria as determined by the Board.

7 Co-Building Opportunities

New schools, additions and significant renovations may be considered as opportunities for partnerships. The Board will notify potential partners of opportunities to partner well in advance of the potential construction start date. The Board does not need to have a funding source to solicit partners for co-building opportunities, but partnership agreements will not be finalized until both the Board and the partners have an approved source of funding.

8 Underutilized Space Versus Surplus Space

In order for space to be considered surplus, it must be declared as surplus to the needs of the Board by the Board of Trustees. This space may be leased, sold or otherwise disposed of, subject to Ontario Regulation 444/98 of the Education Act.



Space in existing facilities that is not declared surplus can be analyzed to determine if it is suitable for partnership opportunities. The analysis may include, but is not limited to, short and long-term enrolment, projections, school capacities, school facility conditions and existing uses of the facilities.

9 Existing Space in Schools and Administration Buildings not declared surplus

The leasing of space within existing buildings will be considered under the following circumstances:

- there are excess pupil places available for at least a five-year period;
- the facility is not located within an area identified that is in an accommodation review;
- the space is not required for other Board programming;
- separate access is available or can be created where appropriate;
- suitable parking and access exists;
- the lease provides for the recovery of capital costs to create the facility where appropriate;
- the lease provides for the recovery of operating and renewal costs incurred by the Board, including major renewal costs, for both the discrete space and proportionate common area, administrative costs, and any costs borne by the Board to front-end lease hold improvements required to create such discrete space; and
- other conditions/considerations as determined by the Board given the value of the partnership to complement Board and/or Ministry objectives.

10 Notification Process

Space available for facility partnership consideration will be identified in the Board's long-term facilities capital plan. The plan will be available on the Board's public [website](#).

A list of eligible potential partners will be established and will include but may not be limited to those identified according to Ontario Regulation 444/98.

The board will discuss planning and partnership opportunities with the public and community organizations through its capital plan which is presented to the board annually. A letter will be sent to the list of potential partners informing them of the date of this presentation to the Board.

11 Partnership Proposals

Entities who are interested in submitting [proposals](#) for the use of underutilized space in existing facilities can access an application form from the Board [website](#) or contact the Board's Superintendent of Business.

12 Selection of Partnership Proposals

Partnerships will be evaluated based on how well the proposal meets the Criteria for Facility Partnerships. The Board will have full discretion when evaluating and selecting partners. Before being approved potential partners must:

- provide financial statements showing financial viability of their organization;



- agree to operate in accordance with Board policy;
- be willing to enter into a lease or joint-use/partnership agreement;
- present proof of criminal background checks for staff working within the school.

13 Costs

School boards are not expected to incur any additional costs to support facility partnerships. On a cost recovery basis, the fees charged to partners will cover all operational and capital costs. It is the responsibility of the facility partner to bear the costs of any renovations to make the space suitable for the partnership. In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint use or shared space.

The Board may use its discretion with respect to cost in supporting partnerships based on its student achievement strategy.

14 Agreements

The Board will provide clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards, code of conduct and the applicability of Board use policies including accessibility.

The successful partner is expected to enter into agreements for the use of space within the ADSB facilities. The Board will ensure that all legal agreements respect the Education Act and protect the rights of the school board.

COMMITTEE OF THE WHOLE MEETING of 2025 05 13		Item # 5.0
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 #

