



REGULAR BOARD MEETING
To be held in the Boardroom in North Bay
Tuesday February 25, 2020 at 6:00 pm

AGENDA

1.0 Opening and Land Acknowledgement

1.1 Call to Order

1.2 Attendance

1.3 Declaration of Conflict of Interest

1.4 Approval of Agenda

Motion:

That the agenda for the Regular Board meeting of February 25, 2020 be approved.

1.5 Approval of Minutes from Previous Meetings

Motion:

That the minutes of the Regular Board meeting held on January 28, 2020 be approved.

1.6 Trustee Vacancy Recommendation from CW

Motion:

That the Trustee Vacancy process be approved.

1.7 Declaration of Oath of Allegiance

Declaration of Office and Oath of Allegiance – Director Myles

Motion:

That Harry Fry be appointed Trustee effective February 25, 2020.



2.0 Communication to the Board

2.1 Staff Presentations

Outdoor Learning – SO Graves and Principal Chris Walking

2.2 3:2 Consolidation Update

Director Myles

2.3 Trustee Eligibility for Office

Chair Aspin

2.4 Information Items (reports attached)

Monthly Tender Report: January 2020 to February 2020 – SBO Therrien
Administrative Guideline Concussion Safety for Students – Acting SO Smylie

2.5 Director's Update (including 100 Day Plan attached)

2.6 OPSBA Report – Trustee Steer

2.7 Student Trustees' Update

3.0 Items for Decision

3.1 Report from the Multi-Year Strategic Planning Committee

Trustee Steer

Motion:

That the process for the 2020- 2022 Multi-Year Strategic Plan be approved as presented.

3.2 Updated Capital Plan

Chair Aspin

Motion:

That the Updated Capital Plan be approved.

3.3 School Year Calendar 2020-2021

Director Myles

Motion:

That the Board approve the 2020-2021 School Year Calendar.



3.4 EL#7 Financial Condition

Chair Aspin

Motion:

That the Board approve EL#7 Month End Finance report for the month of January 2020.

4.0 In-Camera

4.1 Move into Committee of the Whole

4.2 Personnel Issue

4.3 Labour Update

4.4 Rise and Report

5.0 Committee Information

SEAC minutes January 16, 2020 unofficial

FNAC minutes November 26, 2019 unofficial

Finance minutes January 28, 2020 unofficial

MYP minutes February 13 and 19, 2020 unofficial

Committee of the Whole January 14, 2020 official

Committee of the Whole February 11, 2020 unofficial

6.0 Adjournment

6.1 Motion:

That we do now adjourn at _____ pm.



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Jay Aspin, Chair

Craig Myles, Director of Education

The January 28, 2020 **Public Session Board Meeting** of the Near North District School Board was held at 6:00 pm at the Head Office of the Near North District School Board.

Trustees Present:

Jay Aspin, Chairperson
John Cochrane, Vice Chair
Greg Barnes
Al Bottomley
Donna Breault
Louise Sargent
Bill Steer
Student Trustee – Madelyn Meighan

Administrative Staff Present:

Craig Myles, Director of Education
Liz Therrien, Superintendent of Business
Roslyn Bowness, Superintendent of Education
Gay Smylie, Superintendent of Education
Mairghread Knought, Information and Communication Officer
Lucio Pavone, Executive Officer
Maureen Egan, Recording Secretary

Administrative Staff Present in Parry Sound:

T. Graves, Superintendent of Education

Trustee Regrets:

Rob Learn
Nichole King
Student Trustee – Brooklyn Beaucage

Administrative Staff Present in Almaguin:

Administrative Regrets:

1.1 Call to Order

Chair Aspin called the meeting to order at 6:00 pm.

1.2 Attendance

Attendance indicated that 7 trustees were present for this meeting.

1.3 Declaration of Conflict of Interest - NIL

1.4 Approval of Agenda

Motion: 20-01-01 L. Sargent/J. Cochrane

That the agenda for the Regular Board meeting of January 20, 2020 be approved as amended. The amendment being the addition of item 3.6 Finance Committee Report.
- Carried

1.5 Approval of Minutes

Motion: 20-01-02 D. Breault/B. Steer

That the minutes of the Regular Board meeting held on December 17, 2019 be approved. **- Carried**

2.0 Communication to the Board

2.1 Staff Presentations NIL

2.2 3:2 Consolidation Update

Director Myles commended the 3:2 Consolidation Committee who are working diligently under the leadership of Lucio Pavone.

Lucio Pavone congratulated Director Myles on his appointment to Director. He updated trustees on the staffing agreement with OSSTF and the partnership with Canadore College. Chair Aspin invited trustees to ask questions and comment.

2.3 Information Items

Monthly Tender Report: December 2019 to January 2020 – NIL
Trustee Expenditure Report year ended August 31, 2019
School Energy Coalition Summary Status Report September 2019
Pediculosis Management Administrative Guideline

2.4 Director's Update

Director Myles thanked the trustees for appointing him as Director and placing their confidence in him. He has received numerous letters and emails of support and congratulations. He updated the following comments to the Board:

- Labour action with ETFO has increased and we will continue to keep the Board informed.
- Former student Aiden Dundas competed at the World Junior Hockey Championships and his proud mother is one of our educational assistants.

Minutes of the Public Session Board Meeting of the Near North District School Board held January 28 2020

- Principal Todd Gribbon has accepted a two year placement with the Al Bayan International School in Kuwait.
- The Director's Report is being finalized for the February board meeting.
- The most recent CODE meeting was held last week in Toronto along with the Public Education Symposium. It was an excellent opportunity to meet with Directors from across the province and share best practices.
- He, Chair Aspin, and Trustees Steer and King had the opportunity at the PES conference to meet with Executive Director Rusty Hick.
- Wayne Joudrie and Wally Easton continue to work with us as move toward on various governance issues.
- We are restricting our Superintendent's family of schools and portfolios to ensure our system has the appropriate supports in place to focus on student achievement and well-being while at the same time demonstrating fiscal responsibility.
- Thank you to Geof Botting for his valuable work over the last few months.

2.5 OPSBA Report

Trustee Steer attended the Public Education Symposium earlier in January. He noted the strong emphasis on governance throughout the symposium. He made trustees aware of a growing indication of school boards without trustees and said we need to continue to mandate for public accountability. Trustee Steer also attended the Northern committee meetings. The AGM is June 4-6 in Ottawa. Chair Aspin thanked Trustee for his leadership and representation at the provincial level.

2.6 Student Trustee Update

Student Trustee Meighan updated trustees on recent activities including exams, culminating projects, and charitable undertakings. She wished Trustee Barnes well on behalf of the Student Senate.

3.0 Items for Decision

3.1 Trustee Resignation

Motion: 20-01-03 A. Bottomley/D. Breault

That effective January 31, 2020 the Board accept the resignation of Trustee Greg Barnes. - **Carried**

3.2 EL#7 Financial Condition

Motion: 20-01-04 J. Cochrane/L. Sargent

That the Board approve EL#7 Month End Finance Report for the month of December 2019. - **Carried**

3.3 OPSBA Labour Relations and Human Resources Symposium 2020

Motion: 20-01-05 L. Sargent/D. Breault

That the Board approve the attendance of the following trustees at the OPSBA Labour Relations and Human Resources Symposium in Toronto April 30 to May 1, 2020: Bill Steer, John Cochrane and Jay Aspin. - **Carried**

The Director's office will contact the absent trustees re attendance at the symposium.

3.4 Concussion Safety Policy

Motion: 20-01-06 G. Barnes/J. Cochrane

That the Board approve the policy statement in accordance with Program/Policy Memorandum 158, Concussion Safety for Students. - **Carried**

3.5 NNDSB Committees

Motion: 20-01-07 G. Barnes/A. Bottomley

That the Board approve the 2019-20 committee membership and that staff draft terms of reference accordingly. - **Carried**

3.6 Finance Committee

Trustee Cochrane advised the Board that the Finance Committee met at 3:00 pm on January 28th and reviewed its terms of reference as well as recommending the following motion to the Board:

Motion: 20-01-08 J. Cochrane/D. Breault

That the Board approve:

- 1) the transfer of funds from the board's deferred revenue for school renewal in the amount of \$400,000 to be used to address the renovation and building upgrade needs of West Ferris and Chippewa Secondary Schools; and
- 2) the re-direction of \$1,019,964 from previously committed 2019/20 school renewal and school condition improvement projects to the 3:2 Consolidation. - **Carried**

3.7 School Trips

Motion: 20-01-09 J. Cochrane/L. Sargent

That the NNDSB ask OPSBA to research and make recommendations to all school boards for consistent administrative guidelines with respect to all school trips both within Canada and internationally and to include suggested modular/online training for teachers, administration, volunteers and third-party service providers to reflect "foundations" training and that OPSBA integrate their recommendations across all Ontario school boards. - **Carried**

Minutes of the Public Session Board Meeting of the Near North District School Board held January 28 2020

4.0 In-Camera - NIL

5.0 Motion to Adjourn

Motion: 20-01-10 A. Bottomley/G. Barnes

That the Board meeting of November 26, 2019 adjourn at 6:40 pm. – **Carried**

Title:	Outdoor Ways of Learning and Sharing (OWLS) Student Achievement and Wellbeing – K-3
Contact:	Tim Graves, Superintendent of Education and Chris Walking, Principal
Date Submitted:	February 25, 2020 to Board
Background	<p>This fall, in partnership with the Canadian Ecology Centre (CEC), the NNDSB initiated a pilot program with the intention of delivering interdisciplinary outdoor learning experiences to Primary students. The program has been named "Outdoor Ways of Learning and Sharing" (OWLS).</p> <p>In consultation with the North Bay Parry Sound District Health Unit, the OWLS project has benefitted from the development of a program assessment framework and regular cycles of monitoring and evaluation.</p> <p><i>“There is a growing amount of scientific evidence that when we provide children with the chance to spend regular time in nature, they are happier, healthier and better learners.” (Into Nature).</i></p> <p>The OWLS program aims to develop educator capacity to plan and sustain regular and repeated outdoor learning experiences for students – intentionally engaging in practices that inspire curricular learning and social/emotional development while safely accessing outdoor spaces.</p>
Currently	<p>In collaboration with the Near North Program Team, CEC Outreach and Program Coordinator Heather Dabrowski, and partners from the Health Unit, educators from four elementary schools have been invited to participate in the OWLS pilot project.</p> <p>In support of our continued learning, the Health Unit has contributed to efforts to monitor the outdoor learning experiences – mapping our collective observations to four success indicators outlined in the project assessment framework:</p> <ol style="list-style-type: none"> 1. social/emotional development and executive function skills (specifically response inhibition, sustained attention and emotional control) 2. the development of literacy (specifically oral language development, tier 2 vocabulary - words with a wide range of application that allow students to describe concepts in a detailed manner - i.e. equal, improve, etc. - developing the skills in service of reading comprehension and generating/communicating ideas in writing)

	<p>3. the development of mathematics behaviours,</p> <ul style="list-style-type: none"> • comparing and ordering quantities (multitude and magnitude); • estimating quantities and numbers; • decomposing wholes into parts and composing wholes from parts. <p>4. environmental stewardship (stronger connection to nature, increased environmental values and pro-environmental behaviours).</p> <p>Planning for the OWLS project complied with the Risk Management For School and Out-Of-Classroom High Risk Activities administrative guideline and included consultation with OPHEA guidelines to ensure safe practices and appropriate supervision. The OWLS experiences have contributed to enhanced safety and supervision planning for outdoor learning in the Primary division.</p> <p>Parent participation has become an increasingly important part of the program, as we move towards sustainable program models. The uptake and interest of parents/guardians/grandparents in this class has been tremendous. Parent participation has continued to grow.</p> <p>Educator participants and Program staff have noted an increase in positive social behaviours amongst children and positive peer relationships.</p>
<p>Next Steps</p>	<p>The grade Sunset Park Grade ½ class has continued to access outdoor learning time and has committed to this learning each week. This affirms our belief that with the appropriate professional learning, educators will increasingly plan and sustain regular and repeated outdoor learning experiences for students.</p> <p>We are currently awaiting teachers survey data analysis from pre and post program surveys as well as post session surveys. This information will inform efforts to engage teachers in learning related to OWLS and outdoor education.</p> <p>Observational data was captured in 4 pillars (literacy, numeracy, self-reg. and environmental stewardship). This data will be collated and summarized to provide recommendations for supporting this method of teaching and learning. For each pillar, each summary will include what was seen, what does it mean and how can we improve next time.</p> <p>We are now considering factors related to the growth of this program – to scale this learning across a greater number of schools.</p>



TO: Board of Trustees

FROM: Craig Myles, Director of Education

DATE: February 25, 2020

SUBJECT: Trustee Residence Requirements

A concern has been brought forward from a citizen regarding the legality of Trustee Breault maintaining her position as Trustee after moving from Zone 1 to Zone 2.

It should be noted that the requirements cited in the citizen's concern brought forward pertain to the qualifications for a member of Municipal Council which are specific to the *Municipal Act, 2001* and not applicable to school board trustees.

Section 219 (1) and (2) of the *Education Act* stipulates the qualifications and residency requirements for the position of Trustees as follows:

(1) A person is qualified to be elected as a member of a district school board or school authority if the person is qualified to vote for members of that district school board or that school authority and is resident in its area of jurisdiction. 1997, c. 31, s. 112.; and

(2) A person who is qualified under subsection (1) to be elected as a member of a district school board or school authority is qualified to be elected as a member of that district school board or school authority for any geographic area in the district school board's or school authority's area of jurisdiction, regardless of which positions on that district school board or school authority the person may be qualified to vote for. 1997, c. 31, s. 112.

The *Education Act* is clear that a Trustee must reside in the area of the school board jurisdiction and has the ability to apply to be elected as a trustee in any area of the school board's jurisdiction. Confirmation was sought and obtained from the Ministry of Municipal Affairs and Housing with respect to the application of Section 219 of the *Education Act*.

Trustee Breault remains compliant with the trustee eligibility requirements identified in the *Education Act*.

From: Jay Aspin <Jay.Aspin@nearnorthschools.ca>
Sent: Thursday, February 13, 2020 12:49 PM
To: april leblanc <leblancapril@outlook.com>
Subject: Re: Trustee Breault

Dear Mrs Leblanc,

Thank you for your email indicating your concerns regarding Trustee Donna Breault.

For complete clarification, relative to the information you have sent would you please specify the clause(s) specifically in the Education Act where you believe Trustee Breault has violated her oath / or the maintenance of her oath to her position as Near North District School Trustee.

I have asked Director Craig Myles have staff investigate your concerns. The specific identification of the clause(s) of violation will assist with the process.

Regards,
Jay Aspin,
Chair

From: april leblanc <leblancapril@outlook.com>
Sent: Thursday, February 13, 2020 10:23 AM
To: Jay Aspin <Jay.Aspin@nearnorthschools.ca>
Subject: Re: Trustee Breault

Dear Mr. Aspin:

It has come to my attention that trustee Breault no longer qualifies to hold her elected seat as she no longer resides in the municipality of North Bay. As all trustees know in the election there was criteria to be met as a qualified candidate and further to that if elected you must remain qualified throughout the four year term. It is the responsibility of the candidate to be aware of the terms, make the determination, and inform the board. Each candidate took an oath at the clerk's office.

The Municipal Elections Act and the Education Act are the two pieces of legislation that work in parallel. One cannot trump the other; you must follow both. A person must reside in the local municipality, or is the owner or tenant of land in the local municipality, or the spouse of such a person.

It was not within the scope of the board of trustee's to allow Mrs. Breault to continue serving on this board. Based on the above information Mrs. Breault should resign and vacate her seat immediately, and in my opinion repay the board for all trustee monies received since the date she no longer qualified to hold office.

I ask that the board take the necessary action to rectify this matter as soon as possible. I look forward to hearing your response.

Regards,

April Leblanc - 705-471-6317

Subject: FW: Trustee Breault

From: april leblanc <leblancapril@outlook.com>
Sent: Friday, February 14, 2020 10:33 AM
To: Jay Aspin <Jay.Aspin@nearnorthschools.ca>
Subject: Re: Trustee Breault

Dear Mr. Aspin,

Please see below reference to both Acts. To help provide clarity if there was an election tomorrow would any or all trustee's be qualified candidates. For trustee Breault that answer would be no and the clerk's office would not accept the nomination papers. Again I stress that you cannot interpret only one of the Acts in order to support the desired outcome. The municipal act also requires candidates to remain qualified during the term.

A person is qualified to be elected or hold office, who, as of the day he or she files his or her nomination is:

- Entitled to be an elector under MEA, s.17
 - Is a Canadian citizen;
 - Is at least 18 years of age;
 - Resides in the local municipality, or is the owner or tenant of land in the local municipality, or the spouse of such a person; and
 - Is not prohibited from voting as noted or otherwise, by law.
- Not disqualified for violation of financial requirements or violations of requirements for filing financial information.
- Not disqualified by any Act from holding such office.
- Not disqualified under the provisions as outlined in MEA s.90(2) and 91(1).

When filing a nomination a candidate must meet all of the following requirements:

- **a resident within the jurisdiction of the board;**
- **a supporter of the board ("supporter" refers to the individual's support for one of the four publicly funded school systems. A list of supporters for each system is kept by the Municipal Property Assessment Corporation);**
- **a Canadian citizen;**
- **at least 18 years old;**
- **Roman Catholic (if running for a Catholic school board);**
- **not legally prohibited from voting; and**
- **not disqualified by any legislation from holding school board office.**

Note: A candidate, if nominated, must remain qualified throughout the election and, if elected, throughout the term of office. The term of office is 4 years. School board candidates should confirm that they have the qualifications described here and in section 219 of the *Education Act*. It is the responsibility of the candidate to determine whether he or she is qualified to be elected to and hold office.

Regards,

April Leblanc

TENDERS
January 17, 11, 2020
to
February 18, 2020

	A	B	C	D	E	F	G	H	I	J	K	M
	Closing Date	Project	Location	Bidders Submitting Bids	Awarded to	Award	Tax	Total	Budget (Without HST)	Contract for No Years	Rational	
1	5-Feb-20	Asphalt Shingle Replacement	Ferris Glenn Public School	Preeminent Construction Inc. Bay Roofing and Exteriors Ltd	Preeminent Construction Inc.	\$ 31,708.00	\$ 4,122.12	\$ 35,830.12	\$ 48,609.00		Low Bid	
2	5-Feb-20	New Classroom Partitions	Nobel Public School	R&G Construction W.S. Morgan Construction Ltd	R&G Construction	\$ 20,876.00	\$ 2,713.88	\$ 23,589.88	\$ 50,000.00		Low Bid	
3												
4												
5												
6												
7												



ADMINISTRATIVE GUIDELINE

Title: Concussion Safety for Students

Effective Date: March 2017

Responsibility: Superintendent of Education

Revised: February 25th, 2020

This administrative guideline and supporting documents have been created through the collaborative efforts of the Near North District School Board, the Nipissing Parry Sound Catholic District School Board, the North Bay/Parry Sound District Health Unit, Parachute Canada and doctors in our area. They are also based on the work conducted by the Ontario Physical and Health Education Association (OPHEA) <http://safety.ophea.net>

1.0 RATIONALE

The Near North District School Board is committed to helping all students succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Near North District School Board supports concussion awareness, prevention, identification, management, tracking and training in all schools. This updated policy on concussions will reflect legislative and policy changes that occurred in March, 2018 when the Ontario Government enacted Rowan's Law and amended the Education Act to protect amateur athletes, including students, by improving concussion safety on the field and at school.

2.0 SCOPE

The Ministry of Education expects all school boards in Ontario to develop and maintain a policy on concussion safety for students. As dictated by Policy/Program Memorandum No. 158 <http://www.edu.gov.on.ca/extra/eng/ppm/158.pdf>, the components of the policy must include:

- Strategies for prevention of concussions (See Appendix A)
- Roles and responsibilities of board and school administration, educators, school staff, coaches, students, parents/guardians
- The establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan which includes their Return to Learn and Return to Physical Activity Plan (See Appendix C4)

- The establishment of a process to document and track a student’s progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity
- Annual concussion training for relevant board and school staff
- The confirmation of annual review of approved Concussion Awareness Resource by individuals participating in board-sponsored interschool sports
- The establishment of Concussion Codes of Conduct for individuals participating in board sponsored inter-school sports as well as confirmation of annual review of the Codes.

The Ministry of Education considers the concussion protocol outlined in the Ontario Physical Health Education Association (OPHEA) Safety Guidelines to be the minimum standard for concussion information and procedures for the prevention, identification and management of concussions. It is important to be aware that the Guidelines are evolving with new research and documentation. In order to keep users of this document up to date with the most current information and procedures, this document will be reviewed and revised as new information emerges.

3.0 INTRODUCTION

The Board recognizes that children and adolescents are among those at greatest risk for concussions and while there is potential for concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as **during physical education classes, playground time, school-based sports activities or field trips**. Educators and school staff play a crucial role in the identification of a suspected concussion as well as ongoing monitoring and management of a student with a concussion. Awareness of signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student’s recovery and is essential in helping to prevent the student from returning to learn or returning to physical activities too soon and risking further complications. Ultimately, awareness and knowledge could help contribute to the student’s long-term health and academic success.

4.0 PURPOSE

Research demonstrates that a concussion can have significant impact on a student cognitively, physically, emotionally and socially. Without proper identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that a child or youth who suffers a second concussion before they are symptom free from the first concussion, is susceptible to prolonged period of recovery and possibly Second Impact Syndrome; a rare condition that causes rapid and severe brain swelling and often catastrophic results.

The implementation of a policy on concussion in each school board is an important step in creating healthier schools in Ontario. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through various subjects and disciplines in the Ontario curriculum.

If it is suspected that a student has sustained a concussion, it is very important for school staff to have information on: appropriate **strategies to minimize risk of a concussion, awareness of signs and symptoms, steps to follow and effective management procedures.**

5.0 DEFINITION OF CONCUSSION

Concussion

- A concussion is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear.
- Concussion signs and symptoms can be physical (headache, dizziness), cognitive (difficulty concentrating or remembering), emotional/behavioural (depression, irritability) and/or related to sleep (drowsiness, difficulty falling asleep)
- Concussions may be caused by a jarring impact to the head, face, neck or body, with an impulsive force transmitted to the head, that causes the brain to move rapidly within the skull
- Can occur even if there is no loss of consciousness (in fact, most concussions occur without a loss of consciousness)
- Cannot normally be seen by means of medical imaging tests, such as X-rays, standard CT scans or MRI
- A concussion is typically expected to result in symptoms lasting 1-4 weeks in children and youth (18 years or under), but in some cases symptoms may be prolonged
- Clinical diagnosis **must be made by a medical doctor or nurse practitioner** (that day or as soon as possible) **NOT** by educators, school staff or volunteers

Please note that Appendix C2 provides a list of possible signs and symptoms of concussion.

6.0 ROLES AND RESPONSIBILITIES

School Board Responsibilities

- Update Concussion Administrative Guideline to reflect changes to PPM 158
- Ensure that the Concussion Administrative Guideline and associated resources, such as codes of conduct, links to Government of Ontario Concussion Awareness Resources and supporting forms, are made available on the Board website
- Ensure that concussion training (including OPHEA e-module and review of Government of Ontario Concussion Awareness Resources) is completed by ALL school staff on a yearly basis. Training will be held prior to Rowan's Law Day (the last Wednesday in September) and will be tracked through the Health and Safety Portal
- Ensure that concussion training (including OPHEA e-module and review of Government of Ontario Concussion Awareness Resources) is completed by all new hires who will be working in schools. Training will be tracked through the Health and Safety Portal.
- Review concussion codes of conduct when concussion policy is updated
- Report to the Minister of Education, upon implementation and upon request thereafter, on activities to achieve the requirements outlined in PPM 158

Principal

- Read and follow the Concussion Administrative Guideline
- Ensure all staff, volunteers, parents/guardians and students are aware of the Concussion Administrative Guideline
- Assign a designate to serve as the main point of contact for the student, parents/guardians, other school staff and volunteers who work with the students. The principal or designate is responsible for tracking the steps completed in the Return to School Plan for students with a diagnosed concussion and alert relevant staff of steps completed
- Support curriculum links as related to concussion
- Ensure that any **new** school staff access the concussion training through the Health and Safety Portal at time of hire
- Ensure the information on the Concussion Administrative Guideline is shared with the greater school community including organizations that use school facilities such as community sports organizations and licensed child-care providers operating in schools of the Board
- Plan an annual concussion awareness event to be held on or around Rowan’s Law Day which happens on the last Wednesday in September
- Make concussion information available to students and their parents/guardians
- Obtain parental/guardian cooperation in reporting all non-school related concussions
- Ensure all incidents are reported, recorded and filed as required by the Administrative Guideline on Concussion including any OSBIE and/or MOL reports

Principal and/or Designate

- Ensure that all necessary documentation including codes of conduct are completed and filed
- Because signs and symptoms of concussion may appear hours or days later, principals or their designates must ensure that any time Appendix C2 (A Tool to Identify a Suspected Concussion) is completed, parents/guardians are provided with Appendices C3 (Medical Clearance Form) and C4 (Return to School Plan)
- If a student is diagnosed with a concussion, ensure that the steps in Appendix C3 (Medical Clearance) and C4 (Return to School Plan) are explained to the parents/guardians and, if appropriate, the student.
- Prior to a students’ return to school, complete and collect the following documentation:
 - *Monitoring/Medical Examination Form (Appendix C3)*
 - *Diagnosed Concussion Return to School (Appendix C4)*. Teachers, parents and students may continue to work on Return to Learn/Return to Physical Activity as student progresses through stages. Once completed, it should be filed in the student’s OSR
- File above documents in student’s OSR and provide a copy to appropriate school staff.
- Alert appropriate staff about students with suspected or diagnosed concussion
- Ensure appropriate paperwork is forwarded home (including relevant concussion forms and OSBIE incident report)
- Work closely with students, parents/guardians, staff, volunteers and health professionals to support students with their recovery and academic success
- For students who are experiencing difficulty in their learning environment as a result of the concussion, coordinate the development of an Individual Learning Plan
- Consider adjustments to the student’s schedule as required

School Staff

- Read and follow the Concussion Administrative Guideline
- Attend yearly concussion training to include awareness, prevention, identification and management of concussion
- Support education of students and parents/guardians around concussion and make links to curriculum where relevant
- Be able to recognize signs and symptoms of a concussion and respond appropriately in the event of a concussion (See Appendix C2)
- Ensure suspected concussions are reported to parents/guardians and/or principal/designate
- Follow safety guidelines and implement risk management and injury prevention strategies
- School staff that coach interschool sports, please also refer to the roles and responsibilities of coaches
- When relevant, help in completion of *Appendix D - Strategies to Support a Concussed Student* to assist with strategies and approaches for students returning to school after a diagnosed concussion

Coaches

- Read and follow the Concussion Administrative Guideline
- Take part in yearly concussion training to include awareness, prevention, identification and management of concussion
- Read, sign and implement Concussion Code of Conduct
- Know that the Board's Concussion Protocol and associated documents are located on the Board website

Parents/Guardians

- Read and follow parent/guardian roles and responsibilities in Concussion Administrative Guideline
- Review and sign Concussion Code of Conduct if your child is under the age of 18 and is involved in inter-school sports
- Reinforce concussion prevention strategies with your child (e.g., following rules on fair play, playground safety rules, wearing properly fitted helmets, using equipment safely, following rules of teacher, supervisor or coach). Appendix C5 for handout on concussion
- In the event of a reported suspected concussion by the school, parents/guardians should have the child assessed by physician or nurse practitioner (that day or as soon as possible)
- In the event of a suspected concussion outside of school, parents/guardians should have child assessed by physician or nurse practitioner (that day or as soon as possible)
- Report any diagnosed concussion to the school administration as soon as possible
- Complete and submit all required documentation to the school
- Follow medical recommendations to promote recovery
- Collaborate with the school to manage suspected or diagnosed concussions appropriately
- Collaborate with the school to facilitate Return to School Plan

Students

- Students must review and sign the Concussion Code of Conduct
- Immediately inform school staff or coach of suspected concussion at school or during school related activities (extra-curricular, field trips)
- Immediately inform school principal of diagnosed concussion outside of school
- Inform school staff or coach if you experience concussion related symptoms (immediately, delayed or reoccurring)
- Remain on school premises until parent/guardian arrives if concussion is suspected
- Communicate concerns and challenges during recovery process with school staff, parent/guardians and health care providers
- Inform staff/coaches/trainer if they notice/observe concussion signs or symptoms in any of their peers
- Follow concussion management strategies as per medical doctor or nurse practitioner direction and Return to School Plan (Appendix C4)

7.0. CONCUSSION AWARENESS STRATEGIES

The Near North District School Board supports the Government of Ontario’s Concussion Awareness Resources and will use these resources to ensure that the information that students, staff and coaches are receiving on concussions is consistent with information received from sport organizations.

- Yearly training on concussion (including the review of Government of Ontario Concussion Awareness Resources) will be provided for school staff on the first PD day each school year. This training will be provided and tracked through the school board’s Health and Safety portal
- Links to Government of Ontario’s Concussion Awareness Resources as well as concussion resources from Parachute Canada and OPHEA will be made available on the school board website for students; parents; school and school board staff; volunteers; indigenous communities, partners and organizations; organizations that use school facilities such as community sport organizations and licensed child cares operating in school board’s schools; as well as relevant community-based organizations

8.0. CONCUSSION PREVENTION STRATEGIES

The concussion prevention approach includes primary, secondary and tertiary strategies:

Primary: information/actions that prevent concussions from happening (See Appendix A for a list of prevention strategies)

Secondary: expert management of a concussion that has occurred (e.g. identification management of return to learn, return to physical activity) (Appendices C2, C3 and C4)

Tertiary: strategies to help prevent complications of a concussion

Evidence shows that education about concussions leads to a reduction in the incidence of concussions and improved outcomes. Therefore, the Near North District School Board will offer training to ALL relevant board and school staff on a yearly basis prior to Rowan’s Law Day. Training will allow school staff to educate students on the importance of:

- Practicing fair play and respecting the rules of the game

- Immediately informing their coach or school staff if any signs or symptoms of a concussion and removing themselves from the activity
- Following recommendations for full recovery from concussion

Concussion Codes of Conduct

Concussion prevention is supported by Concussion Awareness Resources (see 7.0) and Concussion Codes of Conduct for inter-school sports. Students, parents/guardians (of students under the age of 18) and coaches will read and sign the Near North District School Board's Concussion Code of Conduct each year that they are involved in inter-school sports.

9.0 IDENTIFICATION OF A SUSPECTED CONCUSSION

If a coach/staff member/supervisor suspects that a student has sustained a concussion at school or elsewhere, they will (See Chart 1 and 2):

- Immediately and safely remove the student from activity
- Call **911** immediately if any red flags are observed (Red Flags are listed on Appendix C2)
- Use Appendix C2 (A Tool to Identify a Suspected Concussion) to help identify the presence of any signs or symptoms of concussion
- Contact parent/guardian and provide Appendix C2 with instructions of Actions to be Taken (including medical assessment, Appendix C3, if necessary)
- Share Appendix C4 (Documentation of a Diagnosed Concussion: Return to School Plan) to support a student's return to school following a diagnosis of concussion

The board has referred to OPHEA's concussion protocol when developing the process for identifying suspected concussions. Please go to <https://safety.ophea.net/tools-resources/concussions> to access OPHEA's concussion protocol.

10.0 THE RETURN TO SCHOOL PLAN

After a suspected concussion has been identified, the student must be assessed by a medical doctor or nurse practitioner as soon as reasonably possible. The parent/guardian must communicate to the school results of the Medical Examination (Appendix C3).

- If a concussion is NOT diagnosed, the student may resume full participation in learning and physical activity with no restrictions
- If a concussion IS diagnosed, the student follows a medically supervised, individualized and gradual Return to Learn and Return to Physical Activity Plan known as the Return to School Plan (Appendix C4). The Return to Learn and Return to Physical Activity Plans are inter-related but are not inter-dependent. A student's progress through the stages of the Return to Learn Plan are independent from the progression through the Return to Physical Activity Plan.

Knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in preventing a student from returning to school or unrestricted physical activities too soon and risking further complications.

Administrative Guideline – Concussion Safety for Students

The management of a student's concussion is a shared responsibility and requires communication between home, school, sport organizations with which a student is registered and the student's medical doctor or nurse practitioner.

There are two parts to a student's Return to School Plan. The first part occurs at home and prepares the student for the second part which occurs at school.

The home stages of the Return to School Plan (Initial Rest to Stage 2 of Return to Learn and Initial Rest to Stage 2b of Return to Physical Activity) occur under the supervision of the parent/guardian in consultation with the medical doctor or nurse practitioner or other licensed healthcare provider.

11.0 CONCUSSION TRACKING

In accordance with relevant privacy legislation found under the Personal Health Information Protection Act, 2004, the Near North District School Board will track a student's progress from removal from an activity due to a suspected concussion, to the return, through graduated steps (using Appendix C4), to learning and physical activity. Copies of each completed and signed stage of the Return to School Plan (which includes the Return to Learn and Return to Physical Activity Plans) will be shared with the student (or parent/guardian if student is under 18 years of age) and a copy will also be placed in the student's OSR.

The Near North District School Board will only collect, use, and disclose personal and health information that is relevant diagnostic information needed to fulfil the requirements of this policy and will only disclose relevant information to parties identified in this concussion policy. As well, the Near North District School Board will only collect, use and disclose personal and health information that is reasonably necessary to carry out the school board's concussion identification procedures and Return to School Plan. The school will retain, disclose and dispose of this information in accordance with the school board's personal information, records management and retention policy and procedures.

Appendix A – Prevention Strategies

Who?	Prior to Start of Season/Beginning of Activity	During Season/School Year
<p>School Staff/Coach</p>	<ul style="list-style-type: none"> • Be knowledgeable of school board’s concussion policy and procedures for prevention, identification and management (return to learn and return to physical activity) • Have completed annual concussion training through the NNDSB • For non-school staff coaches, have read and signed the Code of Conduct acknowledging understanding and receipt of the Government of Ontario’s Concussion Awareness Resources. • Ensure players have signed appropriate forms and are familiar with board concussion resources (interschool sports form, code of conduct) • Be knowledgeable about safe practices in the sport/activity (e.g. rules and regulations of the specific sport/activity pages in the Ontario Physical Health Education Safety Guidelines) • Be familiar with risks of a concussion or other potential injuries associated with the activity/sport and how to minimize those risks • Be up to date and enforce school board/Athletic Association/Referee rule changes associated with minimizing the risks of concussion • Be up to date with current body contact skills and techniques (e.g. safe tackling), when coaching/supervising contact activities • Be knowledgeable (when applicable) with the requirements for wearing helmets (to date there is no evidence that helmets protect against concussion). 	<ul style="list-style-type: none"> • Teach skills and techniques in the proper progression • Provide activity/sport specific concussion information when possible • Teach and enforce rules and regulations of the sport/activity during practices and games/competition (particularly those that limit or eliminate body contact, or equipment on body contact) • Reinforce principles of head-injury prevention (e.g. keeping head up and avoiding collision) • Teach students/athletes involved in body contact activities sport specific rules and regulations of body contact (e.g. no hits to the head; body contact skills and techniques) and require the successful demonstration of these skills in practice prior to competition • Discourage others from pressuring injured students/athletes to play/participate • Demonstrate and role model ethical values of fair play and respect for opponents • Encourage students/athletes to follow rules of play and to practice fair play • Use game/match officials in higher-risk interschool sports that are knowledgeable, certified and/or experienced in officiating the sport • Inform students about the importance of protective equipment fitting correctly (e.g. helmets, padding, guards)

	<ul style="list-style-type: none"> • Determine what protective equipment is approved by a recognized equipment standards association (e.g. CSA, NOCSAE), and is well maintained and visually inspected prior to activity • Determine (where applicable) that protective equipment is inspected within approved timelines by a certified re-conditioner as required by the manufacturer 	
Boards/ Athletic Association	<ul style="list-style-type: none"> • Consider rule changes to the activity in an effort to reduce head injury incidence or severity, where a clear-cut mechanism is implicated in a particular sport • Consider rule enforcement to minimize the risk of head injuries 	
Parents/ Guardians/ Students/ Athletes	<ul style="list-style-type: none"> • Students/athletes and their parents/guardians must read and sign the board’s concussion code of conduct and acknowledge they have read and understand the Government of Ontario’s Concussion Awareness Resources • It is important for students/athletes and their parents/guardians to be provided information about prevention of concussions. This concussion information must be as activity/sport specific as possible • If students/athletes are permitted to bring their own protective equipment, students/athletes and parents/guardians must be informed of the importance of determining the equipment is properly fitted and in good working order and suitable for personal use. • Parent/guardians must be informed of: <ul style="list-style-type: none"> ○ Risks and possible mitigations of the activity/sport ○ Dangers of participating with a concussion ○ Signs and symptoms of a concussion 	<ul style="list-style-type: none"> • Attend safety clinics/information sessions on concussion for the activity/sport • Be familiar with the seriousness of concussion and signs and symptoms of concussion • Demonstrate safe contact skills during controlled practice sessions prior to competition • Demonstrate respect for the mutual safety of fellow athletes (e.g. no hits to the head), follow rules and regulations of the activity • Wear properly fitted protective equipment • Report any sign or symptom of a concussion immediately to teacher/coach from a hit, fall or collision • Encourage team mates/fellow athletes or students to report sign(s) or symptom(s) of a concussion and to refrain from pressuring injured students/athletes to play • Students/athletes who are absent for safety lessons must be provided with the information and training prior to the next activity sessions.

	<ul style="list-style-type: none"> ○ Board’s identification, diagnosis and management procedures ○ Importance of encouraging ethical values of fair play and respect for opponents ● Student/athlete will be informed about: <ul style="list-style-type: none"> ○ Concussions ○ Definition ○ Seriousness of concussion ○ Causes ○ Signs and symptoms ○ The board’s identification and management procedure ○ Risks of a concussion associated with the activity/sport and how to minimize those risks <p>Students/Athletes and their Parents/Guardians must be informed about:</p> <ul style="list-style-type: none"> ● The importance of respecting rules of the game and practicing Fair Play ● The dangers of participating in an activity while experiencing the signs and/or symptoms of a concussion and potential long-term consequences ● The importance of immediately informing teachers/coaches of any signs and/or symptoms of a concussion, and removing themselves from the activity ● Encouraging a teammate with signs and/or symptoms to remove themselves from the activity and to inform the teacher/coach ● Informing the teacher/coach when a classmate/teammate has signs or symptoms of a concussion ● The use of helmets when they are required for a sport/activity ● The fact that helmets do not prevent concussions. They are designed to protect against skull fractures, major brain injuries, brain contusions and lacerations. 	
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	<p>Helmets are to be properly fitted and worn correctly</p> <p>Sample strategies/tools to educate students/athletes about concussion prevention information:</p> <ul style="list-style-type: none"> • Hold a pre-season activity group or team meeting on concussion education • Develop and distribute an information checklist for students/athletes about prevention strategies • Post-concussion information to inform/reinforce symptoms and signs and what to do if a concussion is suspected <p>Sample strategies/tools to educate students/athletes about concussion prevention information:</p> <ul style="list-style-type: none"> • Information posters on prevention of concussions in high traffic student areas • Implement concussion classroom learning modules aligned with the curriculum expectations • Distribute concussion fact sheets (prevention, signs and symptoms) for each student/athlete on school teams • Distribute and collect completed concussion codes of conduct from students/athletes and parents/guardians and ensure that they understand how to access the Ministry Rowan’s Law Resources. 	
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Appendix B1 - Concussion Code of Conduct for Interschool Sports (Coach/Team Trainer)

As a coach/team trainer at _____ for the 20____-20____ school year, I am committed to:

Maintaining a safe learning environment:

- I will review and adhere to the Near North District School Board's concussion protocol, as it applies to my sport prior to taking on the responsibility as coach/team trainer.
- I will check the facilities and equipment and take necessary precautions and bring potential hazards to the attention of the athletes.
- I will provide and maintain a safe learning environment for athletes and uphold a culture of safety-mindedness.
- I will inform athletes and their parent/guardian (for students under the age of 18) about the risks of a concussion or other potential injuries associated with the sport and ways to minimize those risks.

Fair play and respect for all:

- I will demonstrate a commitment to fair play and will respect the athletes, opponents, officials and spectators.
- I will not pressure an athlete to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions:

- I will teach athletes the rules of the sport and will provide instructions about prohibited play.
- I will strictly enforce, during practice and competition, the consequences for prohibited play.
- I will accept and respect the decisions of officials and the consequences for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression:

- I will instruct athletes in training and practices using the proper progression of skills and strategies of the sport.
- I will encourage athletes to ask questions and seek clarity regarding skills and strategies of which they are unsure.

Providing opportunities to discuss potential issues related to concussions:

- I will provide opportunities by creating an environment for athlete discussions/conversations related to suspected and diagnosed concussions, including signs and symptoms, questions, and safety concerns, throughout the day, including before and after practice and competition.

Concussion recognition and reporting:

- I have read and am familiar with the approved Concussion Awareness Resource provided by the school board (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>)
- I will emphasize the seriousness of a concussion to athletes along with outlining the signs and symptoms of a concussion.
- I will provide instruction to athletes about the importance of removing themselves from the sport and reporting to a coach/team trainer or caring adult if they have signs or symptoms of a concussion.

- I will provide instruction to athletes about the importance of informing the coach/caring adult when they suspect a teammate may have a concussion.
- I will immediately remove from play, for assessment, any athlete who receives a jarring/significant impact to the head, face, neck, or elsewhere on the body and adhere to the Near North District School Board’s concussion protocol prior to allowing return to physical activity.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered:

- I understand the importance of communication between myself and the athlete, parent/guardian, and relevant school staff.
- I will promote the importance of communication about a suspected or diagnosed concussion between the athlete, parent/guardian, and all sport organizations with which the student has registered.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis:

- I will support the implementation of the Return to School Plan for athletes with a diagnosed concussion.

Prioritizing a student’s return to learning as part of the Return to School Plan:

- I understand the need to prioritize a student’s return to learning as part of the Return to School Plan.
- I will follow the Return to School Plan and make sure a student diagnosed with a concussion does not return to training, practice, or competition until permitted to do so in accordance with the Return to School Plan.

I _____,

- have read and understand all 2 pages of this code of conduct
- have read and am familiar with the approved Concussion Awareness Resources provided at: <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>
- have completed the OPHEA concussion e-module provided at: <https://www.ophea.net/blog/new-ophea-concussion-e-learning-module#.XdhS5jJKjVo>

Date: _____

Signature: _____

This form is to be kept on file at the school for the duration of the school year

Appendix B2 - Concussion Code of Conduct for Interschool Sports (Parent/Guardian of students under the age of 18)

As a parent/guardian of _____ at _____ for the
20____-20____ school year, I am committed to:

Maintaining a safe learning environment:

- I will encourage my child to bring potential issues related to the safety of equipment and the facilities to the attention of the coach.
- I will ensure the protective equipment that we provide is properly fitted as per the manufacturer's guidelines, in good working order, and suitable for personal use.

Fair play and respect for all:

- I will demonstrate respect for all athletes, coaches, officials and spectators.
- I will encourage my child to demonstrate respect for teammates, opponents, officials, and spectators and to follow the rules of the sport and practice fair play.
- I will not pressure my child to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions:

- I will encourage my child to learn and follow the rules of the sport and follow the coach's instruction about prohibited play.
- I will support the coach's enforcement of consequences during practices and competition regarding prohibited play.
- I will respect the decisions of officials and the consequences for my child for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression:

- I will encourage my child to follow their coach's instructions about the proper progressions of skills and strategies of the sport.
- I will encourage my child to ask questions and seek clarity regarding skills and strategies of which they are unsure.

Providing opportunities to discuss potential issues related to concussions:

- I will encourage my child to participate in discussions/conversations related to concussions, including signs and symptoms, with the coach or caring adult.
- I will encourage my child to talk to their coach/caring adult if they have any concerns about a suspected or diagnosed concussion or about their safety in general.

Concussion recognition and reporting:

- I have read and am familiar the approved Concussion Awareness Resource provided by my coach or school board (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>)
- I understand that if my child receives a jarring impact to the head, face, neck, or elsewhere on the body that is observed by or reported to the coach, my child will be removed immediately from the sport and:
 - I am aware that if my child has signs or symptoms of a suspected concussion they should be taken to a medical doctor or nurse practitioner for a diagnosis as soon as reasonable possible that day and I will report any results to appropriate school staff.
 - I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and in these cases my child must stop all physical activities and be monitored at home and at school for the next 24 hours.
- If no signs or symptoms emerge after 24 hours, I will inform the appropriate school staff and I understand my child will be permitted to resume participation.
- I will inform school principal, coach and/or other relevant school staff when my child experiences signs or symptoms of a concussion, including when the suspected concussion occurs during participation in a sport outside of the school setting.
- I will encourage my child to remove themselves from the sport and report to a coach or caring adult if they have signs or symptoms of a suspected concussion.
- I will encourage my child to inform the coach or caring adult when they suspect a teammate may have sustained a concussion.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered:

- I will share with the coach, school staff, and/or staff supervisor of all sport organizations with which my child has registered if/when my child has experienced a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis:

- I understand that if my child has a suspected or diagnosed concussion, they will not return to full participation, including practice or competition, until permitted to do so in accordance with the Near North District School Board's Return to School Plan.
- I will ensure my child received a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".

Prioritizing a student’s return to learning as part of the Return to School Plan:

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my child as part of the Return to School Plan.

I _____,

- have read and understand all 2 pages of this code of conduct
- have read and am familiar with the approved Concussion Awareness Resources provided at <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>

Date: _____

Signature: _____

This form is to be kept on file at the school for the duration of the school year

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Appendix B3 - Concussion Code of Conduct for Interschool Sports (Students)

As a student at _____ for the 20____-20____ school year, I am committed to:

Maintaining a safe learning environment:

- I will bring any potential issues related to the safety of equipment and facilities to the attention of the coach.
- I will wear the protective equipment for my sport and wear it properly.

Fair play and respect for all:

- I will show respect for my teammates, opponents, officials, spectators, and practice fair play.
- I will not pressure injured teammates to participate in practices or games/competitions.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions:

- I will learn and follow the rules of the sport and follow the coach's instructions prohibiting behaviours that are considered high-risk for causing concussions.
- I will respect and accept that the coach will strictly enforce, during practice and competition, the consequences for dangerous behavior.
- I will respect and accept the decisions of the officials and the consequences for any behaviours that are considered high-risk for causing concussion.

Implementing the skills and strategies of an activity in a proper progression:

- I will follow my coach's instructions about the proper progression of skills and strategies of the sport.
- I will ask questions and seek clarity for any skills and strategies of which I am unsure.

Providing opportunities to discuss potential issues related to concussions:

- I will talk to my coach or caring adult if I have questions or issues about a suspected or diagnosed concussion or about my safety in general.

Concussion recognition and reporting:

- I have read and am familiar with the approved Concussion Awareness Resource provided by my coach or school board (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>)
- I will remove myself immediately from any sport and will tell the coach or caring adult if I think I might have a concussion.
- I will tell the coach or caring adult immediately when I think a teammate might have a concussion.
- I understand that if I receive a jarring impact to the head, face, neck, or elsewhere on my body that is observed or reported to the coach, that I will be removed immediately from the sport, and:

- I am aware that when I have signs or symptoms I should go to a medical doctor or nurse practitioner to be diagnosed as soon as reasonably possible that day, and will report the results to appropriate school staff.
- I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and I must stop physical activities and be monitored for the next 24 hours.
- If no signs or symptoms appear after 24 hours, I will inform the appropriate school staff and I can then be allowed to participate.
- If signs or symptoms begin, I will be assessed by a medical doctor or nurse practitioner as soon as reasonable possible that day and will report the results to appropriate school staff.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered:

- I will communicate with my coaches, parent/guardian, and school staff and any sport organization with which I am registered about a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis:

- I understand that I will have to follow the Return to School Plan if diagnosed with a concussion.
- I understand I will not be able to return to full participation, including practice or competition until permitted to do so in accordance with the Near North District School Board’s Return to School Plan.
- I understand that I will need a Medical Clearance as required by the Return to Learn Plan, prior to returning to full participation in “non-contact sports” or returning to a practice that includes full contact in “contact sports”.

Prioritizing a student’s return to learning as part of the Return to School Plan:

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my Return to School Plan.

I _____,

- have read and understand all 2 pages of this code of conduct
- have read and am familiar with the approved Concussion Awareness Resources provided at <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>

Date: _____

Signature: _____

This form is to be kept on file at the school for the duration of the school year

Appendix C2 – Tool to Identify a Suspected Concussion

This tool is a quick reference to be completed by teachers to help identify a suspected concussion and to communicate this information to the parent/guardian.

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of **any one or more** of the signs of symptoms outlined in the chart below and/or failure of the Quick Memory Function Assessment.

Check appropriate box- An incident involving _____ (student’s name) occurred on _____ (Date).

- No signs or symptoms of a concussion. **Note:** Continued monitoring of the student is important as signs and symptoms may appear hours or days later.
- The following signs and symptoms were observed: _

Signs and Symptoms of Suspected Concussion

RED FLAGS – CALL 911 IMMEDIATELY IF STUDENT:

- **IS UNCONSCIOUS**
- **LOSES CONSCIOUSNESS**
- **HAS A SEIZURE**

Possible Signs Observed

A sign is something that is observed by another person.

Physical

- Vomiting
- Slurred speech
- Slowed reaction time
- Poor coordination or balance
- Blank stare/glassy-eyed/dazed or vacant
- Decreased playing ability
- Loss of consciousness/lack of responsiveness
- Lying motionless on the ground/slow to get up
- Seizure or convulsion
- Grabbing or clutching of head

Cognitive

- Difficulty concentrating
- Easily distracted
- General confusion
- Amnesia
- Cannot remember things that happened before and after the injury
- Does not know time, date, place, class, type of activity in which he/she was participating
- Slow to answer questions or follow directions

Emotional

- Strange or inappropriate emotions, (e.g., laughing, crying, getting mad easily)

Possible Symptoms Reported

A symptom is something the student will feel/report.

Physical

- Headache
- Neck pain
- Feeling off/not right
- Ringing in the ears
- Seeing double or blurry/loss of vision
- Seeing stars, flashing lights
- Pain at physical site of injury
- Nausea/stomach ache/pain
- Balance problems or dizziness
- Fatigue or feeling tired
- Sensitivity to light or noise

Cognitive

- Difficulty concentrating or remembering
- Slowed down, fatigue or low energy
- Dazed or in a fog

Emotional

- Irritable
- Sad
- More emotional than usual
- Nervous, anxious, depressed

Sleep

- Drowsy
- Sleeps more/less than usual
- Difficulty falling asleep

If any observed signs or symptoms worsen, call 911 (add additional notes here):

Note: Signs and symptoms can appear immediately after the injury or may take hours or days to emerge and may be different for everyone. A student may be reluctant to report symptoms because of fear that he/she will be removed from the activity, his/her status on a team or in a game that could be jeopardized or academics could be impacted.

1. Perform Quick Memory Function Assessment

Ask the student the following questions and record the answers below. Failure to answer any one of these questions correctly may indicate a concussion:

- What room are we in right now? Answer: _____
- What activity/sport/game are we playing right now? Answer: _____
- What field are we playing on today? Answer: _____
- What part of the day is it? Answer: _____
- What is the name of your teacher/coach? Answer: _____
- What school do you go to? Answer: _____

2. Actions to be Taken:

- If there are **any** signs observed or symptoms reported, or if the student fails to answer any of the above questions **correctly** a concussion should be suspected.
 - i) The student should be removed from play and not permitted to return that day even if the student states they feel better.
 - ii) Contact a parent/guardian and release the student to them. The student cannot leave school without a parent/guardian or emergency contact (with permission from the parent).
 - iii) This form should go home with the student.
 - iv) The student must be examined and have Appendix C3 completed by a medical doctor or nurse practitioner for diagnosis and Appendix C4 Return to School Plan followed.
- OR**
- If there are no signs observed or symptoms reported a concussion could still have occurred.
 - i) The parent/guardian should still be informed and this form sent home with them.
 - ii) The parent/guardian should monitor the student for 24-48 hours following the incident as signs and symptoms may take hours or days to emerge.
 - iii) If any signs or symptoms emerge, the student should be examined by a medical doctor or nurse practitioner (that day or as soon as possible).

Teacher/Coach/Supervisor Name (please print): _____

Teacher/Coach/Supervisor Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Place original form in OSR and provide parents/guardians with a copy

APPENDIX C3- Documentation of Medical Examination

This form is to be provided to all students suspected of having a concussion. The student must see a doctor or nurse practitioner and return the form to the school administration. If a concussion is diagnosed, the student must follow the Return to School Plan. The student should also have the Tool To Identify a Suspected Concussion (Appendix C2) if the injury/accident occurred at school or during a school related activity.

The personal information you provide on this form is collected by the Near North District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss.58.5, 265 use and 266 as amended. The information will be used for School and Board operations including but not limited to student registration, staff and resource allocation and to provide information to employees where necessary to support them in carrying out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and may be required to be disclosed in compelling circumstances, for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, please contact your school Principal.

_____ (student’s name) sustained a suspected concussion on _____, 20____. As a result, this student must be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the school administration of the results of the medical examination by completing the following:

Results of Medical Examination

- My child/ward has been examined and **no concussion** has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- My child/ward has been examined and **a concussion has been diagnosed** and therefore must begin medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan (Appendix C4).

OR

- I have been informed of the school’s concern and decline to have my child assessed by a medical professional.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Comments: _____

Note: In accordance with the Ontario Physical Education Safety Guidelines (OPHEA) which represents the minimum standard for a board’s concussion protocol, a medical examination is required for all students suspected of having a concussion and for students with a diagnosed concussion to return to physical activity.

Place original in OSR

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Appendix C4 – Documentation for a Diagnosed Concussion: Return to School Plan

The personal information you provide on this form is collected by the Near North District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss.58.5, 265 use and 266 as amended. The information will be used for School and Board operations including but not limited to student registration, staff and resource allocation and to provide information to employees where necessary to support them in carrying out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and may be required to be disclosed in compelling circumstances, for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, please contact your school Principal.

This form is to be used by parents/guardians to communicate their child’s/ward’s progress through the plan.

- The Return to School Plan is a combined approach.
- Step 2a - Return to Learn must be completed prior to the student returning to physical activity.
- Each step must take a minimum of 24 hours (Note: Step 2b – Return to Learn and Step 2 – Return to Physical Activity occur concurrently).
- For the care of the student, all steps must be followed.

PLEASE REMEMBER EACH STEP TAKES A MINIMUM OF 24 HOURS TO COMPLETE.

It is very important that medical advice or recommendations received in relation to a student’s concussion diagnosis and their Return to Learn and Physical Activity be shared with the school AND with any relevant organizations with which the student is involved or registered.

Step 1 – Return to Learn/Return to Physical Activity

- Completed at home.
 - Cognitive Rest – includes limiting activities that require concentration and attention (e.g. reading, texting, television, computer, video/electronic games).
 - Physical Rest – includes restricting recreational/leisure and competitive physical activities.
- My child/ward has completed Step 1 of the Return to School Plan (cognitive and physical rest at home) and their **symptoms have shown improvement**. My child/ward will proceed to Step 2a – Return to Learn.
- My child/ward has completed Step 1 of the Return to School Plan (cognitive and physical rest at home) and is **symptom free**. My child/ward will proceed directly to Step 2b – Return to Learn and Step 2 – Return to Physical Activity.

Parent/Guardian Signature: _____ **Date:** _____

Principal Signature: _____

Place copy of page 1 in OSR

Appendix C4 - Continued

If at any time during the following steps, symptoms return, please refer to the “Return of Symptoms” section on page 4 of this form

Step 2a – Return to Learn

- Student returns to school
 - Requires individualized classroom strategies and/or approaches which gradually increase cognitive activity.
 - Physical rest – includes restricting recreational/leisure and competitive physical activities.
- My child has been receiving individualized classroom strategies and/or approaches and is **symptom free**. My child will proceed to Step 2b – Return to Learn and Step 2- Return to Physical activity.

Parent/Guardian Signature: _____ **Date:** _____

Comments:

Step 2b – Return to Learn

- Student returns to regular learning activities at school
- My child is **symptom free** after participating in light aerobic physical activity (**At home**). My child will proceed to Step 3 – Return to Physical Activity (**At school**).
- Parent/Guardian will correspond with teacher/coach/supervisor for Steps 3 and 4a.

Parent/Guardian Signature: _____ **Date:** _____

Principal Signature: _____

Place copy of page 2 in OSR

Appendix C4 - Continued

Step 3 – Return to Physical Activity

- Student may begin individual sport-specific physical activity only.

Step 4a – Return to Physical Activity

- Student may begin activities where there is no body contact (e.g. dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills.
- My child has successfully completed Steps 3 and 4a and **symptom free**.
- Parent/Guardian to obtain medical diagnosis and signature (medical doctor or nurse practitioner) before proceeding to Step 5.

Place copy of page 3 in OSR

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Appendix C4 - Continued

Step 4b – Medical Clearance

I, _____ (medical doctor/nurse practitioner name), have examined

_____ (student name) and confirm that they continue to be symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner Signature: _____

Date: _____

Comments:

Place copy of page 4 (Medical Clearance) in OSR

DRAFT

Appendix C4 – Continued

Step 5 – Return to Physical Activity

- Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Step 6 – Return to Physical Activity

- Student may resume full participation in contact sports with no restrictions

Parent/Guardian

- My child is **symptom free** after participating in activities in practice where there is body contact and has permission to participate fully including games.

Parent/Guardian Signature: _____ **Date:** _____

Principal Signature: _____

Comments:

Return of Symptoms

- My child has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:
 - Step _____ of the Return to School Activity Plan

Parent/Guardian Signature: _____ **Date:** _____

Comments:

Principal must file this original C4 document in the student’s OSR

DRAFT



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Appendix D – Strategies for Teachers When a Concussed Student Returns to Learn

Once Step 2a (from appendix C4) has been successfully completed, this form is no longer needed.

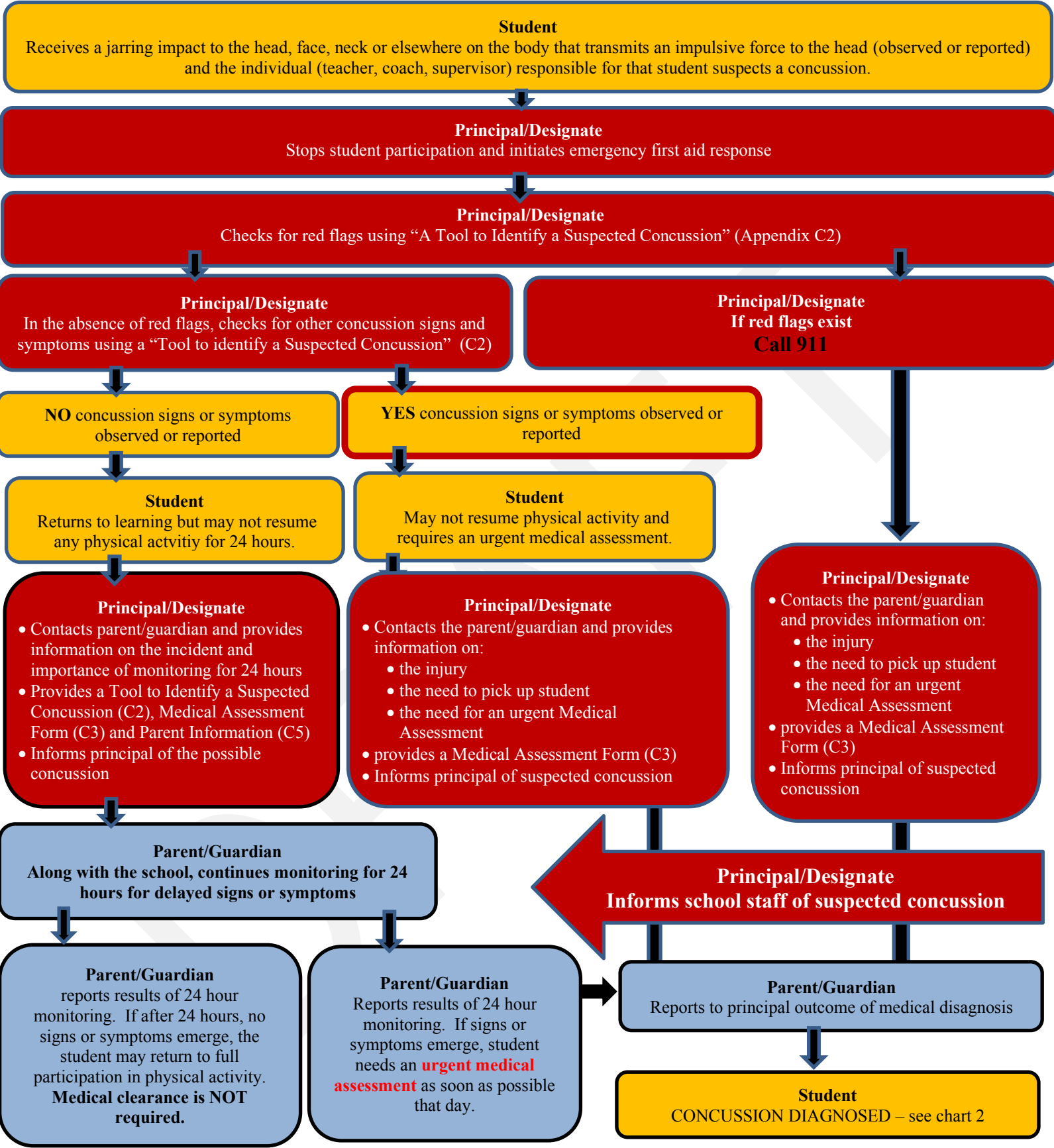
Name: _____

COGNITIVE DIFFICULTIES		
Post Concussion Symptoms	Impact on Student’s Learning	Potential Strategies and/or Approaches
Headache and Fatigue	Difficulty concentrating, paying attention or multitasking	<input type="checkbox"/> Ensure instructions are clear (e.g. simple directions, have the student repeat the directions back to teacher) <input type="checkbox"/> Allow student to have frequent breaks or return to school gradually (e.g. 1-2 hours, half days) <input type="checkbox"/> Keep distractions to a minimum (e.g. move the student away from bright lights or noisy areas) <input type="checkbox"/> Limit materials on the student’s desk or in their work area to avoid distractions <input type="checkbox"/> Provide alternative assessment opportunities (e.g. give test orally, allow the student to dictate the responses to tests, provide access to technology)
Difficulty remembering or processing speed	Difficulty retaining new information, remembering instructions, accessing learned information	<input type="checkbox"/> Provide a daily organizer and prioritize tasks <input type="checkbox"/> Provide visual aids/cues and/or advance organizers (e.g. visual cueing, non verbal signs) <input type="checkbox"/> Divide larger assignments/assessments into smaller tasks <input type="checkbox"/> Provide the student with a copy of class notes <input type="checkbox"/> Provide access to technology <input type="checkbox"/> Repeat instructions <input type="checkbox"/> Provide alternative methods for the student to demonstrate mastery
Difficulty paying attention/concentrating	Limited/short-term focus on schoolwork Difficulty maintaining a regular academic workload or keeping pace with work demands.	<input type="checkbox"/> Coordinate assignments and projects among all teachers <input type="checkbox"/> Use a planner/organizer to manage and record daily/weekly homework and assignments and projects <input type="checkbox"/> Extend deadlines or break down tasks <input type="checkbox"/> Facilitate the use of a peer note taker <input type="checkbox"/> Provide alternate assignments and/or tests <input type="checkbox"/> Check frequently for comprehension <input type="checkbox"/> Consider limiting one test per day and student may need extra time or quiet environment
EMOTIONAL/BEHAVIOURAL DIFFICULTIES		

Post Concussion Symptoms	Impact on Student’s Learning	Potential Strategies and/or Approaches
Anxiety	Decreased attention/concentration	<ul style="list-style-type: none"> <input type="checkbox"/> Inform the students of any changes in daily timetable/schedule <input type="checkbox"/> Adjust the student’s timetable/schedule as needed to avoid fatigue (e.g. 1-2 hours/period, half days) <input type="checkbox"/> Build in more breaks during the school day <input type="checkbox"/> Provide the student with preparation time to respond to questions
Irritable or Frustrated	Inappropriate or impulsive behaviour during class	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage teachers to use consistent strategies and approaches <input type="checkbox"/> Acknowledge and empathize with the student’s frustration, anger and emotional outbursts if and as they occur <input type="checkbox"/> Reinforce positive behaviour <input type="checkbox"/> Provide structure and consistency on a daily basis <input type="checkbox"/> Prepare the student for change and transitions <input type="checkbox"/> Set reasonable expectations <input type="checkbox"/> Anticipate and remove the student from a problem situation (without characterizing it as a punishment)
Light/Noise Sensitivity	Difficulties working in classroom environment (e.g. lights, noise, etc.)	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange strategic seating (e.g. move the student from window or talkative peers, quiet setting, proximity to teacher) <input type="checkbox"/> Where possible, access to special lighting (e.g. task lighting, darker room) <input type="checkbox"/> Minimize background noise <input type="checkbox"/> Provide alternative setting (e.g. workspace, study carrell) <input type="checkbox"/> Avoid noisy, crowded environments such as assemblies and hallways during high traffic times <input type="checkbox"/> Allow student to eat lunch in a quiet area with friends <input type="checkbox"/> Where possible, provide/encourage earplugs, headphones, sunglasses
Depression/Withdrawal	Withdrawal from participation in school activities or friends	<ul style="list-style-type: none"> <input type="checkbox"/> Build time into class/school day for socialization with peers <input type="checkbox"/> Partner student with buddy/partner for assignments or activities

Provide copy of this form to each member of relevant staff and one copy into OSR

CHART 1: Identifying a Suspected Concussion – Steps and Responsibilities



student
 Principal/Designate
 Parent/guardian



CHART 2: Diagnosed Concussion – Stages and Responsibilities

*continued from CHART 1: Identifying a Suspected Concussion – Steps and Responsibilities
Student
CONCUSSION DIAGNOSED

Principal/Designate

Informs appropriate school staff of the diagnosis and meets with parent/guardian to provide and explain the Return to School Plan (C4), which includes which includes Return to Learning and Return to Physical Activity

Parent/Guardian

Reports to principal/designate student has completed:

- Stage 2 Return to Learning (C4) - RTL
- Return to Physical Activity (C4) - RTPA

Principal/Designate

Meets with parent/guardian to:

- Provide and explain the purpose of the Return to School Plan (C4)
- Explain the Collaborative Team approach and their role on the team

Student

Returns to school and conferences with a school member of the Collaborative Team (Form D)

Return to Learning - Stage 3a

Student attends school with adaptations of learning strategies or approaches

Return to Learning – Stage 3b

Student attends school with moderate work load

Return to Learning – Sage 4a

Student attends full day school with adaptations of learning strategies or approaches

Return to Learning – Stage 4b

Student attends full day school without adaptations of learning strategies of approaches
Return to Learning Complete

At each stage, the student is monitored for the return of symptoms, new symptoms, or worsening symptoms. If the student exhibits or reports a return of symptoms or new symptoms, they must return to the previous stage for a minimum of 24 hours. If during any stage, the student exhibits or reports worsening symptoms, they must return to a medical doctor/nurse practitioner.

At the completion of each stage, student progress is documented with results shared between school and home with the parent/guardian confirming completion of each stage by returning a School Concussion Management Form with a signature.

Return to Physical Activity - Stage 3

Student may participate in simple locomotor activities/sport specific exercise

Return to Physical Activity – Stage 4

Student may participate in increased physical activity, non-contact training drills

Principal/Designate

Reports to parent/guardian completion of Stage 4b (RTL) and stage 4 (RTPA) and provides medical clearance form (C3)

Parent/Guardian

Provides principal with signed Medical Clearance Form (C3)

Return to Physical Activity – Stage 5

Student may return to participation in physical activities, including physical education, intramurals, non-contact interschool sports, and full contact training/practice in contact sports

Return to Physical Activity – Stage 6

Student may return to full participation in physical activity.

student
 Principal/Designate
 Parent/guardian



Title:	Multi-Year Strategic Plan
Contact:	Trustee Steer – Chair of MYP
Date Submitted:	February 25, 2020 to Board
Mandate	<p>The <i>Education Act</i> requires that school boards develop a Multi-Year Plan for three or more school years. The current NNDSB Multi-Year Plan (MYP) expires in June 2020 and thus a new plan must be developed in order to remain compliant. In addition to meeting legislative requirements, multi-year plans provide school boards with strategic direction that ensure efficient and appropriate allocation of resources to meet systemic needs. A new MYP will provide direction, accountability and clarity for our system. In addition, a new MYP will ensure that that the NNDSB has a strategic plan and process in place for addressing the issues and concerns brought forward through the work of the Ministry Special Advisors and the recommendations contained in the Ombudsman’s report.</p> <p>In the spring of 2019 a MYP committee was formed with representation from trustees and staff. With the help of the Minister’s Special Advisors, a “Roadmap” was created. The “Roadmap” was reviewed and adjusted by the MYP committee to address the specific requirements of the NNDSB. It outlines the critical steps that are required to develop and implement a MYP that is aligned to budget, system performance and director performance.</p> <p>This includes a requirement for a skilled facilitator to help the Board draft and approve a renewed MYP. The facilitator will have expertise in:</p> <ul style="list-style-type: none"> • working within Near North Communities; • marketing; and • community engagement. <p>The recommendation to proceed with the hiring of a facilitator is the next critical step in the development and implementation of a new/renewed MYP.</p> <p>It is anticipated that the Ministry will assist NNDSB through the Audit and Accountability Funding Initiative.</p>
Recommendation	That the process for the 2020-2022 Multi-Year Strategic Plan be approved as presented.

**MYP Committee Report
Appendix A**

Key Steps	Actions	Timelines
Select a Facilitator	Complete engagement process.	Mar 20 concluded
Setting the Stage	Community/Stakeholder announcement indicating NNDSB is about to create a New Strategic Plan.	Mar 25
Community Input	Stakeholder input via a background culture survey to our areas.	Mar 26 – April 9
Develop MYP Draft	Trustee & Exec Council Retreat 1.5 days (12:00 pm to 5:00 pm and 9:00 am to noon)	April 15, 16,17 <i>(tentative)</i>
Refine MYP Draft for Public Input	Second session to ensure to confirm prior to full stakeholder input.	By Apr 24
Develop Tagline (Potential)	Engage Students from NNDSB in a cross-board Tagline development day hosted by the Student Senate. Creating this experience with student voice will create a powerful tagline for the Board.	April 28
Conduct Public Input	Solicit input into Draft Priorities and collect via open houses in all NNDSB regions.	May 1 May 15
Finalize/Approve MYP	Refine MYP based upon public input and create Board report to seek formal approval	To Board May 25
Development of Marketing Materials	Marketing firm to develop collateral materials to support branding for public facing communications.	June 12
Exec Council alignment to MYP	Review to determine who leads which priorities.	June 22
Development of Annual Operating Plan	Exec Council develop Year 1 actions to address priorities as outlined in MYP.	June 29
Public Release Event	Identify key stakeholders and include broader release ie. Use the College/Hospital/Municipality MPP community leaders to attend and lend support.	September 11
Year 1 Implementation of MYP	Quarterly reporting to Board to keep the system focused and embed link reference to Strategic Plan into all Board reports so that Board/Public see NNDSB staying focused on key outcomes.	Sept- June
Alignment of MYP to Director Performance Appraisal	Follow DPR Policy using the MYP as the basis for most/all of the measurables related to Director Performance	Fall

Title:	Capital Plan Update
Contact:	Superintendent Gay Smylie
Date Submitted:	February 25, 2020 to Board
Mandate	<p>The Capital Plan is intended to be a “living document” that will be updated as necessary to reflect the changes in the data.</p> <p>The original Capital Plan approved on September 27, 2016 with the data from the 2015-2016 school year has been updated to reflect the data from the 2018-2019 school year.</p> <p>The Ministry of Education, through the School Board Efficiencies and Modernization Initiative Consultation Summary (2014) has identified utilization of schools as an area of Capital Planning focus.</p>
Background	<p>The Capital Plan provides background information regarding right-sizing our board, by comparing student spaces against projected enrolment data. It provides a close look at student enrolment and projections, school capacity and utilization, school renewal needs and the school facility condition.</p> <p>All of this data is then divided into five regional planning areas in the Near North District School Board including <u>Planning Area Observations</u> and <u>Recommended Next Steps</u>.</p> <p>This updated data and ensuing information illustrating areas within the board that are experiencing enrolment growth and decline will allow the board to make informed decisions regarding possible building consolidations and future recommendations for construction of new facilities and additions and/or renovations to existing facilities.</p> <p>As part of the planning process, this information will also assist in identifying facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools.</p> <p>A summary of the key changes is attached as Appendix A.</p>
Recommendation	That the updated Capital Plan be approved.

Appendix A: CAPITAL PLAN 2018-2019- Summary of Key Changes

Number of Schools in the Board

The school inventory has been reduced from 31 elementary schools to 28 with the closing (and now dispersal of); M.A. Wittick, Dr. MacDougall, J.W. Trusler and King George. The board has 7 secondary schools and an Adult and Continuing Education Centre which also houses an Alternative School. The Parry Sound Alternative school previously at a separate location is now within Parry Sound High School.

Opening a New School

Woodland Public School opened in September 2016, consolidating the three schools; King George, J.W. Trusler, and Dr. MacDougall.

Student Enrollment

Total enrollment for the 2018-2019 school year was 9,958 with 6,797 elementary students and 3,161 secondary students. Three years prior, the enrollment was 10,204 with 6,675 elementary students and 3,529 secondary students. This shows a slight increase in elementary of 122 students, while secondary shows a decrease of 368 students overall.

Accommodation Review Completed

An accommodation review was completed in 2017 which resulted in the recommendation to consolidate 3 elementary schools; E.T. Carmichael, E.W. Norman and J.W. Fricker. Funding was secured for the new build on the Fricker Site. The new school is slated to open September 2022.

The three North Bay Secondary Schools were involved in an accommodation review which resulted in the recommendation to consolidate 3 secondary schools into 2 secondary schools; Chippewa and West Ferris. The process was revisited and Widdifield was confirmed as the school to close. Grade 7-12 students in the North Bay area will attend one of the two high schools effective September 2020.

Demographic Analysis

Census Data from 2011 was used for the original capital plan, for the update, 2016 Census Data was used. The data indicates that an even smaller cohort of the population is passing through their childbearing years than indicated in the previous census. This data supports the decline we've seen in student enrollment; originally a sharp decline, now currently slowing.

The Median Age Census Data from 2011 to 2016 indicates a trend that the population of our communities is increasing in age.

The population of North Bay has declined from 53,651 in 2011, to 51,553 in 2016. This represents a loss of 2,098, which will impact our student enrollment.

The Census data from 2016 projected population for 10 years; from 2019 to 2028 for Parry Sound and Nipissing census divisions indicates a continual decline in our school aged populations.

Community Partners Consultation

Staff met with most of the municipal partners in 2016, a further consult in 2019 indicated that much of the original information remained the same. While stakeholders are optimistic their communities will grow, and value their schools as centre pieces of their communities, any growth is attributed to those who have passed through their child-bearing years which will not affect future school enrollment.

Projected Enrollment

While we are seeing some increases in enrollment (e.g., up 122 elementary students in 2018-2019) student enrollment is projected to decline. Over the next ten years enrollment is projected to drop by 1,132 students, or 11.36% to the 2028-2029 school year.

Facilities

With the removal of 4 schools from the NNDSB inventory, the combined Gross Floor Area has declined from 168,109 square meters, to 163, 606 square meters. With 36 active schools, we are able to host 15,413 students, yet we had only 9,958 students in the 2018-2019 school year.

The bulk of the school inventory are in the 46-60-year age range, meaning they were built between 1955 and 1969 to accommodate the baby boomers.

Renewal Needs

As of the 2018-2019, the NNDSB has \$105,164, 069 in renewal needs spread across its facilities for a five-year period (this does not include backlog).

School Utilization Rate

NNDSB schools were operating at a 64.6% utilization rate based on 2018-2019 enrollment. The Ministry defines underutilized schools as those with a rate of 60% or less. The NNDSB has 16 underutilized schools, which will improve as we consolidate schools.

Surplus Spaces

Once consolidations are complete the total number of surplus spaces in the board will be reduced by 2,380 (from the original 5,445 surplus spaces). North Bay schools had the greatest number of pupil surplus spaces. Schools in this area for now are for the most part, right sized. However, by 2023-2024 surplus spaces are projected to increase due to the projected decline in enrollment.

Funding

A 5-year phase in of the SAF Factor (Supplementary Area Factor) for school facility operations to reflect proposed secondary class size change will result in a reduction in funding to secondary schools (Currently in year one of phase in).

Planning Area Observations and Possible Future Options

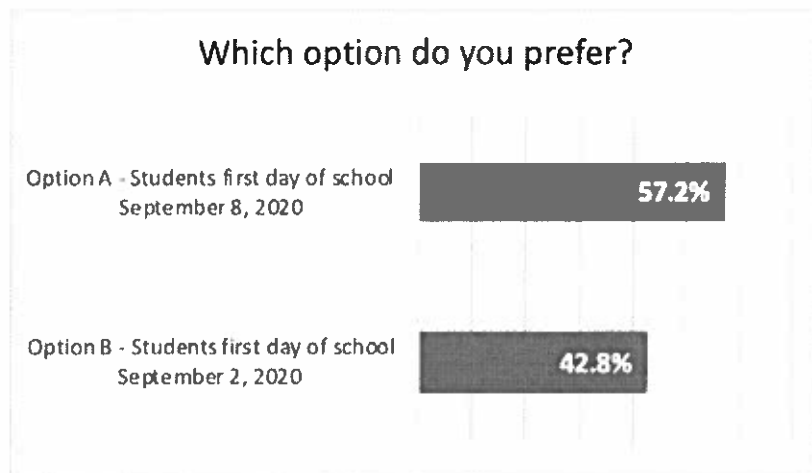
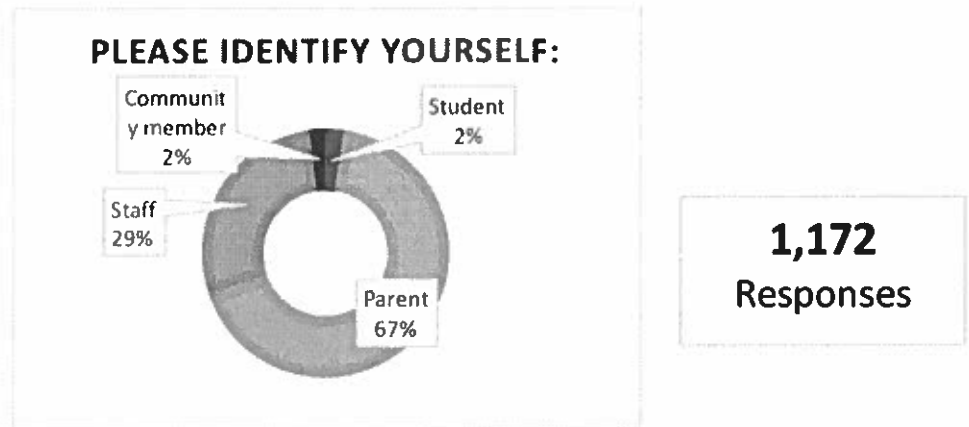
For each of the five identified planning areas; North Bay, Almaguin, Mattawa, West Nipissing and Parry Sound a chart and map is included for each area, summarizing the data. Listed as well are observations drawn from the data as well as possible future options regarding possible recommendations for future accommodation reviews, consolidations, boundary changes and exploring community partnerships.



Title:	School Year Calendar 2020-2021
Contact:	Acting Superintendent Gay Smylie
Date Submitted:	February 25, 2020 to Board
Mandate	<p>Regulation 304: School Year Calendar/Professional Activity Days, (amended November 30, 2015) outlines the requirements for preparatons and submission of School Year Calendars to the Ministry of Education. As per Ministry of Education guidelines, all school year calendars must include a minimum of 194 school days, a maximum of seven professional activity days (with 3 dedicated to provincial education priorities), and a maximum of ten examination days for secondary students.</p> <p>The deadline for submission of modified calendars to the Ministry is March 1, 2020. The deadline for submission of regular calendars is May 1, 2020. The regular School Year Clendar provides for a school year that commences on or after September 1 and ends on or vbefore June 30. Boards requesting permission from the Minister to use a modified calendar for schools within their jurisdiction must submit a report that describes the process leading to the decision to use the modified calendar.</p> <p>This modified School Year Calendar will be submitted to the Ministry of Education for approval, accompanied by a letter signed by the Director of Education indicating the date the calendar was approved by the board.</p>
Background	<p>Student achievement and well-being are integral considerations that guide the work of the School Year Calendar Committee in their decision making. Committee representatives, on behalf of the area school boards, are mindful of the broad reaching impact the placement of the school year calendar can have on its students, parents, staff, volunteers, community agencies, business, and other stakeholders.</p> <p>This School Year Calendar will be submitted as a modified calendar to accommodate a late start to the school year. This coming school year, Labour Day falls on Monday, September 7, 2020. In order for students to start the day after Labour Day on Tuesday, September 8, 2020 and to meet the ministry requirements, certain elements in the School Year Calendar must be placed prior to Labour Day. Two Professional Activity Days will occur prior to the actual start of the school year, September 2, 3, 2020).</p> <p>The 2020-2021 School Year Calendar Consultation ran from January 27-February 3, 2020. All four local school boards are mindful of the broad reaching impact of the placement the school year calendar can have on students, parents, staff and community stakeholders. Consequently two calendars options were provided in the consultation for feedback and review; Option A had a traditional school year start date of Tuesday, September 8, 2020 (After Labour Day) and Option B had a non-traditional school year start date of Wednesday, September 2, 2020 (Before Labour Day).</p>



The responses to the School Year Calendar 2020-2021 Community Consultation were taken into consideration when finalizing the School Year Calendar. In total there were 1,172 responses from parents, staff, community members and students. There were 219 comments left by the respondents. The response rates and results are summarized as follows:




Option A was the preferred School Calendar Option. The School Year Calendar is attached.

Recommendation

That the Near North District School Board receive the report on the School Year Calendar as presented and accept the attached School Year Calendar as determined through consultation (survey) across the four local school boards, finalized on February 3, 2020.

School Year Calendar 2020–2021

Legend → **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Board Designated Holiday
 Half Day

Start: Tuesday September 8, 2020
 End: Wednesday June 30, 2021

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2020	17	2			1	2 P	3 P	4 B	7 H	8 *	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30				
December 2020	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021	19	1	4					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 E	26 E	27 E	28 E	29 P
February 2021	18	1		1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26 P					
March 2021	18			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021	19	1					1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
May 2021	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021	21	1	6		1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 E		
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	187	7	10	Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

January 2020 Month End Finance Report Expenditures (Budget as approved July 2, 2019)	Aug-2019 Expenses (Audited) (Note 1)	Current Budget	Revised Estimates (Note 9)	Year-to-Date Actual	Commitments	Budget Remaining	% Remaining
Classroom Teachers	70,293,667	68,394,937	68,781,535	26,905,458		41,489,479	61%
Supply Staff	3,508,998	2,497,195	2,552,849	1,531,830		965,365	39%
Educational Assistants	9,479,702	9,296,476	9,194,754	4,195,379		5,101,097	55%
Early Childhood Educators	2,365,991	2,468,902	2,621,765	1,196,212		1,272,690	52%
Classroom Computers (Notes 2 and 7)	1,212,656	1,104,354	898,879	559,046	302,246	243,062	22%
Texts and Learning Materials (Note 2)	2,666,652	2,322,454	2,459,254	779,716	357,167	1,185,571	51%
Professionals and Paraprofessionals	4,967,276	5,082,728	5,172,004	1,982,148	13,821	3,086,759	61%
Library and Guidance	1,380,837	1,373,318	1,526,220	617,633	17,598	738,087	54%
Staff Development (Note 4)	748,452	459,806	459,806	145,371	516	313,919	68%
Coordinators & Consultants (Note 4)	2,863,261	2,786,771	2,918,979	662,949	23,893	2,099,929	75%
Principals & Vice-Principals	7,185,480	6,944,804	7,034,417	2,676,796	223	4,267,785	61%
Department Heads	137,705	141,035	141,035	58,430		82,605	59%
School Office - Secretaries & Supplies (Note 2)	3,638,035	3,726,448	3,889,240	1,609,641	143,212	1,973,595	53%
Transportation	12,160,131	12,293,944	12,478,551	6,222,133		6,071,811	49%
Operations & Maintenance - Schools (Note 2)	14,648,622	13,920,781	14,242,109	5,622,384	2,672,466	5,625,931	40%
Continuing Education	883,021	743,437	723,177	237,552	11,133	494,752	67%
Instructional Amortization	675,787	584,829	584,829			584,829	100%
Trustees	117,873	123,163	123,423	43,997	412	78,754	64%
Director & Supervisory Officers	889,964	752,587	873,502	565,952	7,378	179,257	24%
Board Administration (Note 2)	3,158,799	3,480,844	3,489,241	1,363,871	138,549	1,978,424	57%
Administration Amortization	49,994	50,529	50,529			50,529	100%
School Renewal/Condition Improvement (Note 3)	391,689	387,078	387,078	107,022	159,610	120,446	31%
Direct Capital and Approved Debt (Note 5)	2,255,916	2,150,083	2,150,083	453,563		1,696,520	79%
Pupil Accommodation Amortization	10,076,337	10,008,125	10,000,725	35,714		9,972,411	99%
Other Non-Operating Expenses (Note 8)	1,416,787	573,202	663,202	1,217		571,985	99%
Other Amortization and Write Downs							
	157,173,632	151,667,830	153,417,186	57,574,014	3,848,224	90,245,592	60%

January 2020 Month End Finance Report Revenues (Budget as approved July 2, 2019)	Revenues (Audited) (Note 1)	Current Budget	Revised Estimates (Note 9)	Year-to-Date Actual	Commitments	Budget Remaining	% Remaining
MET Grants (Note 4)	99,050,138	93,940,550	97,758,067	45,480,174		48,460,376	52%
Other Provincial Grants (Note 4)	3,329,178	940,045	1,985,173	196,114		743,931	79%
Federal Grants and Fees (Tuition/Transportation)	2,397,312	2,486,707	2,511,989	1,253,768		1,232,939	50%
Municipal and Unorganized Taxes	40,167,448	42,763,736	39,747,082	18,900,282		23,863,454	56%
Other School Board Recoveries (Shared Facilities)	230,472	260,000	260,000	53,755		206,245	79%
Other Revenues (Note 6)	3,047,211	681,969	924,386	1,023,611		(341,642)	
Amortization of Deferred Capital Contributions	10,748,516	10,525,342	10,527,942			10,525,342	100%
	158,970,275	151,598,349	153,714,639	66,907,704		84,690,645	56%

**Near North District School Board
January 2020 Month End Report
Notes to the Financial Report for the Period Ended January 31, 2020**

Note 1 Prior Year Comparative Figures

The prior year comparative figures reflect the most recent approved audited financial statements for the year ended August 31, 2019. The 2018-2019 year-end audit is complete for the fiscal year ended August 31, 2019, and was presented to the Board and approved by the Board on November 26, 2019.

Note 2 Issuance of Blanket Purchase Orders for Annual Costs

At the beginning of the current fiscal year, finance has requested that blanket purchase orders be generated for such annual expenses as utilities of gas, oil and electricity, telephone costs, photocopier copy charges as well as classroom computer network costs in order to streamline accounting processes. For this reason current commitments representing annual anticipated costs are charged immediately to the budget committing budget dollars. Then as actual invoices and bills are received throughout the year, the expense will be recorded in the year-to-date actual expense column with the commitment relieved.

Note 3 School Renewal and School Condition Improvement Grants

A School Board's annual School Renewal Allocation is comprised of renewal monies for expenditures that are of a capital nature as well as renewal monies of an operating nature to address operating/maintenance type expenditures. Current capital in-year school expenditures and capital commitments are not recorded in this budget line as these represent capital expenditures for School Renewal and School Condition Improvement capital projects. As per Ministry guidelines, only a small portion of School Renewal annual funding is permitted to be spent on non-capital expenditures (operating expenditures). Capital expenditures for School Renewal, School Condition Improvements and other capital projects including planned Parry Sound JK-12 Build and WJ Fricker Consolidation are funded by the Ministry, with funds flowed to School Boards after the filing of the March Report and the annual Financial Statements. The Ontario Financing Authority no longer finances long-term debt. The Ministry further provides funding for short-term interest expenditures.

Note 4 Other Provincial Grants

Provincial grants initially budgeted are only the grants whereby monies were confirmed at time of approving the 2019-2020 budget. These external grants include but are not limited to: Math Strategy, Specialist High Skills Major, Experiential Learning, Adult Basic Literacy, Ontario Youth Apprenticeship Program (OYAP), Northern Supports Initiative, Mental Health Workers, and English as a Second Language. Other significant external grants will be received within the current operating year that has not been originally budgeted for. However in these cases, expenditures are not to exceed revenues with separate budgets established for these other external grants received to monitor revenues and expenditures. Other provincial grants that are from the Ministry of Education are reported in MET Grants in month end finance report. 25 External Grants have been received to-date this year of \$2,239,729.

Note 5 Direct Capital and Approved Debt

The Ministry recognizes the debt on all capital programs such as NPP, Good Places to Learn (Phases 1, 2, 3 and 4), Capital Priorities, School Consolidation Capital, Prohibitive to Repair, etc. based on eligible capital expenditures. For those long term capital expenditures related to prior capital programs that were funded through the Ontario Financing Authority (OFA), the Board will receive a cash flow from the Ministry of Education to meet their annual debt repayments of principal and interest payments. The March 2017 Ontario Financing Authority issue was the final opportunity for Boards to request long-term financing through the OFA.

**Near North District School Board
January 2020 Month End Report
Notes to the Financial Report for the Period Ended January 31, 2020**

Note 6 Other Revenues

Current year-to-date revenues include additional monies received not budgeted for. Refer to below schedule with regard to analysis of revenues budgeted, revenue received-to-date as well as prior year's revenues:

	August 2019 Revenues	Current Budget	Year-to-Date Actuals
Theatre Outreach ticket sales, donation, registration fees	57,438	20,000	141
Sale of School Sites/Loss & Cost of Sale	10,166	60,714	38,507
Tuition Fees	232,419	456,466	115,552
Muskoka Language International	332,107	-	144,987
Interest income	173,462	-	87,229
Release/Secondments (Wages/benefits recoverable income)	1,105,937	-	309,385
Hydro One rebates and Solar Panel Revenues - Almaguin	45,778	41,904	15,462
Enbridge Gas rebates	-	-	111
OSBIE surplus refund	67,373	-	78,174
Various rental incomes	109,603	52,885	18,817
Administration Fees	21,000	10,000	45,000
Consolidation – Transportation & Charity	347,796	-	-
Ontario Arts Council	40,000	-	20,000
Nipissing Parry Sound Catholic DSB (Psycho-educational Assessments)	77,500	-	-
IB Program Fees	9,810	-	49,940
Continuing Education Fees	9,901	-	-
Summer Literacy Program 2019	54,677	-	5,323
Collingwood TV Productions (recovery of utility costs King George)	20,906	-	-
Northern Supports Initiative	86,641	-	-
Northern Fruits & Vegetables Program	15,702	-	3,258
NERPAE-Sudbury Catholic DSB	10,807	-	-
Ministry of Infrastructure – Dr MacDougall Holding Costs	31,172	-	-
First Nations and Inuit Health Branch – Tuition & EA fees 2019	-	-	7,352
First Nation Funding – Graduation Coaches	-	-	50,000
Various other incomes	187,016	40,000	34,373
	\$ 3,047,211	\$ 681,969	\$ 1,023,611

Note 7 Classroom Computers

The current budget of \$1,104,354 includes only classroom computer operational expenditures without expenditures of a capital nature. Included in actual expenditures is \$107,022 of expenses and commitments of \$159,610 that are capital in nature.

Note 8 Other Non-Operating Expenses

Other non-operating budget is comprised of agency fees paid to Muskoka Language International and Youth Education Services Canada Inc. and transfer payment to 55 School Board Trust.

Note 9 Revised Estimates

Current budget reflects the budget established for 2019-2020 school year passed by the Board on July 2, 2019.

Upon filing of the Board's Revised Estimates with the Ministry on December 20, 2019, the Board filed with the Ministry a surplus for compliance purposes of \$297,453 that represents a decrease from Original Estimate's in-year compliant deficit of \$69,481. It is important to note however that there are two additional transactions that will be processed subsequent to the filing of Revised Estimates that include: reduction of salary and benefit expenses to reflect strike savings of \$327,622 as well as additional expenses to account for increase in Teacher Job Protection Funding Allocation of \$653,461 resulting in overall planned deficit of \$27,386.

1. Call to Order – 1:15 pm

2. Attendance:

<i>North Bay</i>	<i>South River</i>	<i>Parry Sound</i>
Harry Fry Kim Gignac Louise Sargent Roslyn Bowness Tracy Hanzlik Chris Guillemette Albina Lavictoire Barb Laverock Alan Bottomley	Stephanie Zacharuk Lisa Paradis	Laura Hansman Nichole King Susan Wilson

Regrets: Sharon Walker, Wayde Smith, Candy St. Onge

3. Approval of Agenda:

January 16th, 2020

Moved – Harry Fry

Seconded – Louise Sargent

Carried. No Conflict of interest

4. Approval of Minutes:

December 19th, 2019

Moved – Albina Lavictoire

Seconded- Barb Laverock

Carried.

5. Business Arising from the Minutes

Election of Chair and Vice Chair

- Alan Bottomley nominated Harry Fry for Chair and he accepted.
Motion: To accept and approve Harry Fry as Chair
Moved: Alan Bottomley
Seconded: Barb Laverock
- Alan Bottomley nominated Barb Laverock for Vice Chair and she accepted.
Motion: To accept and approve Barb Laverock for Vice Chair
Moved: Alan Bottomley
Seconded: Tracy Hanzlik

Action

Supporting Students who are Blind or have Low Vision

- Cathy Richardson is a specialist itinerant teacher of students who are blind and low vision. She supports

students across the Board and is part of the special education team.

- Cathy works together with classroom teachers to put together a working plan for that student.
- Students who are blind/low vision require clinical documentation from ophthalmology to access services.
- A form is sent out in the JK early learning package that parents receive from schools to encourage an eye doctor visit.
- Cathy works from referrals.
- Cathy administers functional vision assessments and then makes educational recommendations that can be part of the students IEP.
- Cathy is involved in pre-school transition planning with community partners such as One Kids Place, CNIB and the infant development program. She can do home visits and help put accommodations in place before the student starts school.
- Some interventions are; at risk screening, large print, visually impaired Braille, blind Braille and multiple exceptionalities and CVI sensory.
- Three levels of support are; direct instruction, regular monitoring or consult.
- The committee discussed the wording of the PPM 76C and how using the word blind before anything else can scare parents before they even start the process.

Supports available from VIEWS

- Laura Hansman is the SEAC representative for VIEWS.
- VIEWS is a non profit organization that advocates on behalf of visually impaired students and adults.
- The organization educates the public and policy makers of their needs such as support for the specialist teacher, educational assistants and transcribers.
- They encourage educational opportunities for professionals and para professionals.
- The group Supports short term programs, in partnership with W. Ross Macdonald School, to work on specific skills for children, youth, or young adults who have low vision or are blind.
- They work towards independence; developing self-awareness and self-advocacy skills.
- Laura discussed the yearly 7- day camp put on by VIEWS, that supports children with visual impairments.

Business arising from the minutes

- Kim confirmed that Angele Paquette who is the Service Navigator for families who have children with Autism in the North Region will be presenting at the February meeting.

<ul style="list-style-type: none"> • Chair Fry encouraged the committee to complete the PAAC on SEAC survey that was distributed to the group by email. <p>Capital Planning</p> <ul style="list-style-type: none"> • The 3-2 Secondary programming committee are currently reviewing the programming needs. <p>Board Report</p> <ul style="list-style-type: none"> • Trustee Bottomley, Trustee Sargent and Trustee King will continue serve on SEAC • Craig Myles is now the Director for the NNDSB. <p>Special Education Report</p> <ul style="list-style-type: none"> • Sue provided a copy of the draft Protocol for Partnerships with External Agencies and Private Providers which will be available for use in schools and placed on our Board Website. • A copy that is available in the SEAC package and we welcome any committee feedback. (Send this feedback to Melanie). 	
Standing Items	
Items for next Agenda	Action
<p>2019-2020 Budget Process Timeline Special Education programs and services – review any proposed changes Presentation – Autism services</p> <p>Standing Items:</p> <ol style="list-style-type: none"> 1. Correspondence received requiring action 2. Capital Plan and Accommodation Review 3. Special Education Plan 4. Special Education Budget 5. Question Period 	

Next meeting date: February 20th, 2019

Adjourned: 2:18

Moved: Alan Bottomley
Seconded: Barb Laverock

**MINUTES OF THE MEETING OF THE FIRST NATIONS ADVISORY
COMMITTEE HELD ON NOVEMBER 26TH, 2019 AT
Annex**

Nancy Allaire, Nipissing First Nation
Roslyn Bowness, Superintendent of Education
Louise Sargent, Trustee
Sherrill Judge, Shawanaga First Nation
Catherine Pawis, Wasauksing First Nation
Leslie Hansen, Acting Principal of White Woods Public School
Lois Lambert, Dokis First Nation
Lynn Mongrain, Temagami First Nation
Melanie Simmonds, Executive Assistant

1.0 WELCOME

2.0 APPROVAL OF THE AGENDA

Approved by:
Seconded by:

3.0 APPROVAL OF THE MINUTES OF THE OCTOBER 16TH, 2019 MEETING

Approved by:
Seconded by:

4.0 Dialogue with Ministry Advisors

The Board requested support from the Minister of Education. The Minister assigned two Special Advisors, Wally Easton and Wayne Joudrie to provide the Minister of Education with advice and recommendations about how the Board might improve in the areas of, governance, human resource practices and financial accountability. The Ministry advisors have been reaching out to stakeholders and community partners. Wally Easton engaged FNAC in a dialogue as valued stakeholders and partners.

5.0 Action Plan Updates

Larry Paquette, Principal of Northern has been an FNAC representative for a number of years. Leslie Hansen, acting Principal at White Woods and Dawn Buckland at Parry Sound High School will now represent our schools on FNAC. Leslie shared that she has been with Near North for 20 years and taught for a few years in Dokis. The group discussed initiatives that have taken place this year such as, Orange Shirt Day, Treaty Education Week, Remembrance Day and

Louis Riel Day. We have partnered with the NNDSB Library team in order to build our culturally responsive resources.

The committee discussed the Birch Bark canoe build and how it involved the whole community. Many groups and/or schools participated. It is stored at the Stockey Centre and then will be moved to Killbear provincial park. The Artist in Residence program work is ongoing. Ongoing professional development includes, the Anishinaabemowin Professional Learning Circle, Graduation Coaches, support for school-based Culturally Responsive learning, Treaty Education and cross curricular work. The grade 11 FNMI English credit will be offered in Semester at Parry Sound and North Bay schools.

The committee discussed the criteria selection for graduation coaches. Do they have sensitivity training, background knowledge, an understanding of the history and impact? Principals are provided with guiding skill sets needed and the Indigenous Lead provides support for their professional learning needs in the form of a PLC. The committee will revisit this and make recommendations.

It was requested that invites go out to the First Nations for any specific PLC sessions to support guidance counsellors. A Graduation Coach pilot project is being implemented through Nipissing First Nation and all are invited to the table to add to the sharing.

Credits being offered next semester are: First Nation, Metis & Inuit studies in Integrated Arts, Canadian & World Studies and English.

The Indigenous Youth Circle will support the role of the new Indigenous student trustee. Amanda will be sending applications out that mirror the one used for the Indigenous Trustee. The committee will receive copies so they can promote this new youth voice initiative within their communities.

Ongoing work includes; website development, virtual library and print resources. The committee received copies of the document that relates to LGBTQ that includes a great deal of student voice. This working draft supports inclusive, safe and caring spaces for diverse identities. The power point and electronic document will be circulated to the committee.

6.0 First Nation Updates

Nipissing First Nation

They held their annual community meeting on Saturday and shared all the new projects/initiatives within the community. This will be circulated to the committee also. Hilary McLeod has been hired in the Education Office so First Nations may be hearing from her on behalf of Nancy.

Temagami First Nation

Their new build is now open that houses the Band office and multi-use facility.

Dokis First Nation

Dokis is losing their grade 2-4 teacher in December, so they are looking for a replacement. They put in a proposal to Jordan's Principle for a school bus and was successful. They will be investing in this in the new year.

White Woods Public School

The school is getting ready for Christmas and the annual Christmas sale on December 7th. Leslie discussed the past bullying prevention week and the presentations that took place.

Wasauksing First Nation

There are quite a few vacancies now and the Education counsellor role will be reposted and hopefully filled by Christmas. Any concerns now can go directly to Catherine. There is also a bus driver vacancy, so the First Nation is working with the local community on recruitment and training. They are looking at increasing the salary grid and Catherine requested any other salary grids she could share with council. Catherine would like to revisit the collaborative project done last year through AES funding. Phase 2 would include bringing people back to speak about next steps and putting these resources in a format that is publishable. A request for \$25,000 for the annual water walk was proposed last year with the intention of it being a district wide activity. The resources developed will be shared with schools.

Shawanaga First Nation

They are in talks around Governance, policy and salary grids. They have submitted a proposal for a non-ice rink that will come in December. The second phase will include a roof over top. They are in the next steps for the new highway service centre. The annual hunt took place and were able to process 6 deer. Sherrill's work at Killbear Park allows here to reach out to schools and organizations around culturally responsiveness.

Board Updates

Interviews for the new Director of Education are taking place. It is hoped that the Director will be in place for the new year. The new Indigenous Student Trustee will be sworn in at tonight's Board meeting. The annual organizational meeting takes place December 3rd.

With the closure of Widdifield the focus has been on programming. Parents have received highlights of the programming that will be offered at the two high schools in the fall. Indigenous education programming offerings will be the same at each school.

Jeff Roynon and Karen Waller will be invited to the next meeting to bring forward the data demographic which shows how students are experiencing school. This will provide an opportunity to take the, "this is me" survey to, "this is us" in an effort to inform next steps.

7.0 Labour Updates

A link is available on the Board website for more information on Phase 1 for ETFO and OSSTF. OSSTF includes education and professional support staff. Roslyn will continue to forward updates as available to First Nations.

8.0 Education Service Agreements – Reciprocal Education Agreement (REA)

REA applies to all First Nations and school boards. Appendix C gets verified and uploaded from the Board to the Ministry. Under the REA, a parent must register their child at a public school first and then can go to the First Nation school.

Nancy and Roslyn will meet as a starting point to creating some draft processes around Special Education and bring back to FNAC. These will enhance what is currently within our Education Service Agreements and support the REA process.

February meeting

- REA
- “This is Us”
- Graduation Coaches & Anishinaabe teachers
- Inviting the new Director of Education

Next meeting: February 12 (19th back up) at Nbisiing High School
April 15 at Shawanaga First Nation



**Finance Committee Meeting
January 28, 2020 3:00 pm**

Unofficial Minutes

Present

John Cochrane (Chair)
Jay Aspin
Al Bottomley
Donna Breault
Bill Steer

Staff

Craig Myles
Maureen Egan (recording secretary)

1. Terms of Reference

The Committee reviewed the draft Terms of Reference and made edits.

The Committee discussed as follows. Chair Aspin would like to see a snapshot of the board's capital on a quarterly basis. The Chair can schedule these meetings accordingly along with the Director and SBO. This would be a simple information item. Trustee Breault supported this plan and felt it would assist the committee and the board in making timely and responsible decisions.

Chair Cochrane suggested only high-level information coming from the Finance Committee to the Board and acknowledged the experience of the board members to accommodate this. The

Committee agreed that requests received at Board (for example a transportation costing) would be referred to the Finance Committee for further information and then submitted to the Board via a report.

Trustee Steer acknowledged that any trustee can attend the Finance Committee meetings including a trustee who made the request at Board. The Director cautioned the Committee that this should not result in more work for staff. Chair Aspin sees this Committee as an operating arm of the Board.

2. Board Reserves - what is encumbered and unencumbered

Trustee Steer requested “surplus and deficit” to be explained in understandable terms. Trustee Breault suggested some PD to educate trustees on some financial terms ie encumbered and unencumbered. Chair Cochrane advised that we can incorporate a financial “cheat sheet” and we can spend a short time on the agenda reviewing terms. Chair Aspin suggested an appendix with definition of terms in documents.

Trustee Bottomley asked how schools can access funds if they wish to for example beautify their schools. Director Myles explained that there is a process in place for this.

3. Potential Financial Allocations for 3:2 Consolidation

Director Myles reviewed the Costing of Consolidation report and the recommended motion to the Board. He emphasized that the enrolment numbers are estimates and are fluctuating. Trustee Bottomley asked if we can access any monies from the Ministry outside of our own monies. Chair Cochrane will discuss with SBO Therrien. Chair Aspin is optimistic that the Ministry will assist because we are clearly proving that NNDSB is improving programming and reducing our footprint and he believes we are in very good shape versus other boards in the province. Trustee Breault stressed that failure is not an option and spending short term is necessary to make the Consolidation a success. Trustee Steer often hears at the OPSBA table that the Ministry is very receptive when boards make a reasonable case with solutions versus complaining.

4. 2020-21 Budget Development Process

Chair Aspin requested a defined process and timelines with dates that begins early in the year. Then when the Board approves the budget it is a formality item.

5. Audit and Accountability Fund

An update on the \$150,000 Audit and Accountability Fund application was discussed. Chair Aspin explained that we applied in August. It was available to all boards but only three boards applied. It can be used at our discretion but must demonstrate efficiencies. The Committee suggested asking for a two-month extension. Chair Aspin to discuss with Nancy Naylor. Trustee Steer requested that some monies be made available for the MYP. The Director felt that the fund was flexible and he is optimistic that we would be able to use the monies for that. Director Myles has a list of items for this funding. Examples include: website re-design and governance restructuring. Trustee Steer asked the Committee to consider a subcommittee for “foundation” work (large donations). He will bring examples from other boards to the Committee.

Adjourned at 4:25 pm.

Multi-Year Strategic Planning Committee Meeting
February 13, 2020 at 9:30 am

Minutes

Present: Bill Steer (chair), Jay Aspin, Rob Learn (via phone), Craig Myles
Recording Secretary: Maureen Egan

1. Review of agenda
The Committee approved the agenda.
2. Multi-Year Plan Draft Roadmap
The Committee reviewed the draft roadmap from Wayne Joudrie. They requested specific timelines be included.
3. Review Draft RFP Marketing Support
The Committee asked staff to continue work on the procurement process and bring to next meeting.

The Committee was in agreement with bringing the process to the Board at the February Board meeting. Trustee Learn agreed that it was important to get the foundation of the plan to the Board.

4. Next Meeting
February 19 at 1:00 pm.

Multi-Year Strategic Planning Committee Meeting
February 19, 2020 at 1:00 pm

Minutes

Present: Bill Steer (chair), Jay Aspin, Rob Learn (via phone), Craig Myles

Recording Secretary: Maureen Egan

1. Review of agenda
The Committee approved the agenda and added Other Business.
2. Review of report (roadmap with timelines)
The Committee reviewed draft timelines and provided feedback.
3. Suggested Retreat date
Tentative April dates were reviewed. The Committee directed Craig Myles to include the Executive Council. He was also directed to include Rusty Hick (OPSBA) if available.
4. Review Draft RFP Engagement/Communications
The Committee approved proceeding with an invitational RFQ. A recorded vote was requested: B. Steer – in favour; J. Aspin – in favour, R. Learn – opposed.
5. Nanos Research proposal
The Committee reviewed draft proposal and discussed.
6. Confirm committee report to February Board
The Committee reviewed the report and recommendation to the Board.
7. Motion:
That the process for the 2020-22 Multi-Year Strategic Plan be approved as presented be recommended to the Board for approval.
8. Other Business
NIL



Near North District School Board
963 Airport Road, Box 3110
North Bay, ON P1B 8H1

**Committee of the Whole Meeting
Tuesday, January 14, 2020 6:00 pm
Minutes**

1.0. Opening & Land Acknowledgement

1.1 Call to Order

Chair Aspin called the meeting to order at 6:00 pm.

1.2 Attendance

Attendance indicated that all trustees were present for the meeting.

1.3 Declaration of Conflict of Interest NIL

1.4 Approval of the Agenda

Motion: R. Learn/L. Sargent

That the agenda for the Committee of the Whole meeting of January 14, 2020 be approved as amended. The amendment being the addition of item 1.6 School Trip Preparedness. – **Carried**

1.5 Approval of Minutes from Previous Meetings

Motion: B. Steer/L. Sargent

That the minutes of the Committee of the Whole meeting held on November 12, 2019 be approved. – Carried

Motion: R. Learn/J. Cochrane

That the minute of the Special Committee of the Whole meeting held on December 3, 2019 be approved. – Carried

1.6 School Trip Preparedness

Motion: J. Cochrane/L. Sargent

That the following be recommended to the Board for approval:

That the NNDSB ask OPSBA to research and make recommendations to all school boards for consistent administrative guidelines with respect to all school trips both within Canada and internationally and to include suggested modular/online training for teachers, administration, volunteers and third-party service providers to reflect



Near North District School Board
963 Airport Road, Box 3110
North Bay, ON P1B 8H1

**Committee of the Whole Meeting
Tuesday, February 11, 2020 6:00 pm
Minutes**

1.0. Opening & Land Acknowledgement

1.1 Call to Order

Chair Aspin called the meeting to order at 6:00 pm.

1.2 Attendance

Attendance indicated that six trustees were present for the meeting.

1.3 Declaration of Conflict of Interest NIL

1.4 Approval of the Agenda

Motion: J.Cochrane/A. Bottomley

That the agenda for the Committee of the Whole meeting of February 11, 2020 be approved. – **Carried**

1.5 Approval of Minutes from Previous Meetings

Motion: A. Bottomley/R. Learn

That the minutes of the Committee of the Whole meeting held on January 14, 2020 be approved. – **Carried**

2.0 Bring Forward Business - NIL

3.0 New Business

3.1 Updated Capital Plan

Director Myles introduced the Updated Capital Plan and briefly explained its purpose and history. Superintendent Smylie reviewed how the Board uses data from the previous school year to update the plan and then plan accordingly. A report was included along with an appendix highlighting the changes. The Updated Capital Plan will be posted on the website at the end of February and trustees can contact the Director's office if they wish a copy.

Motion: L. Sargent/J. Cochrane

That the Updated Capital Plan be recommended to the Board for approval. - **Carried**

3.2 Trustee Vacancy

Motion: J. Cochrane/B. Steer

That Harry Fry be appointed to fill the trustee vacancy in Zone 2. – **Carried**

Trustees discussed the report prepared by Director Myles describing the process when a trustee vacancy occurs. It was agreed that the Board would follow the process used in the past which is to appoint the candidate in the 2018 Municipal Election with the second most votes.

Chair Aspin advised the trustees that a MYP Committee meeting is being held on Thursday February 13 and that the Committee is preparing to begin the MYP process and will bring to the Board later this month. He also commented that as a result of some informal discussions with Ministry personnel, he remains optimistic re the Parry Sound build.

Chair Aspin left the meeting at this time.

4.0 In-Camera

Motion: A. Bottomley/R. Learn

That the Board move into in-camera session. - **Carried**

5.0 Motion to Adjourn

Motion: A. Bottomley/L. Sargent

That we do now adjourn at 6:35 pm.

“foundations” training and that OPSBA integrate their recommendations across all Ontario school boards. – **Carried**

2.0 Bring Forward Business - NIL

3.0 New Business

3.1 Board Committees

Chair Aspin

Chair Aspin suggested membership on the committees can include the replacement trustee for those committees that Trustee Barnes serves on. This can be indicated with brackets beside Trustee Barnes’ name. He also confirmed that the Safe Schools committee can be deleted and that one trustee is required for PIC. Trustee Learn asked for a distinction between the Audit Committee and the Finance Committee. It was explained that the Audit Committee is a legislated committee and the Finance Committee includes items that require analysis and discussion.

Motion: R. Learn/L. Sargent

That a WJ Fricker PS Build ad hoc committee be formed. - **Carried**

Motion: A. Bottomley/J. Cochrane

That a Parry Sound School Build ad hoc committee be formed. - **Carried**

Motion: A. Bottomley/J. Cochrane

That the NNDSB 2019-2020 Board Committee structure be recommended to the Board for approval and that staff draft terms of reference accordingly. – **Carried**

3.2 Revised Estimates

Superintendent of Business Therrien reviewed the 2019-20 Revised Estimates with trustees referring to the report that was included in the agenda package. Trustees were invited to ask questions. Trustee Sargent asked about transportation costs during labour disruption. SBO Therrien explained that although bus drivers still get paid on such days, NNDSB does incur savings in kilometer usage. Chair Aspin asked for clarification on surplus monies. Further discussion included comments and questions surrounding 3:2 Consolidation costs. Chair Aspin thanked SBO Therrien for her presentation.

3.3 Concussion Policy

Motion: B. Steer/A. Bottomley

That the Policy Statement in accordance with PPM 158 Concussion Safety for Students be recommended to the Board for approval. – **Carried**

SO Smylie reviewed the policy with trustees and explained that an administrative guideline will follow. She noted that the guideline will have clear roles and responsibilities of who is required to take concussion training. She also explained that all NNDSB stakeholders will be made aware of the guideline.

4.0 Motion to Adjourn

Motion: A. Bottomley/L. Sargent

That we do now adjourn at 7:35 pm.