

BOARD MEETING

Tuesday, May 18, 2021, at 6:30 pm

Join Zoom Meeting
<https://zoom.us/j/99045859231>

Meeting ID: 990 4585 9231
Canada Toll-free: 855 703 8985

AGENDA

1.0 Call to Order

- 1.1 Land acknowledgement
- 1.2 Attendance
Confirmation of Quorum
- 1.3 Declaration of Conflict of Interest

2.0 Approval of the Agenda ✓

Motion: That the agenda for the Board meeting of May 18, 2021 be approved.

3.0 Approval of Minutes from Previous Meetings

- 3.1 2021 04 20 Regular Meeting minutes ✓
Motion: That the minutes of the Regular Board meeting held on April 20, 2021, be approved.

4.0 Business Arising

- 4.1 Climate Action- Resolution and next steps ✓

5.0 Communication to the Board

- 5.1 Information Items
 - 5.1.1 Monthly Tender Report March- May 2021 ✓
 - 5.1.2 Professional Development Opportunities Calendar ✓
 - 5.1.3 Student Trustee Election Report ✓
 - 5.1.4 Graduation 2021 Update
- 5.2 Consolidation Update
 - 5.2.1 Board Report ✓
- 5.3 Staff Presentation: Virtual Learning
 - 5.3.1 Board Report ✓

5.4 Director's Update- Director Myles to lead this item.

5.4.1 Board Report ✓

5.5 Chair's Remarks- Chair Aspin to lead this item.

5.5.1 OPSBA Correspondence- Special Education ✓

5.5.2 OPSBA Correspondence- Remote Learning ✓

5.5.3 Virtual meeting extension confirmation

5.6 OPSBA Report- Trustee Steer to lead this item.

5.6.1 Board Report ✓

5.7 Student Trustees' Update

Student Trustee Madelaine Paradis to lead this item.

6.0 Items for Decision

6.1 Report from Committee of the Whole

6.2 Parry Sound Build Committee- Terms of Reference for Approval ✓

6.3 Parry Sound Build Committee- Town Council invitation for Approval

6.4 Finance Committee- Budget Manual for Approval ✓

7.0 Committee Reports

7.1 Standing Committees

7.1.1 MYSP Committee –Trustee Steer to lead this item

a. MYSP Committee minutes- April 13, 2021 and April 19, 2021 ✓

b. Board Report ✓

7.1.2 Parry Sound Build Committee- Vice-Chair Cochrane to lead this item

a. Meeting Minutes- May 6, 2021 ✓

b. Board Report ✓

7.1.3 W.J. Fricker Committee- Trustee Steer to lead this item

b. Board Report ✓

7.2 Committee Meeting Minutes Presented for Information

7.2.1 SEAC Committee minutes- April 29, 2021 ✓

7.2.2 Finance Committee minutes- May 11, 2021 ✓

8.0 **Next meeting Date:** Tuesday, June 15, 2021

9.0 Adjournment

9.1 Motion: That on May 18, 2021 we do now adjourn at _____ pm.



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Phone: 705.472.8170
Website: www.nearnorthschools.ca

Craig Myles, Director of Education

The April 20, 2021 **Public Session Board Meeting** of the Near North District School Board was held via teleconference and videoconference.

Trustees Present:

Jay Aspin, Chair
John Cochrane, Vice-Chair
Al Bottomley
Bill Steer
Donna Breault
Harry Fry
Louise Sargent
Nichole King
Student Trustee M. Paradis

Administrative Staff Present:

Craig Myles, Director of Education
Deb Bartlett, Information/Communication Officer
Gay Smylie, Acting Superintendent
Josh Casey, Communications Coordinator
Krista Messenger, Executive Assistant
Liana Blaskievich, Officer Corporate Affairs
Lisa Collins, Interim Executive Officer
Melanie Gray, Acting Superintendent
Tim Graves, Superintendent
Wally Easton, Interim Superintendent of Business

Trustee Regrets:

Rob Learn

Other:

Media and community partners

1.0 Call to Order

Chair Aspin called the meeting to order at 7:55 pm.

1.1 Land Acknowledgement

Chair Aspin read the land acknowledgement aloud.

Due to the time, a motion for extension was tabled.

Motion: 21-04-01, J. Cochrane/ L. Sargent

That the Board of Trustees agrees to extend the meeting an additional 45 minutes beyond the 8:00 PM expected adjournment. – CARRIED.

1.2 Attendance

Attendance indicated that eight trustees are present for the meeting.

1.3 Declaration of Conflict of Interest

NIL

2.0 Approval of the Agenda

Chair Aspin noted an item would be added to the agenda, as requested by the Director. The agenda was amended to include 5.3 School Year Calendar Refinement.

Motion: 21-04-02, A. Bottomley/N. King

That the agenda for the Board meeting of April 20, 2021 be approved as amended. - **Carried.**

3.0 Approval of Previous Minutes

3.1 2021 03 16 Regular Meeting minutes

Trustees were referred to the meeting minutes contained in the package. The floor was opened for amendments, questions, or comments with none rose.

Motion: 21-04-03, H. Fry/ D. Breault

That the minutes of the Regular Board meeting held on March 16, 2021, be approved. – **Carried**

4.0 Communication to the Board

4.1 Information Items

4.1.1 Monthly Tender Report- April 2021

4.1.2 Professional Development Opportunities Calendar

4.1.3 Parry Sound High School Construction Update

4.1.4 Correspondence

Chair Aspin referred trustees to the board reports submitted for information as part of the agenda package for each item. The floor was opened for questions or comments with none rose. With no additional comments brought forward, trustees received all the information items as presented.

Point of order to note that Chair Aspin allowed the next few agenda items to be reprioritized due to connectivity challenges. Items were discussed with a slight variation to the sequence presented on the agenda.

4.2 Chair's Remarks

The Chair shared remarks regarding board and community engagement initiatives as part of the conversation following the Director's Remarks. Highlights are noted as:

- Attention drawn to the correspondence included in the agenda package thanking the Minister of Education for visiting virtually with two NNDSB schools recently. Trustees should take pride in knowing the Minister and two local MPPs took time to reach out and engage with the NNDSB school community.
- Accolades expressed to Trustee Steer as the MYSP Committee Chair for his work to prepare trustees for the regional information sessions. More information will be presented as part of the MYSP Committee Report.
- Overview provided on the Chair's positive experience participating on the SBO Search Committee. This is a key role within the senior leadership team, so the Director will be carefully selecting a permanent successor that aligns with the future goals of NNDSB.

Trustees received the Chair's remarks with thanks.

4.3 Consolidation Update

Director Myles was invited to speak to this item and referred trustees to the report contained in the agenda package. It is noted that trustees have requested to be kept apprised of this item, as suggested by Trustee Sargent sometime ago. The update provided in this report this month focused on the process for public disposition of surplus items. Items that are not required for use in schools are being made available to the public as of the week of April 19, 2021 via the GovDeals website. This process allows outside parties to bid on items of interest and, if successful, pay for the items online.

The floor was opened for questions, with none rose. The Chair thanked the Director for providing this update.

4.4 Director's Update

Director Myles referred trustees to the report contained in the agenda package.

Highlights drawn to a handful of items including:

- Welcome remarks offered to the school community on the return following the April Break. System leaders and the executive team were commended on their leadership to navigate another shift to remote learning beginning this week.
- NNDSB took a proactive approach in readying students and deploying devices that went a long way to support a smooth transition.
- NNDSB was recognized provincially by the Council of Directors of Education (CODE) for the successful work of the Summer Learning Program.
- Work continues with the development of the board's budget. Progress is aligned with the milestones articulated in the Budget Procedures manual and remains on track to be presented to the Board of Trustees for approval at the June meeting.

Chair Aspin thanked the Director for the report and opened the floor for comments, with none rose.

4.5 OPSBA Report

The Chair invited Trustee Steer to lead the Board through this item. Trustee Steer referred Board members to the report shared as part of the agenda package. Highlights drawn to OPSBA priorities, with a note to share OPSBA's Board of Directors had a special meeting to discuss the proposed changes regarding Expanding Student Access to Online and Remote Learning. The final written submission has been shared and remains confidential.

The floor was opened for questions, or comments with none rose. The Chair thanked Trustee Steer for his report.

4.6 Student Trustee's Update

The Chair invited Student Trustee Paradis to speak to this item. Student Trustee Paradis shared a verbal report centering on the following highlights:

- The mental health team and Student Senate have been working on an initiative that is part of the Thrive in Hive mental health campaign. This campaign intends to create a thriving hive of support to unite our students around wellness and help students develop coping and stress management skills.
- Secondary students will be invited to Pledge to Be Well, and once they have done so, they will be given a choice between 3 wellness kits designed to support body, mind, and calm.
- Elections for both Student Senate and Student Trustee are well underway for next year. Schools are advertising the positions, and interviews will be happening shortly.
- Student Senators voted to change the senate structure to represent their school for more than one school year. Each secondary school will now have a one-term senator and a two-term senator to provide fluidity and help continue ongoing projects.

Vice-Chair Cochrane acknowledged the importance of drawing attention to mental health and wellness in the student community. The Chair thanked the Student Trustee for providing her verbal report.

Trustee Sargent requested a copy of the verbal report be provided to trustees for review. Staff to ensure this is completed.

5.0 **Items for Decision**

5.1 Report from Committee of the Whole

Chair Aspin noted consensus was achieved on various items during the Committee of the Whole meeting immediately prior to the Board of Trustees meeting.

5.1.1 Private session- Personnel Report

Motion: 21-04-04, J. Cochrane/ H. Fry

Be it resolved that the Board of Trustees of Near North District School Board receive and accept the personnel report presented by Director Myles. – **CARRIED.**

5.1.2 Private session- SBO Search Committee Report

Motion: 21-04-05, D. Breault/ A. Bottomley

Be it resolved that the Board of Trustees of Near North District School Board accepts the report as presented by the SBO Search Committee. – **CARRIED.**

5.1.3 Open session- Audit Committee Composition

Motion: 21-04-06, J. Cochrane/ B. Steer

Whereas the Board of Trustees of Near North District School Board accepts the resignation of Trustee Learn from the Audit Committee, be it resolved that Trustee Nichole King is appointed to fill the vacancy, as recommended by the Chair of the Audit Committee. – **CARRIED.**

5.1.4 Open session- Trustee Bottomley's "Climate Crisis" presentation

It is noted that trustees were not able to come to a consensus on this item during Committee of the Whole. Board Chair Aspin provided direction for the language

Minutes of the Public Session Board Meeting of the Near North District School Board held April 20, 2021

suggestions raised by Trustee Fry be drafted into the resolution put forth by Trustee Bottomley. The Executive Assistant was invited to read the suggestion aloud:

“NNDSB directs staff to ensure that the board's operational and educational undertakings reasonably reflect the Board’s commitment to environmental and climate leadership and reduce its carbon footprint and dependence on fossil fuels”

Trustee Steer motioned for a deferment of this resolution, noting that the Board will need time to consider and develop this further, with consultation involving Trustee Bottomley, and all other interested trustees.

Motion: 21-04-07, B. Steer/ D. Breault

Motion: That the Board of Trustees of Near North District School Board defers developing a resolution for one month, with the intent of taking time to consult Trustee Bottomley, all other interested trustees, and senior staff.

Chair Aspin called for a recorded vote regarding the motion for deferment proposed by Trustee Steer:

	Yay	Nay	Absent/ Obtained
Chair Aspin	X		
Vice-Chair Cochrane	X		
Trustee Bottomley		X	
Trustee Breault	X		
Trustee Fry		X	
Trustee King	X		
Trustee Learn			X
Trustee Sargent		X	
Trustee Steer	X		

The result of the recorded vote indicates five votes in favour of deferment, therefore the motion is **CARRIED**.

Trustee Bottomley clarified the next steps for action from the Chair. Chair Aspin indicated that Trustee Bottomley should consult with Director Myles to develop a motion would reflect “the pulse and the feelings of the board.” Trustee Steer indicated Trustee Bottomley and Director Myles work on the motion together before the next meeting.

5.2 SEAC Committee Recommendation

Motion: 21-04-08, H. Fry/ L. Sargent.

Motion: That the Board of Trustees of Near North District School Board accept the changes to the Special Education Advisory Committee’s Terms of Reference as presented, as recommended by the SEAC Committee. – **CARRIED**.

5.3 School Year Calendar Refinement

It is noted that the Director requested this item be added to the agenda to seek additional approval for staff to adjust the 2021/22 calendar. Following the Board of Trustee’s approval at the February 16, 2021 meeting, the Ministry has advised of

additional Professional Activities days to occur before the start of the school year. An updated calendar is required to be re-submitted by May 7, 2021, which is why it was tabled this evening. The floor was opened for comments or questions, with none rose.

Chair Aspin confirmed approval for this approach, and thanked Director Myles and Superintendent Smylie for bringing this forward.

6.0 Committee Reports

6.1 Standing Committees

6.1.1 Multi-Year Strategic Plan (MYSP) Committee Report

Committee Chair Steer invited to lead this item for the Board. It is noted that the minutes of the MYSP Committee meeting of March 9, 2021, are included for information purposes. Trustees referred to the report, roadmap, and circular graphic contained in the agenda package. Trustee Steer provided an overview on the regional virtual information sessions, and the excitement over having all trustees become involved in these sessions. Director Myles spoke to the work of the committee and the involvement of the senior team at each session as well.

Chair Aspin thanked Trustee Steer and Director Myles and reflected on how far the Board has come on the MYSP journey. All trustees were recognized for their involvement throughout the duration of the process, and appreciation expressed in advance for their involvement to perpetuate the board's message.

Chair Aspin recognized the hard work and dedication of the Officer of Corporate Affairs as she was invited to provide a high-level overview on the information sessions. It is noted that this is the board's opportunity to report back to stakeholders on common themes that came out of the feedback, and how these themes influence the creation of the strategic priorities of the MYSP. Feedback on the sessions will be accepted via a survey placed on the board's website that will remain over for a week following the last presentation. Attention called to where the public can find the schedule of presentations. It is noted that one of the sessions overlaps with a webinar hosted by the Parent Information Committee (PIC). Families are encouraged to attend the PIC webinar and select another MYSP session, so they can attend both events.

Chair Aspin opened the floor for further comments and questions. No comments were raised.

6.2 Committee Meeting Minutes- Presented for information

6.2.1 SEAC- unofficial minutes- March 18, 2021

6.2.2 PIC- unofficial minutes- March 19, 2021

6.2.3 EAC- unofficial minutes- April 1, 2021

The Chair referred trustees to the minutes of the legislated committees contained in the agenda package for information purposes.

7.0 Next Meeting Date

Chair Aspin confirmed the Board of Trustees would meet next on Tuesday, May 18, 2021.

There being no further business to discuss, the Board moved to adjourn the meeting.

8.0 Motion to Adjourn

Motion: 21-04-09, A. Bottomley/ B. Steer

That we do now adjourn at 8:42 pm. – **Carried**

Jay Aspin
Chair

Craig Myles
Director of Education

Unofficial

BOARD UPDATE

Title:	NNDSB Next Steps- Report back on Climate action item
Date:	May 18, 2021
Background:	<p>At the Board meeting on April 20, 2021, the Board of Trustees passed the following motion:</p> <p><u><i>Motion: 21-04-07, B. Steer/ D. Breault</i></u></p> <p><i>Motion: That the Board of Trustees of Near North District School Board defers developing a resolution for one month, with the intent of taking time to consult Trustee Bottomley, all other interested trustees, and senior staff.</i></p> <p>On May 4, 2021, Trustee Bottomley and Trustee Steer met with Director Myles to determine the next steps. A consensus was reached on a recommendation to bring back to the Board at the May meeting.</p>
Proposed Next Steps:	<p>That the Board consider the following draft resolution to guide next steps, as developed by Trustee Bottomley and Trustee Steer:</p> <p><i>“Whereas the NNDSB acknowledges the seriousness of the climate emergency and its growing impact on the environment;</i></p> <p><i>Be it resolved that NNDSB will endeavour to implement practices and procedures towards reducing its environmental impact(s) for our students’ future.”</i></p>
OPSBA Action	<p>NNDSB – Motion to OPSBA – May 18, 2021</p> <p>Within OPSBA’s vision it believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.</p> <p>Related issues include: Children and Youth Mental Health, Special Education, Health and Physical Education, Poverty, Cannabis Legalization, Equity and Inclusive Education, French as a Second Language (FSL), Technology in Teaching and Learning, EQAO and Large-Scale Testing, Community Hubs, Early Years, Exemplary Practices and Mathematics.</p> <p>NNDSB is asking OPSBA to include the word “environmental” within its vision statement (or words coming out of OPSBA discussion) and to update its Exemplary Practices, especially within Environmental Education (2015)... https://www.opsba.org/media-releases/exemplary-practices/ through the following motion.</p>

"Whereas the OPSBA acknowledges the seriousness of the climate "emergency" and its' growing impact on the environment, the OPSBA will endeavour to promote practices and procedures towards reducing its environmental impact(s) for our students' future and include "environmental" (or words appropriate through discussion) and amend its vision statement and update its Exemplary Practices on the OPSBA website.

TENDERS
 April 10, 2021
 to
 May 13 2021

	A	B	C	D	E	F	G	H	I	J	K
1	Closing Date	Project	Location	Bidders Submitting Bids	Awarded to	Net Award	Tax	Total	Budget	Contract	Rational
2	March 28, 2021	NNDSB 2021-004 Washroom & Office Alterations and Lighting Upgrades	South River Public School	2301149 Ontario Canada Inc. Canor Construction Direk Construction Inc. Kenalex Constructuion Co. Inc. Venasse Building Group W.S. Morgan Construction Ltd.	Canor Construction	\$410,107.24	\$53,313.94	\$463,421.18	\$ 568,020.95		Lowest Bidder
3	March 30, 2021	NNDSB 2021-008 Site Improvements- Phase II	Chippewa Secondary School	Canor Construction Dominion Construction Ed Seguin and Sons Trucking and Paving Bruman Construction Deep Construction Inc. Pioneer Construction 837480 Ontario Inc CSL Group Ltd Kenalex Construction Co. Ltd	Canor Construction	\$530,479.00	\$68,962.28	\$599,441.28	\$ 621,500.00		Lowest Bidder
4											

PD Opportunities Calendar

Title:	May 2021 Trustee Professional Development Opportunities Calendar
Scheduled Opportunities	<p>Every second Thursday from February to May, OPSBA offers online lunchtime speakers and professional development sessions for trustees.</p> <p>Please mark your calendars with these upcoming session dates & times. OBSPA will send additional details and Zoom links as the programs are finalized.</p> <ul style="list-style-type: none"> • Thursday, May 6 from 12:00 p.m. – 1:00 p.m. • Thursday, May 20 from 12:00 p.m. – 1:00 p.m.
Ongoing Opportunities	<ul style="list-style-type: none"> • Ontario Public School Board Association’s “Trustee Development Program” modules https://modules.ontarioschooltrustees.org/ • Ministry of Education governance resources http://www.edu.gov.on.ca/eng/policyfunding/leadership/govern_resources.html • Trustee election resources http://www.edu.gov.on.ca/eng/trustee-elections/index.html • Canadian School Boards Association (CSBA) School District Governance-Theoretical and Conceptual Foundations https://www.cdnsba.org/governance-resources
Registration Support	<p>Trustees may reach out to Krista Messenger via email at krista.messenger@nearnorthschools.ca for registration support if they are unsuccessful in self-registering by following the links above, or to request printed copies of the material to review, where available.</p>

Title:	Secondary Graduation 2021 Update																																		
Contact:	Superintendent Tim Graves																																		
Date Submitted:	May 13, 2021																																		
Background:	<p>NNDSB is pleased to confirm that graduation celebrations will still take place on June 28th and 29th. With the ongoing impact of the pandemic, event planning remains flexible.</p> <p>health and safety of our students, families, and staff members. We will continue to work with Public Health closely to ensure a clearer understanding of what is feasible and safe.</p>																																		
Plans:	<table border="1"> <thead> <tr> <th>School</th> <th>Date</th> <th>Time</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Almaguin Highlands</td> <td>June 29th</td> <td>1 PM - 7 PM</td> <td>Drive through</td> </tr> <tr> <td>Chippewa</td> <td>June 29th</td> <td>8 AM - 4:30 PM</td> <td>Drive through</td> </tr> <tr> <td>FJ McElligott</td> <td>June 28th</td> <td>4 PM - 6 PM</td> <td>Drive through</td> </tr> <tr> <td>Laurentian Learning Centre</td> <td>June 28th June 29</td> <td>Alt. Ed-TBA Con. Ed -TBA</td> <td>Drive through</td> </tr> <tr> <td>Northern Secondary</td> <td>June 29th</td> <td>10 AM</td> <td>Drive through</td> </tr> <tr> <td>Parry Sound High School</td> <td>June 29th</td> <td>All day</td> <td>Drive through</td> </tr> <tr> <td>West Ferris</td> <td>June 29th</td> <td>8AM to 4 PM</td> <td>Drive through</td> </tr> </tbody> </table>			School	Date	Time	Details	Almaguin Highlands	June 29 th	1 PM - 7 PM	Drive through	Chippewa	June 29 th	8 AM - 4:30 PM	Drive through	FJ McElligott	June 28 th	4 PM - 6 PM	Drive through	Laurentian Learning Centre	June 28 th June 29	Alt. Ed-TBA Con. Ed -TBA	Drive through	Northern Secondary	June 29 th	10 AM	Drive through	Parry Sound High School	June 29 th	All day	Drive through	West Ferris	June 29 th	8AM to 4 PM	Drive through
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Recommendation:	That the Near North District School Board accept the Graduation 2021 Update.																																		

BOARD REPORT

Title:	3:2 Consolidation Update
Contact:	Superintendent Gay Smylie
Date Submitted:	May 18, 2021
Mandate:	To facilitate the successful consolidation of the North Bay secondary schools to ensure diverse and current programming options are available to all students in all pathways.
Update:	<p>Phase 2 of the Secondary School 3:2 Consolidation project is at the final stages of design, with many upgrades to both Chippewa and West Ferris facilities set to begin this Spring. The second phase of this project aims to further improve and expand programming opportunities for all students by re-imagining spaces and providing new equipment that will meet the demands of 21st century learning.</p> <p>In October 2020, Trustees approved the Phase 2 budget with the majority of funds ear-marked for renovations to the two largest flex spaces found in any secondary school: libraries and auditoriums. Such spaces need to be welcoming and adaptable; they are multi-purpose environments that on any given day host classes, presentations and productions. As such, it was vital that the conceptual designs were informed by multiple stakeholders to ensure that the outcome provided flexibility while simultaneously stimulating creativity and innovation for all learners.</p> <p>The Chippewa auditorium will undergo renovations that aim to improve the experience for both the performers and the audience. The theatre space will benefit from a new curtain system and mechanical track, along with a modernization of their lighting, which will begin making the shift from incandescent towards modern LED light fixtures. Audience members will enjoy the new seating, which includes an area for wheelchair access, and improved house lighting. Renovations to expand programming opportunities were also included in Phase 2. West Ferris will have a classroom retrofitted to support a variety of experiential learning programs including hairstyling and esthetics. The Chippewa Indigenous Hub has been updated to mirror that of West Ferris'; the new space provides students with casual seating and small group meeting spaces along with a kitchenette to support a variety of activities. Etched glazing has been added to increase the natural light, which serves the open-concept space beautifully while providing privacy for the students.</p> <p>Mitchell-Jensen Architects have done a tremendous job of re-imagining both libraries, resulting in the creation of two modern and sophisticated Learning Commons. The Learning Commons utilize flexible seating to accommodate a variety of configurations, as well as barrier-free shelving to further increase accessibility. Glazing is used throughout both spaces to create individual, small and large group seating options that work around the current structural and mechanical attributes, such as the brick at West Ferris and the low-set</p>

centre at Chippewa. These designs demonstrate innovative uses of space, such as built-in banquettes for seating around the perimeter and the creation of an outdoor working/learning space on the West Ferris balcony. As you will see in the conceptual designs below, special attention was given to sound and light so that many students can occupy the space, yet have it remain quiet and comfortable. Electrical outlets have been strategically placed to ensure that all seating and work areas have easy access to a power source for any type of electronic device. We are confident that our students and staff will love working and learning in these new, inspiring spaces now and into the future.

West Ferris Learning Commons:





Chippewa Learning Commons:





Title:	Virtual Learning Planning for 2021-22
Contact:	Superintendent Tim Graves
Date Submitted:	May 12, 2021
Mandate:	Ministry of Education memo B:07 (2021), requires school boards to continue to offer remote learning options consistent with PPM 164. As a result, the NNDSB will be required to offer families a choice between “remote” or “in-person” learning models during the first half of the 2021-2022 school year – and possibly beyond.
Background:	<p>In response to the COVID-19 pandemic, the Near North District School Board (NNDSB) has provided opportunities for families to access learning remotely during the 2020-2021 school year. Throughout the school year, the NNDSB virtual school has provided education for approximately 1300 elementary and secondary students. The NNDSB has continued to allow both secondary and elementary students (that do not have access to technology or the internet) to use board owned MacBooks, iPads and several types of LTE enabled hotspot devices. Increased numbers of “centrally purchased” devices have allowed those who require devices to access them.</p> <p>Throughout the late winter and early spring, Boards became increasingly aware that the Ministry of Education was considering extending the requirement to provide virtual learning. In anticipation of this, boards throughout the province began to prepare for this eventuality; however, in the absence of clear information and requirements staff found it difficult to identify and adequately plan for a model of virtual learning. Throughout the province, boards are considering or implementing two predominant models of remote or virtual learning. Each model comes with its own extensive list of administrative and pedagogical benefits and challenges.</p> <p>Virtual School Model: In this approach students and teachers are removed from their “home school” and assigned to <i>or</i> enrolled in a virtual school. Staff of the virtual school the provide instruction, reporting and support to students. Many of the school boards that opted for the virtual school model opened registration and required families to make a decision early, so that the virtual school could be staffed in accordance with normal spring staffing timelines typically occurring March to early May. In these cases, families were required to make their decision about virtual learning without a clear understanding of the requirements for in-school learning, or what the</p>

pandemic situation might be like in September. Most school boards using this model have restricted or eliminated options to change between virtual and in-class learning during the school year, as these changes require entire system reorganizations and disrupt classroom placements and cohort groupings for thousands of students registered for both in-school and remote learning.

Hybrid Learning Model. In this model, there are no virtual schools. All teachers instruct students in their classrooms and provide synchronous, asynchronous, and/or paper packages for students at home. Boards selecting to use the hybrid model do not have the same concerns regarding staffing timelines and reorganizations and are able to extend deadlines for registration and opportunities to switch programs more frequently. This model provides organizational advantages however, it poses pedagogical challenges as teachers are asked to provide synchronous and asynchronous instruction to students at home as well as the students in their classrooms. Teacher unions OSSTF and ETFO are opposed to this model citing a variety of reasons such as privacy, teacher workload and poor-quality instruction. Boards selecting this model expect challenges and labour disputes from the unions by way of grievances and potential arbitration.

The staff of the NNDSB have been examining both options carefully and have referenced data gathered over the last 18 months to make an informed decision. Given the uncertainties mentioned above, the Senior Team decided to delay making final decisions until the Ministry of Education provided further clarity on remote learning requirements and the conditions under which schools would open in September. While delaying the decision presents organizational challenges for staff, we believe it enables parents more time and greater information with which to make decisions.

On May 4, 2021 in a series of memos the Ministry of Education directed school boards to continue to provide virtual learning as an option for families into the 2021-2022 school year in a manner that is consistent with Program and Policy Memorandum 164 issued August 2020. In addition, the Ministry announced funding opportunities to support virtual learning and asked boards to ensure that families were not asked to make a final decision about their preferences until June 1, 2021. Importantly, these memos communicated some additional safety requirements regarding reopening in September, such as cohort limitations and restrictions to the number of classes students can take at any one time.

	<p>Staff continue to review the funding details, safety strategies, and weigh the “pros” and “cons” of each option, with aim of identifying a remote learning model that provides the greatest educational experience for students. In the coming weeks, NNDSB families are anticipating a communication that will provide them with specific information regarding the 2021-22 school year. This communication will outline health and safety measures and protocols for in-school learning, clearly define a thoughtful and accessible approach to remote/virtual learning and describe a “straight forward” registration process. We believe that this approach will provide families with as much information as possible to make an informed decision.</p>
<p>Recommendation:</p>	<p>That the Near North District School Board accept the virtual learning planning report.</p>

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Board Meeting May 18, 2021
Welcome	As we near the end of a month of learning from home, we recognize all experiences felt by the NNDSB school community. While some learners thrive with this new style of learning, others see it as another challenge during an already difficult time. NNDSB continues to work with parents and guardians as partners in education to provide the best possible outcomes under these challenging circumstances. I want to thank the school community for their continued support, patience, and flexibility.
Program Updates	<p><u>Monthly Kudos Honourees- April 2021</u> Each month, the Director's Office recognizes staff for going above and beyond their role in support of the board's mission, vision, and values. In the month of April, many staff worked to prepare, assemble, and organize over two-thousand wellness kits and baskets as part of the Thrive in the Hive campaign. These staff included Alysha Young, Amy Johnston, Lisa Collins, Sue Lessard, Pippa Madigan, Lisa Spencer, Heidi McMillian, Stacie Burnie, Sharon Desormeau and Justin Hawn. The collective work to ensure all students receive the resources tailored to their pledge meant assembling three separate types of kits- focused on the body, the spirit, and calming resources.</p> <p><u>MYSP Regional Virtual Information Session Appreciation</u> A sincere word of thanks to all who participated in the evening regional virtual information sessions regarding the Multi-Year Strategic Plan. The leadership of the MYSP Committee was instrumental in equipping the senior team and trustees with the tools to present information to the various stakeholders. Hearing trustees speak authentically to constituents about their involvement and support was such a valuable perspective to present. Members of the executive council are recognized for their contributions to host each session and leading by example when it comes to promoting key initiatives within NNDSB.</p>
Event updates	<p><u>Special Recognition Days</u> This Month NNDSB is pleased to acknowledge special recognition days for their educational value, and connection to the Board's mission, vision, and strategic plan. The following are a few examples noted this month. Meaningful ways individual schools recognized each day are featured on school websites.</p>

Principal's Day- May 1, 2021

NNDSB acknowledged the valuable work performed by our principals and vice-principals on Principal's Day. The role of a principal is both challenging and rewarding. The COVID pandemic has certainly provided additional challenges, but additional challenges also lead to greater fulfilment when those challenges are overcome. School administrators shape the conditions for teachers and students to learn and succeed by investing hard work, leadership, and dedication each day throughout the year, and especially during this unprecedented time. The impact of a principal is felt beyond the walls of their buildings, and NNDSB is grateful for every effort in support of our mission "to educate learners to their fullest potential in preparation for life-long learning".

Education Week- May 3-7, 2021

Education Week is recognized annually during the first full week in May. It is a time for students, teachers, and parents to celebrate teaching excellence and student achievement. For 2021, Ontario's Education Week theme is Stronger Together. NNDSB honoured all contributions to the school community in service to students during Education Week, including recognition for every effort to create and sustain an environment in support of student learning, gratitude for ensuring students' social and emotional needs are met, and for many incredible efforts, innovations and new practices being developed to support the school communities.



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

May 1, 2021

Dear Insert Northern MPP's Name,

On behalf of Trustees from the Northern Ontario Public School Boards, we are reaching out once again with some key messages, needs and proposed strategies to address some concerning, emerging and urgent education issues. These persistent challenges we have in Northern Ontario have been exacerbated by the COVID-19 pandemic. It is our collective goal to inform Northern Ontario Members of Provincial Parliament, as leaders in our communities and to gain your support in our quest for Equity and Sustainability in Education for the North.

OPSBA's Northern region meetings focus on our priority areas, emerging and urgent issues, and overall progress in advocacy for Northern Ontario education. We continue to recognize consistent themes that have emerged and transcend all the following areas of focus including equity, Indigenous education, early intervention approaches, effective reciprocal partnerships, Truth and Reconciliation Commission Calls to Action, recruitment/retention of specialized staff, student transitions and the need for greater flexibility in funding and approach to address local context and challenges in our Northern communities.

Our re-affirmed four Priority Areas of Focus for Northern Ontario education needs are Indigenous Education; Mental Health and Well-being: Services and Supports for Students; Special Education Resources and Supports; and Experiential Learning: Support for Multiple Program Pathways. Northern region Trustees have determined that each Priority requires specific focus and advocacy. Today we wish to address our third targeted Priority: **Special Education: Resources and Supports**.

In collaboration with school board Special Education experts, Northern region Trustees have highlighted the following areas to consider when focusing on Special Education Resources and Supports for Students in Northern Ontario:

Identified Special Education Concerns	Emerging Needs Exacerbated by COVID-19
<ul style="list-style-type: none"> ➤ Insufficient and inequitable funding ➤ Wait lists for assessments ➤ Specialized services once assessment are completed and needs are identified ➤ Staff recruitment and retention issues 	<ul style="list-style-type: none"> ➤ Human resources ➤ Inability to offer consistent and much needed withdrawal and in-class services for students with special needs due to the lack of human resources ➤ Effective/Alternative/Accessible methods of service delivery and timely access to supportive services ➤ Increasing wait lists due to pandemic interruptions

Northern region school boards and OPSBA are diligently working to make a positive impact and difference in the lives of children and youth with Special Education needs in the North. Issues relating to Special Education that need your immediate attention and consideration when focusing on the key Northern Priority are:

1. Flexible and Responsible Funding

We recognize the need for transparent fiscal responsibility. As Trustees we support work that develops appropriate and responsible budgets, we recognize board staff stretching and having to reach deep into empty pockets to address the emerging and complex needs of an ever-changing Special Education landscape. Currently funding is stringent and inflexible, therefore we are asking that there be more predictable sustainable funding that is responsive in each community and allows boards to utilize funds within their local context so Special Education needs can be properly addressed. Increasingly, we are seeing our most vulnerable students fall through the cracks due to a lack of consistent and sustainable funding and programming to support their unique learning profiles. This is especially pronounced when looking into the inequities of funding amongst the exceptionalities and diagnosis for our most vulnerable students. A greater amount of focus needs to be targeted on the coordination of services and the delivery models in which boards have sufficient and sustainable funding to enhance their ability to address and strengthen this coordination and modes of delivery to the benefit of Special Education students.

2. Addressing the Long Wait List for Assessments

The need to address long wait lists for assessments has existed in Northern Ontario school boards for many years, hampering our ability to deliver on assessments and bringing some of these lists to a complete halt as the province continues to deal with this pandemic. COVID-19 has highlighted the need to address these wait lists, so that our most vulnerable learners can be identified in a timely manner in order to receive the services that are essential to their achievement, engagement, and well-being. Immediate action on addressing these wait lists must be supported by robust and actionable governmental policy.

3. Strengthening Human Resources and Services in the North

This pandemic continues to illustrate the need for an immediate collaborative approach to address the lack of Special Education staff and specialized services throughout Northern Ontario, but can be even more intensified in remote Northern, Northwestern, and Indigenous communities. The lack of resources, both human and in-services, continue to negatively impact our most vulnerable students' abilities to be engaged in their education and schools. These barriers need to be removed in order for these exceptional learners to achieve within the education system; accessibility issues and concerns that are impacting our students and to achieve on a pathway that honours their unique profiles, needs, and desires. We strongly believe increased specialized supportive staff and services in the North will have positive impacts on our exceptional learners.

We recognize that these areas are complex and require multi-step collaborative approaches, but action must be taken to create positive momentum. We call upon all Northern region MPPs to take this opportunity to develop and advocate for strategies and policies that directly impact the above outlined issues. OPSBA and Northern region Trustees have identified a number of immediate and long-term impact strategies to help address some of the identified issues and would like to take this opportunity to invite you to discuss and collaborate on these strategies together. Advocacy for the stabilization of SIP (Special Incidence Portion) funding, the coordination of deliverable services that also are reflective of the immensity of Northern geography, and the collection of up-to-date census data are just some examples of focused direction that may have a positive impacts moving forward.

Northern boards of education continue to make creative strides in their ongoing development of Special Education supports, programs and resources. Attached are some examples showcasing this advocacy work and Special Education programs that boards of education have been implementing across the North. Despite the many success stories from our Northern boards, more work needs to be done. We have also highlighted each board's greatest challenge(s) when it comes to addressing the complexities of Special Education within our Northern communities.

We are asking Northern MPP's to stand alongside Northern region Trustees and strongly advocate for Policy Statements that strengthen and address the need for equitable and sustainable funding in the North for Special Education programs and resources; collaboration for partnerships to address the lengthening wait lists for assessments; and ensure there are available and responsive wrap-around supports and services for Northern students with Special Needs and Indigenous students with Special needs in our communities; and address the staffing crisis that we are facing in Northern Ontario boards, that are acting as barriers to responsive and supportive Special Education delivery. The province also has to work collaboratively with boards and stakeholders to guarantee that Special Education students and their needs are not left out of the conversation when addressing the pivot to virtual learning and that accessibility of programming and education delivery is appropriately taken into consideration in this 21st century world of technological learning.

We value and thank you for your commitment to Student Achievement, Well-Being, Equity, Engagement and to making a difference for our students and communities in the North. We look forward to your response and to meeting with you to discuss Special Education delivery as a Priority.

Sincerely,



Sheryl Evans
Northern Regional Chair
Ontario Public School Boards' Association
evanss@trustee.adsb.ca
(705) 943-9072

CC: Northern Ontario Public School Board Chairs
Northern Ontario Members of Provincial Parliament
Minister of Education: The Honourable Stephen Lecce
Education Critics: Marit Stiles > NDP
 Kathleen Wynne > Liberal
 Mike Schreiner > Green

The following is a demonstration of *some* of the creative and dynamic programs, partnerships, and opportunities that Northern Ontario public school boards have developed for Special Education Resources and Supports in the North. In the second column are highlights of our Northern public school boards greatest challenge(s).

<u>Public Board</u>	<u>Special Education Resources and Programs that Work in Our Boards</u>	<u>Special Education: Greatest Challenge per Board</u>
<p>Algoma District School Board</p>	<ul style="list-style-type: none"> • Multi-Disciplinary Team/Behaviour Expertise Professionals: Multidisciplinary Team funding (included in the GSN), and an increase in the amount for Behaviour Expertise Professionals has been extremely helpful in allowing us to secure some specialized staff to help support our schools and classrooms. • Mental Health Workers: Increased funding for Mental Health Lead, Mental Health Workers, as well as other pots of money have been helpful in allowing us to build a stellar team of counsellors, mental health workers, and mental health nurses to support our students. • Changes to Intake Processes: We have made a bit of a shift in our intake process, so that we accept referrals during 2-3 intake periods per year. Our last round of referrals (December intake) were all completed by end of March/beginning April, which is a comparatively short wait time. On average, we have been conducting assessments within 6-9 months of referral (as opposed to about 1-2 years several years ago). 	<ul style="list-style-type: none"> • Special Incidence Portion: The process is VERY labour-intensive and eats up a huge amount of staff time every year – while ADSB does bring in a significant amount of money in SIP that is offset a bit by the amount of staff time (and therefore salary dollars) that are spent putting all of these claims together. Streamlining processes would go a long way. • Stability: Our biggest challenge with funding dollars is that we often do not know upfront if the funding will be consistent. This has a significant impact on our ability to recruit and fill positions. • Available Psychometrists: Availability of psychometrists is always a pressing issue. We currently have three on contract, one of whom is from a southern Ontario firm. Replacements are always a concern as there are only so many people available in the area (and every organization contracts them) so it would be difficult to find replacements. • Rising Cost Per Assessment/Differences between N.Ont and S. Ont rates: Cost continues to be a factor as rates for assessments continue to rise, e.g. costs for our “southern” psychometrist are in line with the usual rates in the north, but these are far below what an assessment usually runs in southern Ontario. Our current “out of area” firm gives us a steep discount based on our historical relationship, but if we were to contract someone else (for example, if an existing

		psychometrist ended the contract), our cost per assessment would likely increase.
James Bay Lowlands DSB/ Moosonee DSAB/ Moose Factory Island DSBA	<ul style="list-style-type: none"> Greatest success as being the strong partnerships with area schools and community partners to complete assessments in a timely manner. 	<ul style="list-style-type: none"> Their greatest challenge is to ensure capacity is in place locally to support identified specialized services and special education needs. Internet connectivity issues (both at the school and in home environments) have caused additional challenges to support students with special education needs while in virtual environments.
Keewatin-Patricia DSB	<ul style="list-style-type: none"> Keewatin Patricia DSB has provided professional development to school teams, EAs, SERTs, and teachers. They are building a data wall for Special Education to have a snapshot of the services and supports in their schools. 	<ul style="list-style-type: none"> KPDSB greatest challenges lie around unstable and insufficient funding. Coordination of services once assessment and needs are identified.
Lakehead DSB	<ul style="list-style-type: none"> Strength: Student Support Persons are working hard to make positive differences in the lives of our Special Education students, often going above and beyond trying to support students through these complicated times, making connections and going out of their way to keep the students engaged. 	<ul style="list-style-type: none"> Challenge: Inequity of funding amongst various disabilities and the need for flexible, equitable funding is critical. Shortage of SSP's (Student Support Persons) that generally work with students that need a little more assistance in the classroom; need for competitive wages for recruitment and retention of staff. Training and PD for Autism and Special Ed Programs, and supports for Speech and Language.
Rainbow DSB	<ul style="list-style-type: none"> Our board has worked extremely hard at closing the gap that exists with services for children within our community. We work well with our community partners and we create services as needed. We have a wide range of interventions in place to support student achievement such as Lexia Reading, Empower Reading, Leveled Literacy Intervention and our special education resource 	<ul style="list-style-type: none"> The challenge around SIP funding is putting the supports in place a year before in order to be able to apply for the funding. We don't keep wait lists for assessments, we do priority intake twice per year. The challenges around this area are directly linked to Covid; when students are remote we are not always able to assess them. This is causing a backlog of assessments.

	<p>teachers are trained to support students who require interventions.</p> <ul style="list-style-type: none"> • We have a highly specialized Applied Behaviour Analysis team that provides invaluable service to our schools in supporting students who struggle with behavioural challenges, social skills and self-regulation. 	<ul style="list-style-type: none"> • The other challenge is around re-assessment. The need to reassess individual students whose learning profile may have changed with time. It is very difficult with the staff that we have to re-assess students prior to secondary school. Often an assessment with updated information would be beneficial, but it is often not possible due to lack of resource. • It is challenging to fill positions that require specific expertise, such as Psychology, Speech and Language Pathology and Communicative Disorders Assistants. Further, specialties such as teachers of the blind/low vision or deaf and hard of hearing are also in short supply.
<p>Rainy River DSB</p>	<ul style="list-style-type: none"> • One of our successes is our programming for students with Autism Spectrum Disorder. Through the Transfer Payment Agreements that support programming and supports for students with Autism Spectrum Disorder, we are resourceful in being able to provide students with supports that they need to attend school successfully. This includes positions such as Autism Support Workers and Behaviour Therapists. We are also able to provide teachers and students with learning materials/resources that are relevant to the child's programming and transition activities, while also supporting staff to build their capacity to help these students experience success. • In order to support a more multi-disciplinary approach, we have been able to hire more Autism Support Workers and two Youth Outreach Workers. A new position, the Youth Outreach Workers work within our schools to engage students in more successful re-entry plans; this can include more outdoor education, more small 	<ul style="list-style-type: none"> • The most challenging need we face, at times, is supporting schools with Education Support Personnel for changing enrollment and changing student needs. We work with all schools through a thorough process of evaluating and allocating resources to schools and working with our Early Years partners to transition students with significant special needs. However, as students start school, and as new students register that are new to our Board, we are having to access urgent need funding to support the continually emerging needs. • Our greatest challenge currently is the intersection of needs with students with special needs and mental health needs, specifically in helping these students to receive the support in a timely and consistent manner. Sullivan and Associates, who we currently have a contract with, now employs two psychologists to help support more timely assessments for learning, attention and, in some cases, mental health needs. Overall, the wait time for this service is not significant; however,

	<p>group/one-to-one programming, supported by the SERT(s), and communication with families on what is working and where more support might be needed. We have tailored this program to reengage students at the elementary level who have persistent absenteeism.</p>	<p>when our students require more intensive supports and/or access to tele-psychiatry and intensive mental health treatments, the wait times are much longer.</p> <ul style="list-style-type: none"> • Our region lacks access to specialized services for our most vulnerable youth – this includes more Tier 3 or intensive supports and services such as in-patient programming for students with significant mental health needs (again, this often includes some of our students with special education needs).
Superior Greenstone DSB	<ul style="list-style-type: none"> • Professional development re special education is provided for trustees and staff and a simplified flyer explaining the IPRC process has been produced for parents. • MILO, a virtual robot, is being utilized to help students with autism to regulate their environment. 	<ul style="list-style-type: none"> • Dedicated funds are needed for support workers. • More connection and consideration needs to be made to culturally appropriate and responsive education for these learners.
DSB Ontario North East	<ul style="list-style-type: none"> • The Board is managing to reduce their waiting lists. 	<ul style="list-style-type: none"> • DSB Ontario North East has a recurring problem of students requiring special services transferring from the co-terminus board, but not the student's siblings who are in regular classes, thus having impacts on funding models pending on the time of year when students are transferring.
Near North DSB	<ul style="list-style-type: none"> • Strengths: SEA funding has been used successfully for example LEARNStyle coaching and SEA IT, Ensure access to both technology and equipment as a priority. • Strengths: Pre-referrals are important and timely as we attempt to offer the right services at the right time. • Strengths: A wide range of supports, we now have new positions such as mental health professionals and Behaviour Therapists. • Strengths: New model of regional flex EAs to help meet needs. 	<ul style="list-style-type: none"> • Needs: Access to services with our geography is challenging, always spend more than what we receive. • Needs: Due to COVID access to facilities has provided challenges to implement assessments. Volume of referrals is hard to manage during a school shut down. • Needs: Staff recruitment is a challenge, almost impossible to hire temporary employees. • Needs: Struggle to hire employees; low EA supply pay rate hinders recruitment.

<p><i>Northern Indigenous Perspectives</i></p>	<ul style="list-style-type: none"> • The recognition that cultural connections are critical and students thrive in situations where cultural connections can be made. • Access and availability of supports through Jordan's Principle a success, (but it has application issues). 	<ul style="list-style-type: none"> • Transportation for students requiring specialised supports is a problem. • Access to technology and equipment is extremely difficult. • Complexities of issues amongst Indigenous students is challenging, multi-diagnosis etc. • Students are struggling with online learning, as are parents who have more than one child learning online. • Federal Application Process to Jordan's Principle is very challenging.
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Mr. / Ms. Jane Smith, MPP Riding Name

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Dear **Mr./Ms. Smith:**

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the proposal. The Near North District School Board is extremely concerned with the contents of this proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

As you know, the past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on province-wide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Near North District School Board supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are concerned

that the current proposal may be promoting the online learning option to the detriment of student well-being and the overall integrity of our education system.

At our board, we **INSERT LOCAL CONTEXT HERE, WITH CONCRETE EXAMPLE(S).**

However, this current proposal considers allowing online and remote learning as a permanent option and gives the responsibility for online course content to TVO/TFO. I'm sure you can agree that for the vast majority of our students, remote or independent learning opportunities cannot replace the in-person school experience that has been shown to effectively support the developmental, physical and social well-being of students.

This proposal will have significant implications for public education and our local schools including:

- Threatening the viability and diversity of course offerings in small, rural and remote schools. Over time this proposal will result in closed or diminished schools that are currently at the heart of our small communities.
- Reducing support for in-school learning by reassigning Student Success Teachers, Guidance Counsellors and others whose current mandate is to support students who require additional instruction to be successful.
- Leading to unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs. School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning as well as associated services and supports in their community schools.

OPSBA has always offered to work in partnership with the government to ensure that policies and legislation can be effectively implemented to maximize the success of each and every student in our care. In December 2020, the Association submitted [its position on an expanded role for TVO](#) to the government.

OPSBA and the Near North District School Board are prepared to work with the government and education partners to create a workable vision that is mutually beneficial, which does not undermine school board and school board consortia leadership, and does not eliminate the positive

online approaches that have long proven effective for student engagement and success.

We believe that school boards and TVO should continue to do what they each do best and work to find opportunities to work collaboratively in areas that would continue to grow and enhance the quality of online credit courses.

OPSBA and the Near North District School Board are concerned with regard to the accelerated timelines and lack of reflection and understanding of the short and long-term ramifications. OPSBA continues to recommend a working table with school board consortia, school board representatives and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have long been effective for student engagement and success.

We would appreciate the opportunity to meet with you to discuss this issue further, and we encourage you to raise these concerns with the Minister of Education, and your caucus colleagues.

Sincerely,

BOARD CHAIR
Chair, Near North District School Board

OPSBA Report

Trustee Bill Steer

May 18, 2021

NOPSBA - (NNDSB reports submitted and Minutes attached)

(Sheryl Evans welcomed attendees and called on Bill Steer, Trustee at Near North District School Board to give the Traditional Territory Acknowledgement.)

The Northern Region Meeting occurred on Thursday, April 22, 2021 (via Zoom video conference). Research Partnership Opportunity: Wilfred Laurier University. Three Masters' students in the discipline of Applied Politics have been requested for a research project to look into the four priority education areas for Northern Ontario education: Indigenous Education, Mental Health and Well-Being, Special Education, and Experiential Learning. The research will provide data to support our identified areas of need and illustrate the lack of resources, supports, and services in Northern Ontario. Our request has been made to include Indigenous voice and Indigenous research methods, as well as other varieties of research, including qualitative and quantitative methodologies.

NEW BUSINESS

Advocacy Priority Three: Special Education: Resources and Supports

All boards reported difficulty in recruiting and retaining staff, especially education support professionals. Funding, waiting lists for services, and wifi connectivity were common problems reported across the North. Geography – the enormous distances – makes delivery of services extremely difficult. All boards have implemented programs to support students as best they can, as can be seen from the attached detailed reports.

CURRENT OPSBA MATTERS AND ISSUES

Discussion on OPSBA Priorities

- **There is a “climate emergency” – the environment needs to be addressed by OPSBA (Steer-NNDSB)**
- **Priority 1: student well-being is also connected to social and emotional health of students which ties in nicely with environment, Mother Earth and student focus on caring for the environment. (Steer-NNDSB)**
- Virtual learning advocacy – school boards need to be evaluated on an individual basis, depending on their circumstances (broadband and connectivity).
- Skilled trades need to be promoted. Model used in Ontario is different from Manitoba,

Saskatchewan and Alberta, where Tech teachers are cross-trained in another subject, making it easier for a small board to employ a Tech teacher who can also teach another subject.

OPSBA Board of Directors Meeting – April 24, 2021

Remote Learning

Discussion on OPSBA's activities related to the provincial government's remote learning proposed occurred. OPSBA has sent a letter to Minister Stephen Lecce on this issue and has provided school boards with resources to support local advocacy.

Provincial Budget

The Provincial Budget was released on March 24. Education sector funding for 2021-22 is projected to be \$31.3 billion, up \$700 million or 2.3% from the originally planned \$30.6 billion in 2020-21. With COVID-19 spending, the overall spending for 2020-21 was actually \$33.7 billion. This funding will largely flow through the Grants for Student Needs, which are expected to be announced in April along with Priorities and Partnerships Funding. Small increases of 0.3% each year are projected for 2022-23 (\$31.4 billion) and 2023-24 (\$31.5 billion). Key cost drivers will be the number of school-aged children and inflation.

Indigenous Education

Since the last Board of Directors meeting, members of OPSBA's Indigenous Trustees' Council (ITC), have participated in several Ministry of Education stakeholder consultations, including on the issues of de-streaming of Grade 9 mathematics, Indigenous languages, and growing concerns around gaps for children living on First Nations who are not able to attend in-person learnings, as well as students live in towns and cities and attending public schools. Access to technology, connectivity for remote learning, support for students at home, and serious concerns around the mental health of First Nations students were raised.

Equity, Diversity and Inclusion at OPSBA

Turner Consulting Group's Equity Audit of OPSBA is currently underway with a review of internal documentation and processes. Small group sessions and interviews with Executive Council and OPSBA staff are starting in the next few weeks.

OPSBA's 2021 Annual General Meeting

OPSBA's 2021 Annual General Meeting will be held virtually on June 12, with keynote speaker Kike Ojo-Thompson. For more information, visit the OPSBA website.



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

NORTHERN REGION MEETING MINUTES (DRAFT)

Thursday, April 22, 2021

CALL TO ORDER

The Northern Region Meeting was called to order at 6:00 p.m. on Thursday, April 22, 2021 (via Zoom video conference) by Regional Chair Sheryl Evans. The meeting started with a Traditional Territory Acknowledgement.

The list of members in attendance is on the last page.

WELCOME AND INTRODUCTIONS

Sheryl Evans welcomed attendees and called on Bill Steer, Trustee at Near North District School Board to give the Traditional Territory Acknowledgement.

APPROVAL OF THE AGENDA

George Saarinen MOVED: **That the agenda be approved.** CARRIED

APPROVAL OF MINUTES

Bob Clement MOVED: **That the minutes of the March 4, 2021 Northern Region Meeting be approved.** CARRIED

INPUT OPPORTUNITIES

OLD BUSINESS

(a) **Advocacy Priority Two: Mental Health and Well-Being**

Sheryl provided an update regarding the advocacy letter which was approved at the meeting on March 4, 2021. Invitations to a meeting were sent to all Northern MPP's. Sheryl Evans and Kathryn Pierroz, Vice Chair Northern Region met virtually, with Northern MPP's on April 6th to discuss the issues covered in the letter and to share long and short-term strategies.

(b) **Research Partnership Opportunity: Wilfred Laurier University**

Three Masters' students in the discipline of Applied Politics have been requested for a research project to look into the four priority education areas for Northern Ontario education: Indigenous Education, Mental Health and Well-Being, Special Education, and Experiential Learning. The research will provide data to support our identified areas of need and illustrate the lack of resources, supports, and services in Northern Ontario. A request has been made to include Indigenous voice and Indigenous research methods, as well as other varieties of research, including qualitative and quantitative methodologies.

It is proposed that there will be one designated contact person at each board. The need for empirical and qualitative data was discussed, as well as the possibility of including the student voice at some stage. Paul Cormier offered to assist, if necessary. The timeline is May to August, 2021. The information gathered will be shared with the Northern Members of Provincial Parliament, the Ministry of Education and other key stakeholders.

NEW BUSINESS

a) Advocacy Priority Three: Special Education: Resources and Supports

All boards reported difficulty in recruiting and retaining staff, especially education support professionals. Funding, waiting lists for services, and wifi connectivity were common problems reported across the North. Geography – the enormous distances – makes delivery of services extremely difficult. All boards have implemented programs to support students as best they can, as can be seen from the attached detailed reports.

Detailed board reports that were received are attached. Specific highlights mentioned at the meeting were:

- Rainbow DSB reported that the pandemic has caused a backlog of assessments as it is not easy to assess students remotely. Re-assessments with updated information, prior to secondary school, would be beneficial but are not possible to perform due to a lack of resources and insufficient staff. Lack of access to specialised services has a negative impact on student success.
- Near North DSB has continuing challenges with access to services due to funding shortfall and the large distances between facilities. Waiting lists have been difficult to manage due to the volume of referrals. This has been exacerbated by the pandemic due to school shut down. Some students with special education needs struggle in a school environment and continue to struggle in a virtual environment where there is less support. The Board has provided virtual EAs as appropriate.
- Moosonee DSAB and James Bay Lowlands provided a combined report, detailing their greatest success as being the strong partnerships with area schools and community partners to complete assessments in a timely manner. Their greatest challenge is to ensure capacity is in place locally to support identified specialized services and special education needs. Internet connectivity issues (both at the school and in home environments) have caused additional challenges to support students with special education needs while in virtual environments. The elementary school is working on increasing bandwidth capacity, which should take place within the very near future.
- Superior Greenstone DSB reported having coordinated services to provide specialised services for students. Dedicated funds are needed for support workers. Professional development re special education is provided for trustees and staff and a simplified flyer explaining the IPRC process has been produced for parents. MILO, a virtual robot, is being utilized to help students with autism to regulate their environment.
- Rainy River DSB reported that the Board has high autism numbers and are doing their best to support teachers and support workers. The Board recently lost a student to

suicide due to the difficulty of providing support services. Waiting lists for tele-psychiatrists and mental health services are extremely long. The Board's IT department is trying to create hot spots and struggling to provide access to wifi. Insufficient broadband width is a problem. The Board is using a number of software programs which enables them to be able to do supervised small group learning and provide support to students online.

- DSB Ontario North East has a recurring problem of students requiring special services transferring from the co-terminus board, but not the student's siblings who are in regular classes. The Board is managing to reduce their waiting lists fairly significantly.
- Elaine Johnston reported on behalf of Indigenous students. Transportation for students requiring specialised supports is a problem. Access to technology and equipment is extremely difficult. Students are struggling with online learning, as are parents who have more than one child learning online. Cultural connections are critical and students thrive in situations where cultural connections can be made. Elaine spoke about Jordan's Principle, an organization named in memory of Jordan River Anderson, which provides access to public services to Indigenous students, on the same terms as non-Indigenous students.
- Keewatin Patricia DSB has provided professional development to school teams, EAs, SERTs, and teachers. They are building a data wall for Special Education to have a snapshot of the services and supports in their schools. Indigenous student trustees are putting together a virtual presentation on Missing Indigenous Women.
- Lakehead DSB mentioned there was inequity of funding amongst various disabilities and that flexible, equitable funding is critical. Many students with special needs find it difficult to sit at the computer to learn online.
- Algoma DSB reported rising costs per assessment and the differences between rates in northern and southern Ontario. Cost continues to be a factor as rates for assessments continue to rise. Over the past few years the Board participated in an Autism Pilot Project to increase professional training for Educational Assistants providing services to ASD students. Unfortunately, a number of EAs who receive this training, then move on to positions with other organizations, creating a problem for the Board to train new staff. Teacher mobility following professional development training is also a problem. Availability of psychometrists is always a pressing issue. The Board has managed to shorten their wait lists by changing their intake processes.
- Donna Edwards mentioned that coordinated services software was available for boards to access for health professionals to perform assessments. She reported that other boards across the province were reporting similar problems and commented on the fact that complex needs required a coordinated service delivery model and stabilized SIT plans at boards.
- It was suggested that accessing tele-psychiatry through CAMH was worth investigating.

Advocacy Letter – Special Education: Resources and Supports

Discussion took place regarding the draft advocacy letter to be sent to Northern MPP's regarding the issue of Special Education. Strategies and challenges from board's submissions will be included in the letter. Geographic challenges and access to specialised services, and challenges with bandwidth and connectivity will be noted.

b) Highlight: Impact of Advocacy

Sheryl noted that France Gélinas, MPP, Nickel Belt, who participated in the virtual meeting on March 4th re Mental Health and Well-Being, spoke at Queens Park on March 30th about the issue of mental health and addiction. She mentioned that funding was inadequate and called on the government to play a role equitable funding.

c) Police Liaison Committee/Officer

No boards in Northern Ontario reported doing a review of their relationship/partnership with Community Resource Officer Programs. Boards experience challenges with the high turnover of OPP which means that schools don't have a "champion" who gets to know the students. Police have stopped funding the D.A.R.E. program. Lakehead is continuing their existing program.

CURRENT OPSBA MATTERS AND ISSUES

Discussion on OPSBA Priorities

- There is a climate emergency – the environment needs to be addressed by OPSBA as a new priority (Bill Steer – NNDSB).
- Priority 1: student well-being is also connected to social and emotional health of students which ties in nicely with environment, Mother Earth and student focus on caring for the environment.
- Virtual learning advocacy – school boards need to be evaluated on an individual basis, depending on their circumstances (broadband and connectivity).
- Skilled trades need to be promoted. Model used in Ontario is different from Manitoba, Saskatchewan and Alberta, where Tech teachers are cross-trained in another subject, making it easier for a small board to employ a Tech teacher who can also teach another subject.
- 4th and 5th Priorities can be combined.
- Priorities need to be narrowed down and be more specific.

Provincial Budget 2021-2022

Attendees were requested to send comments and feedback on the provincial budget highlights to Sheryl Evans.

INFORMATION ITEMS:

Board Updates from Northern school boards and Working Groups

Northern Directors that had not yet submitted their Board Updates, as well as Northern reps on the Education Program and Program Policy Working Groups were asked to send their reports to Susan.

Individual board reports were not provided verbally at the meeting. Detailed written reports that were received from Northern boards are attached.

Public Property Assessment Network Scholarship (PPANS)

Sheryl reminded attendees to alert the appropriate staff at their boards that submissions for PPANS are due on May 14, 2021.

OTHER BUSINESS

There was no other business.

FUTURE MEETINGS

- Next Northern Regional Meeting - virtual: **Thursday, June 3, 2021**
- OPSBA Annual General Meeting - virtual: **Saturday, June 12, 2021**

Sheryl reminded attendees that elections would be held at the AGM for positions of Regional Chair and Vice Chair, as well as for the Education Program and Program Policy Work Teams.

ADJOURNMENT

Jennifer Sarlo MOVED: **That the meeting be adjourned at 8:08 p.m.** CARRIED

ATTENDANCE

Bob Brush, District School Board Ontario North East
Ellen Chambers, Lakehead District School Board
Bob Clement, Rainbow District School Board
Paul Cormier, Superior Greenstone District School Board
David Cornish, Keewatin-Patricia District School Board
Doreen Dewar, Rainbow District School Board
Sheryl Evans, Chair Northern, Algoma District School Board
Harry Fry, Near North District School Board
Anita Gibson, Rainbow District School Board
Tom Henderson, District School Board Ontario North East
Gerald Kleist, Keewatin-Patricia District School Board
Judy Kosmerly, Rainbow District School Board
Jeff Lehman, Rainy River District School Board (Alternate)
Christina Nielsen, James Bay Lowlands Secondary School Board
George Saarinen, Lakehead District School Board
Jennifer Sarlo, Algoma District School Board (Alternate)
Margaret Stringer, Rainbow District School Board
Bill Steer, Near North District School Board
Angela Tozer, Supervisory Officer, James Bay Lowlands Secondary School Board and Moosonee District School Area Board

Regrets

Barb Gauthier, Keewatin-Patricia District School Board
Kathryn Pierroz, Vice Chair Northern, Rainy River District School Board
Russell Reid, Algoma District School Board
Kelly Reuben, Moosonee District School Area Board

Guests

Lynne Cousens, Protestant Separate School Board of the Town of Penetanguishene
Donna Edwards, Durham District School Board
Elaine Johnston, Trustee Algoma District School Board, and Chair Indigenous Trustees Council
Lucille Kyle, Trustee Hastings Prince Edward District School Board, and Vice Chair Indigenous Trustees Council

OPSBA Staff

Susan Weinberg, Professional Development Coordinator

Boards in OPSBA's Northern Region include:

Sub Region East: Algoma District School Board, District School Board Ontario North East, James Bay Lowlands Secondary School Board, Moose Factory Island District School Area Board, Moosonee District School Area Board, Near North District School Board, Rainbow District School Board.

Sub Region West: Keewatin-Patricia District School Board, Lakehead Public Schools, Rainy River District School Board, Superior-Greenstone District School Board.

Student Trustee Update

Regular Board Meeting

Tuesday, May 18, 2021

6:30 p.m.

Good evening fellow board members,

As mentioned in the previous month's report, the week of May 4th - May 10th was Mental Health week. In collaboration with Student Senate, our school board's incredible mental health team presented all secondary students with a Wellness Pledge. Students were invited to "Pledge to Be Well," and once they had done so, they were given a choice between three wellness kits. At the end of the week-long campaign, there was a total of 945 pledges across the board. A shout-out goes to Chippewa Secondary School for the most pledges overall, which was just over 250.

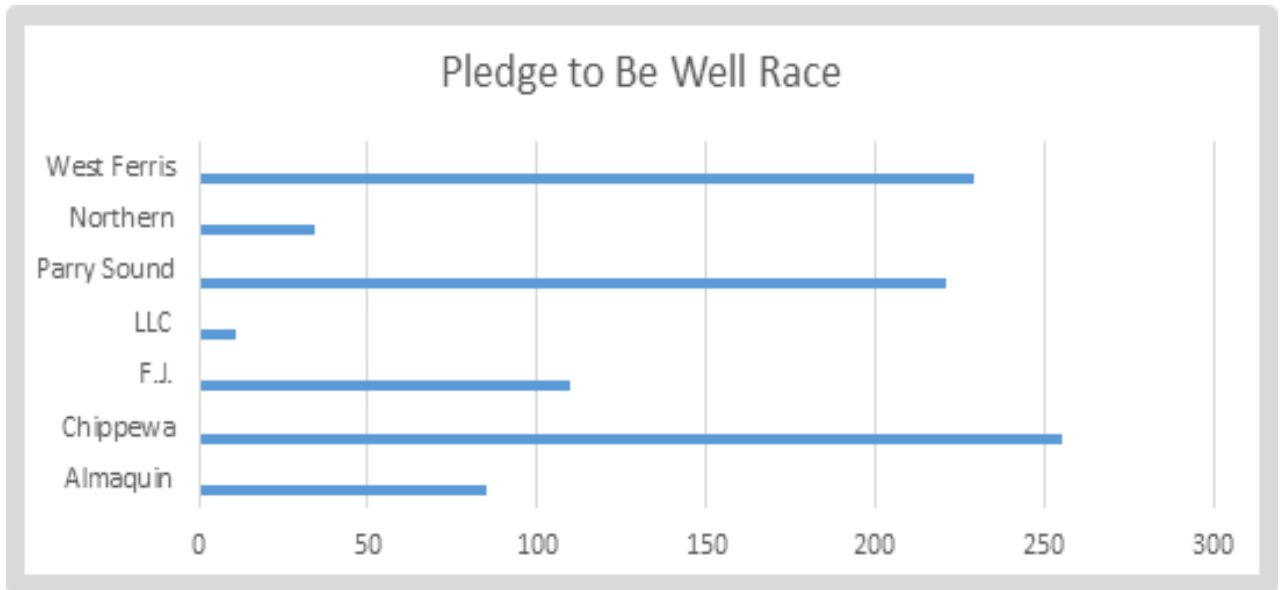
Another shout-out goes to F.J McElligot, who had the most pledges based on student population, with 73% of their school's students taking the Pledge. In second was Parry Sound with 26% of the whole school population, Northern was close behind with 23%, and ever closer was West Ferris at 22%. Chippewa and Almaguin came in at 19% and 17%, respectively. We also saw participation and pledges come in from Laurentian Learning Centre throughout the campaign, which was great to see! Overall, this campaign was well received by our students and pick-up for the wellness kits is being arranged by each school next week.

As schools actively engage in end-of-year planning and are discussing the potential for drive-by graduations, students are holding out hope for an in-person graduation ceremony. While there is no denying the importance of adhering to public health guidelines, regulations, and student cohorts within school buildings, our students deserve the opportunity to walk across the stage when receiving their diplomas. This time last year, our communities were saying how there will never be another graduating class like that of 2020, and they were right. In 2019-2020, we were able to have in-person learning, run sports, and extracurricular activities, all as we typically would until March 12, the last day of school prior to the March Break.

Despite the school's tremendous efforts to make the best of the pandemic school year, this year, graduating students have not been afforded those same opportunities as students' years prior. They have endured the multiple transitions between in-person to online learning, lost their last year to participate in high school sports, clubs, extracurriculars, senior rites of passage such as prom, and potentially may not return to their schools. As schools are announcing these changes, students are stepping forward and voicing their desire to explore alternate options for graduation ceremonies. As the global health pandemic is rapidly evolving and changing, it may be worth exploring alternative options for this year's graduation ceremonies.

Thank you for your interest in the work of student Senate and giving opportunity for student voice in the Near North District School Board to be heard.

References





NEAR NORTH DISTRICT SCHOOL BOARD

Parry Sound JK-12 Building Committee

Terms of Reference

Purpose

The Parry Sound JK-12 Building Committee will monitor the project costs, spending and timely completion of construction.

Membership

The following shall be full members of the Parry Sound JK-12 Building Committee with all voting rights:

- Trustee John Cochrane (Chair)
- Chair Jay Aspin – Ex-Officio Member
- Trustee Nichole King – General Member
- Trustee Rob Learn – General Member
- Superintendent - Gay Smylie
- Capital Projects Manager – Marianne Speirs

Reporting and Accountability

The Parry Sound JK-12 Building Committee does not exercise any power over decision making within the Board.

The Parry Sound JK-12 Building Committee chair shall be responsible for ensuring the Agendas and Minutes are prepared in accordance with the Near North District School Board By-laws. Quorum is the majority of appointed members in attendance.

The recommendations of the Parry Sound JK-12 Building Committee will be given full consideration by the Board, and the Board will confirm its response to any advice or recommendations provided to it by the Parry Sound JK-12 Building Committee by way of motion.

Minutes for the committee will be approved at the following committee meeting. Once approved they will be added to the next Board Agenda as an information item.

Responsibilities/Duties

The Parry Sound JK-12 Building Committee shall be responsible for:

- Receiving reports from staff regarding progress, budget management and design ideas;

- Recommend the award of tenders and general contracts relating to project expenditures and changes;
- Monitor and report to the Board on any changes in design or construction;
- Ensure compliance with reporting and other requirement of the Ministry of Education.

NOTE: Upon approval of the Capital Projects Budget it is recommended that the following business practice be adhered to in regard to processing of change order for the project:

Up to \$30,000	Require approval from the Project Manager. All change orders will be reported on a regular basis to the Parry Sound JK-12 Building Committee
\$30,000-\$75,000	Require approval from the Superintendent of Business
Over \$75,000	All change orders within the general contract that exceed \$75,000.00 will require the approval of the Parry Sound JK-12 Building Committee

In the event there are any change orders that result in exceeding of the Capital Budget, such change orders would be recommended by the Parry Sound JK-12 Building Committee to the Board of Trustees for approval.

Meetings

The Parry Sound JK-12 Building Committee will meet monthly and provide regular reports to the Board.

Timelines

The work of the Parry Sound JK-12 Building Committee shall continue until the identified purpose has been fulfilled and a final report has been provided to the Board of Trustees.

Approval

The Terms of Reference and recommendations of the Parry Sound JK-12 Building Committee shall be approved by the Board of Trustees through Motion.



BUDGET PROCEDURES MANUAL

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PURPOSE OF BUDGET PROCEDURES MANUAL AND ACTION PLAN AND TIMELINES

The overall purpose of the Budget Procedures Manual document is to provide a yearly Budget Manual to ensure Operations consistently use a defined process, and all persons involved are aware of the process or can easily become aware by reviewing the document. Defining such a process will save time and effort moving forward for Superintendent of Business, Senior Administration, Trustees and all staff as the documented process will serve as a roadmap on an annual basis.

The following is an Action Plan with suggested time lines for the development of the 2021-22 Budget. This Action Plan will identify the opportunity for input from the various groups and outline clear time lines. Not only is this Action Plan, Time Line and Budget Procedures Manual applicable to the 2021-2022 budget year and process but will serve as a defined process, schedule and standard document and roadmap for annual budget processes moving forward. Given the continuing circumstances with ongoing COVID-19 pandemic, time lines represent estimated dates for anticipated completion and are subject to change.

ACTION	TIME LINE
Preliminary enrolment forecasting completed utilizing the Ministry's Projection Template for 2021-2022 through 2024-2025	November 20, 2020
Finalize Enrolment Estimates	March.02.2021
Budget Procedures Manual to be prepared and distributed to all superintendents, principals and department managers.	February 2021
Senior Administration to prepare goals and priorities for the year based on progress in MYSP, aligned to Program, staff and student need	Commenced February.09.2021 and ongoing during March 2021
Departmental expenditure estimates to be prepared in consultation with all relevant persons, consolidated, prioritized and forwarded to the Finance Department.	March.31.2021
Human Resources determines staffing in preparation for OSSTF and ETFO Collective Agreement lay-off/surplus notices.	March.31.2021 ETFO Layoff – April 15 ETFO Surplus – April 30 OSSTF Layoff – April 15 OSSTF Surplus – April 15
Human Resources to prepare all staffing budget sheets for all employees of the Board for submission to Finance for statutory benefit costing.	March.31.2021
Finance Department to summarize, collate and consolidate all departmental submissions and prepare Preliminary Expenditure Estimates.	May.04.2021
Analysis of Preliminary Expenditures and Estimates by Senior Administration.	May.11.2021
Finance Committee to receive and review the Preliminary Estimates.	May.18.2021
Final Budget to Finance Committee	June.8.2021
Board to approve the Final Budget.	June.15.2021

BUDGET PROCESS

The purpose of a budget process is to provide, in a consolidated form, the necessary guidelines for its preparation by providing instructions that are clear, concise and easy to understand.

The Superintendent of Business & Treasurer has the responsibility of coordinating the overall budget material into a consistent and readable format. Superintendents have a responsibility for developing and coordinating the budgets within their areas of responsibility. As well, Department managers have similar responsibilities with respect to their individual departments and department budgets will be developed through a process of intra and interdepartmental collaboration.

Expenditure Estimates

A set of expenditure estimates will be established for each department (schools as whole will be considered to be one operating department)¹. Each department will submit a complete set of expenditure estimates on the prescribed forms. The format of the prescribed forms is still to be developed.

Departments should carefully consider all expenses when developing the 2021-22 Budget. Assume staffing levels in each department cannot increase over the 2020-21 budget level, without acceptable explanations. In the event that there are attritions realized through retirements within departments for 2021-2022, departmental review should be undertaken to determine if efficiencies could be found. All supplies and services must be reviewed and justified in the budget submission. It may be necessary to amend the projected expenditures in the light of any changes in revenue; however, this will not be known until later. Departments should consider the 2020-2021 budget as a MAXIMUM limit for 2021-2022 budget.

¹ For the 2020-2021 estimates, this department budget (i.e. the schools) was completed by the Superintendent of Business. Starting with the 2021-2022 Estimates this budget will be developed by the Program Superintendents.

The following should be used to establish 2021-22 expenditure budgets:

Salaries and Benefits:

- Actual staff salary costs projected to be in effect at September 1, 2021 for the period September 1, 2021 to August 31, 2022.

Expenses:

- Instructional: Budgeted on an *as required* basis, but not more than the 2020-21 budget unless there are acceptable explanations for any increases.
- Non-Instructional: Budgeted on an *as required* basis, but not more than the 2020-21 budget passed by the Board. In the event that additional increases to budgets have occurred within the 2020-2021 year, such increases should be offset by planned reductions in the 2021-2022 budgetary year.

Major Maintenance / Capital Expenditures:

- The total of newly planned capital expenditures for the 2021-2022 year is not to exceed the School Condition Improvement (SCI) and School Renewal Grant funding for 2021-2022 year. In order to provide a comprehensive review and assessment of SCI and School Renewal funding, the deferred revenue balances from previous years (unspent capital monies) will be disclosed with the corresponding list of incomplete and pending capital projects that total the deferred revenue balances.

Transportation:

- Fees should be budgeted based on the contracts in place at September 1, 2021 and the budget approved by the Board of Directors of the Nipissing Parry Sound Transportation Consortium.

Other Expenses:

- All other expenses should be based on actual, identified needs in this period, i.e., September 1, 2021 to August 31, 2022.
- Elective expenditures and funding that is discretionary in nature will be brought forward to the Finance Committee for consideration and direction (i.e. spending of the RNEF Fund, Trustee Initiative Fund, etc.)
- Plan for Contingency Budget of approximately 1% of operating expenditures

Accordingly, to meet the overall expenditure target, it will be necessary to follow these guidelines in the setting of each department's (including schools) individual budget:

- That all 2021-22 program and service levels in individual departments will have to be justified on an *as needed* basis.
- That the cost of any proposed new programs or changes in current programs or services, be offset by a reduction in other current programs or services or by specific revenues or grants and accompanied by documentation supporting the proposal.
- That the size of individual classrooms, elementary and secondary, be set at the levels allowable under existing collective agreements or legislation, as appropriate.

Revenue Estimates

The Ministry of Education releases on an annual basis, education funding that is subject to change from year to year. The Ministry of Education has not yet released any technical documents that pertain to the 2021-22 budget year. Preliminary information is indicating that funding may be announced in March-April to provide financial certainty. Administration will use the 2020-2021 Technical Paper, amended as indicated, to calculate initial revenue estimates if necessary. The actual regulations, forms and computer

files may not be available for several weeks following initial announcements, and ultimately these have to be completed and filed with the Ministry to determine the Board’s revenue. It may be that when such official forms are completed, initial expenditure estimates will have to be revised.

Role of Superintendents

The following specifies the major areas of responsibility for Superintendents within the organization and in the Budget process. Superintendent responsibilities are subject to change as per a system reorganization that is currently underway which will include as well assignment of responsibilities to Corporate Affairs Officer to ensure funding alignment and equitable distribution.

SUPERVISORY OFFICER	AREA OF RESPONSIBILITY
Director of Education Craig Myles	<ul style="list-style-type: none"> • Communications • Enrolment (Recruitment & Retention) • Equity & Inclusive Education • Policies & Administrative Procedures • Strategic Planning • Student Achievement • Succession Planning • Collaboration re Trustee budget • Alignment of funds towards Board vision/MYSP overseen by Corporate Affairs • Board Office Re-organization • Accessibility

SUPERVISORY OFFICER	AREA OF RESPONSIBILITY
<p>Acting Superintendent of Business Wally Easton</p>	<ul style="list-style-type: none"> • Administrative Technology • Board-Wide Infrastructure • Budget Forecasting • Capital Expenditures • Construction Projects • Corporate Services Software /Applications • Debt Servicing Costs • Employee Assistance Plan • Employee Hiring & Retirements • Enrolment (Forecasting) • Financial Analysis • Health & Safety • Leaves of Absence • Maintenance & Plant Operations • Non-Curriculum Software Applications • Pay Equity • Policies & Administrative Procedures – Human Resources • Performance Management – Non-Academic Staff • Procurement • Real Estate Transactions • Revenue - Provincial & Other • Salaries & Benefits - All Areas • School Generated Funds • Sick Leave Administration • Staffing • Transportation & Planning • Union Negotiations • Workplace Accommodations • Labour Relations • Leadership & Development • School Instructional Budgets

SUPERVISORY OFFICER	AREA OF RESPONSIBILITY
Superintendent of Education Tim Graves	Programs – Elementary and Secondary <ul style="list-style-type: none"> • Student Achievement & Well-Being • Professional Development • 21st Century Learning • BIPSA,SEF,PLC Projects • Programs and Curriculum Development • EQAO • Financial Literacy • French Immersion • FSL • Mathematics, Math Strategy • Outdoor Education/Environmental Education • Program Planning & Assessment/Growing Success • Adult Education • eLearning • Educational Field Trips • International Students • NTIP • OYAP/Cooperative Education • Pathways • SHSM • SCWI • Experiential learning if received • Student Success Initiatives • Summer School • Home Instruction/Home Schooling • Leadership & Development • Library Services • MISA Program • Performance Management (including Principal PPA)

SUPERVISORY OFFICER	AREA OF RESPONSIBILITY
Acting Superintendent of Education Gay Smylie	<ul style="list-style-type: none"> • Capital Planning • Community Use of Schools • Before & After School Care • Early Learning (ELKP, Early ON & Before/After Care) • Early Years Capital Project • Nutrition & Healthy Schools • Safe Schools • Home Instruction/Home Schooling • Staff Professional Development • Leadership & Development • Performance Management (including Principal PPA)
Acting Superintendent of Education Melanie Gray	<ul style="list-style-type: none"> • Equity and Inclusive Education • ESL / ELL – K-12 • Indigenous Education – K-12 • First Nation Advisory Committee (FNAC) • Professional Development – Indigenous Education • Indigenous Language Programming • SAL/Alternative Education • Community Response Teams/Crisis Tables • Home Instruction/Home Schooling • Mental Health Support Services • Mental Health/Well-Being Professional Development • Attendance Counsellors • Staffing – Behavior Support • Parent Volunteers • Parent Reaching Out Grants • School Advisory Councils • Special Education Department • Special Education Advisory Committee (SEAC) • Staffing – EAs, DLRTS • Staffing – Spec. Educ. Professional Support Services • Staff Professional Development – Special Education • Care and Treatment (CCTC Programs)-Section 23 • Student Success • Leadership & Development • Performance Management (including Principal PPA)

Superintendents will be responsible for the preparation and collation of budget information in their respective areas for the system. The addition of position of Corporate Affairs Officer will further support planning and adherence to equitable funding distribution amongst and between certain departments.

Role of Senior Administration

In May 2021, based on submissions from all departments, Senior Administration will review and analyze the 2021-22 preliminary budget estimates put forth by the various departments. Senior Administration will determine what action(s) might be necessary to comply with the Board's directions and guidelines as well as any legislative compliance that is necessary. Senior Administration will prepare a complete set of 2021-22 Preliminary Expenditure Estimates for presentation to the Finance Committee in May/June 2021, together with such recommendations as may be appropriate with respect to any additions, deletions or changes to such estimates. All recommendations will be prioritized by Senior Administration and will include information, as complete as is reasonably possible, regarding the recommendation's effect on schools and programs, where applicable. Senior Administration will prepare a complete 2021-22 Final Draft Budget for presentation to the Finance Committee in June 2021.

Role of the Budget/Finance Committee

The Trustees of the Near North District School Board have developed a Budget/Finance Committee. Representation on the Finance Committee is comprised of three (3) Trustees and Chair of the Board. Annual membership is determined in December subsequent to annual Inaugural Board Meeting. All and any Trustees are invited to attend Budget/Finance Committee meetings. The role of the Finance Committee is to provide staff with direction and priorities for the coming year and to review draft budgets presented by staff. The Committee will ensure adequate input from stakeholders, and ensure the budget addresses all concerns to the greatest extent possible. The Finance Committee has the responsibility of guiding the process and ensuring the budget is prepared in a manner that addresses the needs of the system and that the budget is completed as required by the Ministry of Education.

Role of the Board of Trustees

The primary role of the Board of Trustees is to establish goals and objectives through development of the Board's annual Multi-Year Strategic Plan for the year and to approve the final budget. A Budget/Finance Committee has been established by the Board of Trustees to assist in this task. The Board may, at any time, request detailed, specific information from Administration through the Budget/Finance Committee.

The Board may also wish to establish, in advance, overall targets or goals that are to be met or to establish other guidelines that would be used in the preparation of the annual budget estimates, however, the budget process must be open, except as provided under the Education Act or other applicable legislation.

While the Board may delegate the initial responsibility for the preparation of an annual budget to its administration, the Board of Trustees *has the ultimate responsibility* under the Education Act, to prepare and adopt annual estimates.

Balanced Budget

Each year every school board, prior to the beginning of a fiscal year is required to prepare and adopt a budget (estimated revenues and expenses) in accordance with sections 231 and 232 of the Education Act. The Education Act states that a school board is not permitted to adopt estimates that project an in year deficit. There are very specific exceptions to this directive that can only be exercised in extreme situations with Ministerial approval, along with submission of a recovery plan.

The Board must balance its desire to provide the best possible education for its students with the resources available to it. While the Board can consult with local interest groups, it cannot abdicate the

requirement to act as a responsible corporate body in fiscal matters. It must, by law, balance the annual budget and if expenditures exceed revenues, seek Ministerial approval and have a plan for corrective action.

The Board should finalize the 2021-22 Budget (assuming final revenue information has been released by the Ministry of Education in a timely fashion) not later than June 30, 2021 for submission to the Ministry of Education at that time.

DETAILED INSTRUCTIONS

Department Budgets (Other Than School)

Each superintendent / manager will prepare his / her department's 2021-22 expenditure estimates through consultations within departments and between departments. Submissions should be completed and forwarded to the Finance Department in accordance with the Budget Timetable.

School Staffing

Enrolment estimates for 2021-22 will be established in consultation with the Finance Department. Enrolment estimates will be used in the application of formulas to determine staffing requirements. For the current year, the Human Resources Department in conjunction with Senior Administration will determine staffing requirements. These results will be collated by the Lead Administrator of the Human Resources Department in consultation with Senior Administration so that a system-wide allocation of overall staffing needs can be determined.

School Supplies and Texts. Etc.

For the purposes of determining the 2021-22 Preliminary Estimates, the total amount for school budgets will be set at the same amount as 2020-21 with the total being distributed based on proportionate enrolment at the schools. Small schools receive a "small school top up" to ensure equity and sufficient funding. School budgets may be subject to revision when more precise information is known regarding the 2021- 22 school year.

Consideration to establishing a committee, made up of Finance Department staff, Principals, and Superintendents to examine the curriculum budget and how it might be allocated between schools and central budgets is being given. The intent is to ensure that schools have sufficient funds for classroom materials and learning resources, but also that system- wide initiatives have the financial support required.

Building / Maintenance Requirements

Regular building maintenance is budgeted by Plant Operations staff; based on historical trends and anticipated needs.

The School Renewal and School Condition Improvement Budget is a closed envelope and is intended to address larger project needs, such as roof replacements, mechanical / electrical upgrades, small additions, etc. The amount of the allocation is a function of the Ministry formula and the Board's enrolment. This amount will be reflected in the Capital Budget.

Timetable for Estimates (Detailed dates to be inserted upon Senior Administration review of timelines).

2021-22 BUDGET TIMETABLE			
Date	Responsibility	Procedure	Detailed Date
February 2021	Director Of Education	Finance Committee – Budget Goal Setting MYSPP Committee – Budget Goal Setting	
	Senior Administration	Finalize Goals and Priorities	
	Superintendent of Business	Finance Committee – Budget Planning (Budget Procedures Manual)	Feb.01.2021
		Review Draft Timetable at Senior Administration	Feb.16.2021
		Regular Board Meeting Budget Planning (Budget Procedures Manual) – Update from Finance Committee Preliminary Enrolment Projections	Feb.16.2021 Feb. 16.2021
Manager of Finance	Budget Templates to Superintendents and Managers	Feb.28.2021	

March 2021	Senior Administration	Budget Planning Meeting	Commenced Feb.09.2021 and ongoing during March
	Superintendent of Business & Senior Administration	Update Enrolment Projections and Finalize School Allocations	Mar.02.2021
	Manager of Human Resources/Lead Administrator	Benefit Information (if available from the Ministry)	Mar.31.2021
March – April 2021	Superintendents of Education & Managers	Draft Expenditure Budgets to Superintendent of Business	Mar.31.2021
	Manager of Human Resources/Lead Administrator	Salary sheets, including Employee Health Benefits to Finance Department for Statutory Benefit and Pension Costing.	March.31.2021
	Superintendent of Business	Technical Paper and Instructions made available by the Ministry of Education.	Late March/Early April 2021
	Manager of Finance	EFIS Software made available by the Ministry of Education.	Early April
April 2021	Superintendent of Business	Present draft budget (staffing) to Senior Administration.	April.06.2021
	Superintendent of Education - Staffing	Present Teaching Staff Allocation to Senior Administration.	April.06.2021
	Manager of Finance	Statutory Benefit Costing of Salary Sheets.	April.09.2021
	Superintendent of Business & Superintendents of Education	Present Draft Expenditure Budgets to Senior Administration <ul style="list-style-type: none"> • Curriculum and Special Education Budgets • Corporate Services Budget 	April.15.2021

May 2021	Superintendent of Business & Senior Administration	Review Expenditure Estimates	May.4.2021
	Superintendent of Business	Review Draft Budget (Staffing) with Finance Committee	May.18.2021
		Present Teaching Staff Allocation to Finance Committee	May.18.2021
Present Draft Budget (Department Expenditure Estimates) to Finance Committee for: <ul style="list-style-type: none"> • Special Education • Curriculum • Administration • Transportation • School Operations • Information Technology 		May.18.2021	
Manager of Finance	Complete Revenue Estimates Complete Draft Expenditure Budget	May.25.2021 May.25.2021	
June 2021	Superintendent of Business	Review Final Draft (Expenditures and Staffing) with Finance Committee	June.8.2021
		Final Budget to Finance Committee	June.8.2021
	Chair of Finance Committee	Final Budget to the Board of Trustees	June.15.2021
Superintendent of Business	Submit EFIS Budget to Ministry of Education after Board Approval	June.30.2021	

Jay Aspin, Chair

Craig Myles, Director of Education

Multi-Year Strategic Plan Committee

Monday, April 12, 2021

Head Office of the Near North District School Board
963 Airport Road, North Bay, ON

Committee Members Present

Bill Steer, Committee Chair
Craig Myles, Director of Education
Jay Aspin, Board Chair

Staff Present

Krista Messenger, Executive Assistant
Liana Blaskievich, Officer Corporate Affairs

Absent

Rob Learn, Trustee

1.0 Call to Order

Committee Chair Steer called the meeting to order at 2:32 PM. Attendance was called to confirm the meeting has quorum.

1.1 Adoption of the Agenda

Moved by Board Chair Aspin that the agenda for the April 12, 2021 Multi-Year Strategic Plan Committee agenda be approved as presented. - *CARRIED*

2.0 Approval of Minutes

2.1 MYSP Committee minutes- March 9, 2021

Review of the minutes contained in the agenda package. Floor opened for comments or amendments, with none rose.

Moved by Board Chair Aspin that the Committee approve the Multi-Year Strategic Plan Committee minutes as presented for the meeting held on March 9, 2021. - *CARRIED*

3.0 Business Arising

3.1 Board Office Reorganizational Process Update

Committee Chair Steer recalled this was raised during the last meeting for conversation regarding the timing of information being presented. The Director was invited to comment given how the board reorganization process has a place within the Multi-Year Strategic Plan. Highlights are noted as:

- The consultant, M. Ramsay, has concluded his work with NNDSB on this project.
- Next steps to this project involve the internal committee finetuning the report presented. This is currently underway and expected to conclude in the weeks to come.
- A significant implementation milestone involves the onboarding of a permanent SBO. This person will be essential to support the recruiting efforts for a permanent manager of human resources, and a facilities manager to complement their knowledge and skills. Following the fulfillment of these vacancies, the staffing plan will be presented to the board's legal consultants and a pay equity review will be conducted. Following this, legal will review and an equity review will be conducted.

Committee Chair Steer thanked the Director for this information and opened the floor for questions for further comments. It is noted that the timing is very tight between these varied intersecting projects, and it is critical that deliverable timelines are met. Board Chair Aspin echoed the importance of timing and securing a permanent Superintendent of Business.

4.0 New Business

4.1 Verbal Update

Chair Steer invited the Officer of Corporate Affairs, L. Blaskievich, to speak to this item. A verbal report was provided, noting the following highlights:

- Following a conversation with the internal BIPSAWB planning team, L. Blaskievich shared this project is back on track. Recall last month there was an intentional pause to build capacity on S.M.A.R.T goal setting.
- Through the Officer of Corporate Affairs, the Director provided clarity to the team to refocus their efforts on the BIPSAWB. This direction helped the team to refocus efforts on teaching and learning goals, which in turn will support departments in aligning their goals to the four priorities of the MYSP.
- The new template is being populated with strategic goals that support the overarching MYSP priorities. This work is expected to be complete by the end of April.
- Clarification to note the BIPSAWB needs to be submitted to the ministry, therefore effort was put into aligning it with the MYSP priorities as the first step towards MYSP implementation. Key aspects of this plan regarding teaching and learning focus on literacy, numeracy and well-being goals will be aligned to the four priorities. This initial alignment will provide clarity for the future actions and goals of departments in support of the MYSP.
- From here, the next steps will be to place the information into the first draft of the MYSP plan.

Committee Chair Steer paused for questions, with none rose.

4.2 Review of Board Report

Committee Chair Steer referred committee members to the board report included in the agenda package. Review of the report to confirm it includes the relevant updates to

bring forward to the Board for approval. The Director noted this report represents the progress achieved this month. An updated roadmap is included showing how this project is back on track. The Officer of Corporate Affairs would be pleased to speak to this at the Board of Trustees meeting if needed and present the clear message that the MYSP is back on track to be presented to the Board of Trustees for approval at the June meeting.

Committee Chair Steer thanked Director Myles and L. Blaskievich for the information and steered the committee into the next discussion topic.

4.3 Community Presentation Planning

Director Myles noted this item represents the next milestone in the MYSP planning. Committee discussion points are noted as:

- The draft board report includes the draft dates and order of events for the community presentations. The committee will need to confirm how trustees and the senior team are best engaged throughout the process.
- Feedback from Committee Chair Steer regarding how thorough the presentation is. Accolades to L. Blaskievich for this work.
- Regional superintendent and local trustee involvement is an important part to this process.
- The Director reiterated a comment the Board Chair has voiced that it is critical for all stakeholders to see themselves in the MYSP. All trustees have a role to play in the implementation of the MYSP, which is important to the local communities.
- These presentations will be a culmination of all the ways NNDSB has engaged stakeholders in the MYSP- from monthly Board updates presented by the MYSP Committee, to the monthly Near North Matters newsletter. Public and staff consultation has been a multi-pronged approach.
- Regarding the presentation schedule, Board Chair Aspin noted how the Sturgeon Falls community has expressed feeling overlooked given their geography is enveloped into zone one. Consensus to include a sixth session focused on engaging the Sturgeon Falls community.
- Committee Chair Steer advised his recommendation would be to have the presentation voiced and recorded by L. Blaskievich as the most efficient and effective way to ensure consistent messaging at each presentation.
 - Idea presented that each local trustee would be on hand to welcome the public, introduce themselves before inviting participants to watch the recorded presentation. Regional superintendents would be welcome to offer closing remarks to close the presentation.
 - This would increase fluidity of the presentation and ensure consistency between each presentation.
 - Board Chair Aspin acknowledge this suggested and voiced the importance of the presentation beginning with opening remarks from the Director and himself to set the stage for the content, as the MYSP is a board initiative.
- Board Chair Aspin spoke to the importance of outreach. Internal outreach within the NNDSB to solidify staff knowing what part they play in the multi-year strategic plan. External outreach is accomplished by local trustees engaging their area to share how they are a part of the board.
- Trustee Steer proposed the following themes for remarks:

- Board Chair Aspin to cover the history and landscape leading up to the development of the MYSP
- Director Myles to speak to the organizational and operational work
- Committee Chair Steer to offer support and encouragement on the importance of this process.
- Consensus to adopt this approach of recording the material and supporting trustees with some key points to cover as part of their brief remarks.
 - L. Blaskievich noted the communications team would be pleased to coordinate these video recordings and polish to ensure they have a professional lens.
- Discussion regarding the best way to engage trustees and what material would be needed to support their smooth participation.
- Board Chair Aspin suggested providing two questions for trustees to respond to in their own words: who they are, and why the MYSP is important.
 - Consensus to support this approach.
- Feedback will be collected via a survey on the website, so presenters will not have to worry about discussion topics being raised that are out of scope.
- Next steps confirmed:
 - Staff to prepare an agenda outline to share with trustees as soon as possible. Once this information is provided, the MYSP committee can bring forward these next steps as part of the committee report presented to the Board at the April meeting.
 - MYSP Committee to meet next week for a final review of the approach before the Board meeting.
 - Trustees and Superintendents to be invited to a MYSP committee meeting following the board meeting and before the presentations begin for a final review and to have the opportunity to ask questions.

5.0 Next Meeting Date

Ad hoc committee meetings to be scheduled as discussed. The next meeting date of the Multi-Year Strategic Planning Committee for regular business was confirmed for Thursday, May 13, 2021.

6.0 Adjournment

There being no further business to discuss, on April 12, 2021 the Multi-Year Strategic Plan Committee stands adjourned at 3:31 PM.

Minutes: WS/km.

Jay Aspin, Chair

Craig Myles, Director of Education

**Multi-Year Strategic Plan Committee
Ad Hoc Meeting**

Monday, April 19, 2021

Head Office of the Near North District School Board
963 Airport Road, North Bay, ON

Committee Members Present

Bill Steer, Committee Chair
Craig Myles, Director of Education
Jay Aspin, Board Chair

Staff Present

Krista Messenger, Executive Assistant
Liana Blaskievich, Officer Corporate Affairs

Absent

Rob Learn, Trustee

1.0 Call to Order

Committee Chair Steer called the meeting to order at 2:32 PM. Attendance was called to confirm the meeting has quorum.

1.1 Adoption of the Agenda

Moved by Board Chair Aspin that the agenda for the April 19, 2021 Ad Hoc Multi-Year Strategic Plan Committee agenda be approved as presented. – *CARRIED*

2.0 New Business

2.1 Recorded presentation update

Committee Chair Steer invited L. Blaskievich to lead this item. Update provided regarding the recorded presentation preparations. Highlights and comments recording the information presented included:

- Suggestion to use the NNDSB trustee headshots as the backdrop image for the recorded greetings.
- Confirmation on the appropriate order of remarks. It is noted that the order will be Board Chair, Committee Chair, Director of Education.
- Comment noted to update the reference to the week as “comprehensive” in lieu of “complex” to avoid confusing audiences.

L. Blaskievich confirmed this feedback would be incorporated into the final version of the recorded presentation. Conversation turned to how this item will be tabled at the Board of Trustees meeting tomorrow evening. Consensus to project the opening side

that shows the child superhero image used consistently throughout the MYSP process for recognition. L. Blaskievich to be invited to share brief remarks regarding the information sessions at the board meeting.

2.2 Review of scheduling expectations

Committee Chair Steer referred committee members to the attachment contained in the agenda package. Update to note trustees will receive a detailed agenda with a specific order of events to ensure they are well supported to participate. The Director advised this information will also be shared with superintendents, so they are aware as well.

Consensus that these documents are sufficient to prepare, and a separate meeting in advance of the presentation would not be needed. Committee Chair Steer to canvass trustees on any final questions at the board meeting tomorrow evening.

2.3 Opening remarks- Focus and timing confirmation

Update to note all three speakers have developed their remarks. Per the previous meeting, Chair Aspin will focus remarks on a general welcome and the historical significance of the MYSP, Committee Chair Steer will speak to the importance of participation, and Director Myles will conclude opening remarks by providing an operational perspective.

Decision to have remarks audio recorded in lieu of video recorded given the complications with the current lockdown measures. L. Blaskievich to send detailed instructions on how to record audio files and insert them into the final version.

2.4 Review of Media Release and outreach plans

Committee Chair Steer referred committee members to the attachment contained in the agenda package regarding a draft media release to be issued following the Board meeting. Consensus to add language to reference “regional virtual information sessions”.

Review of the multi-pronged media approach to engagement, including external efforts on the website, and the list of individual community partners that will receive a direct email invitation. Committee Chair Steer suggested the Director disseminate an internal message to reiterate the importance of staff engagement during the information sessions.

2.5 Review of survey questions

Committee Chair Steer referred committee members to the attachment contained in the agenda package. Suggestions and comments are noted as:

- Consensus to add an example beside the audience categories (i.e.: conterminous partner refers to an individual from a school community outside of NNDSB). “Other” to be added as a catch-all for participants outside of the categories presented.
- Request to include a final question for general remarks. Short character limit to be established to encourage concise feedback.

Amendments to be included as discussed. Staff to ensure the final version of the survey is posted to the website in advance of the first session and will remain open for a short time following the last session.

2.6 Other business

Final comments and discussion regarding points to provide trustees to focus their remarks. Chair Aspin noted the importance of trustees declaring they have been involved and support this work. Point to be added on the detailed agenda to be shared with trustees when developing their remarks. Value noted in ensuring consistent and supportive messages are presented at each information session.

3.0 Adjournment

There being no further business to discuss, on April 19, 2021 the Multi-Year Strategic Plan Committee stands adjourned at 3:31 PM.

Minutes: WS/km.

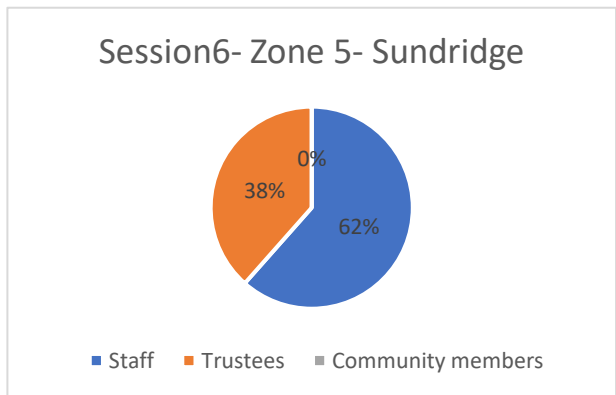
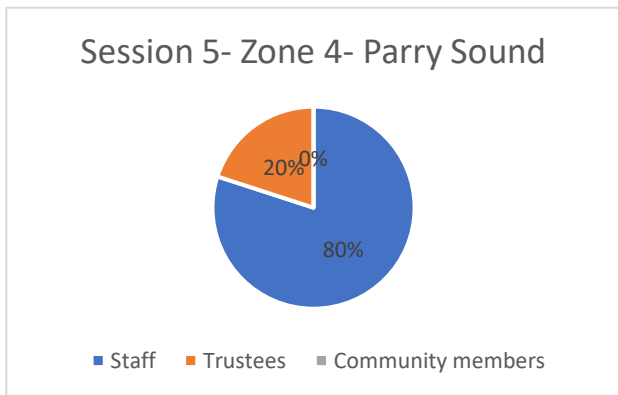
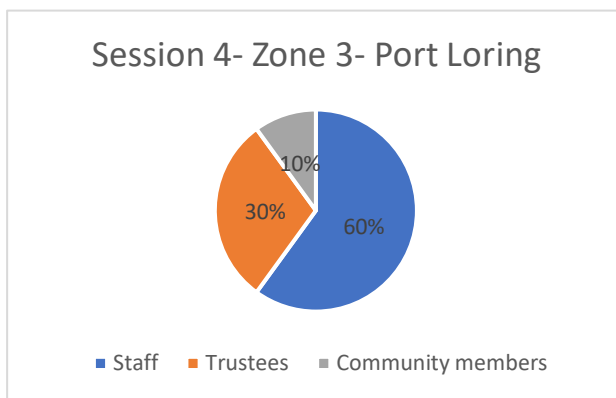
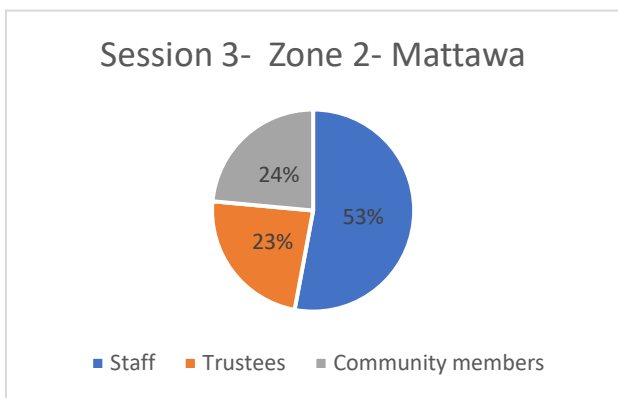
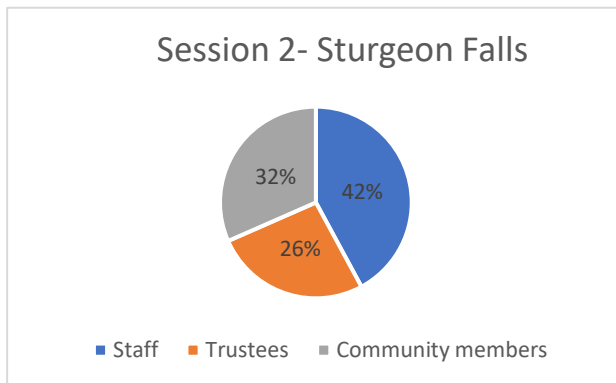
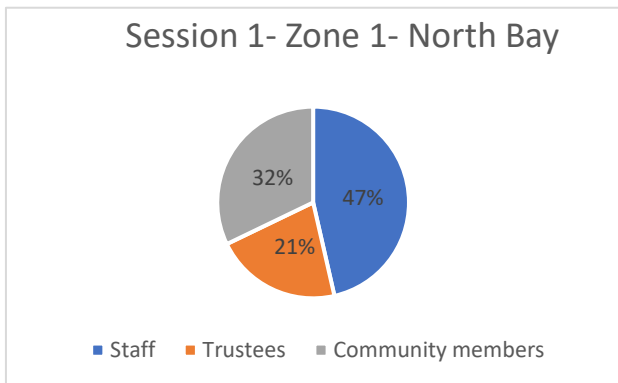
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BOARD REPORT

Title:	MYSP Committee Update
Contact:	Trustee Steer, Trustee Learn
Date Submitted:	May 13, 2021
Mandate:	Completion of a Multi-Year Strategic Plan
Rationale:	<p>Ensure the completion of the comprehensive Multi-year Strategic Plan through the completion of goal setting collaborative work in each of the priority areas: excellence in teaching and learning, excellence in innovation, excellence in relationships, excellence in communication.</p> <p>Action planning is taking place in the interest of, but not limited to, excellence in teaching and learning, alignment of finance and resources to student achievement and wellbeing, increasing broad band and IT resources for students and staff and human resources board office reorganization resulting in key role analysis and the appropriate appointment and alignment of key roles necessary to maintain structure and organizational practice.</p> <p>Ensure that the work of every action plan has a direct line of sight to the highest intentions of the organization, All NNDSB goals should link to the vision, mission and values of the Multi Year Strategic Plan.</p>
Timeline:	<p>On track with the MYSP Road map-see attached. There have been delays due to Covid-19 directives and a switch in gears that has caused an all hands on deck environment to ensure student achievement and wellbeing.</p>
December 2020	<p>Creation of aligned process whereby Board Improvement Plans for Student Achievement and Wellbeing and School Improvement Plans for Student Achievement and Wellbeing are aligned to the goals of the Multi Year Strategic Plan.</p>
January 2021	<p>The MYSP board team prepared to facilitate the distribution of templates created for department planning aligned to the MYSP /BIPSAWB. Templates ensure departmental, board improvement and school Improvement planning that support the creation of smart goals (specific, measurable, achievable, realistic, time bound,) Progress will be monitored and evidence informed adjustments will be made as appropriate.</p> <p>This process takes collaborative mindful planning over several sessions between and amongst all departments, This will ensure to ensure alignment of all action plans to the board priorities within the MYSP.</p>
February 2021	<p>The MYSP alignment graphic was completed Jan 31. to provide visual representation and further explanation of the complex processes at play in MYSP/BIPSAWB/SIPSAWB/DIPSAWB alignment. It was presented to MYSP committee Feb 11 and to board Feb 16, 2021. Each circle is a representation of the work and process toward meeting the core purpose of student achievement and wellbeing.</p> <p>The MYSP board team is currently using the planning tools that allow for easier comprehension of the alignment process to complete the BIPSAWB. Meetings held Feb 18, and March 5 with refinement work by the core team between meetings.</p> <p>The board team working on the BIPSAWB met with the executive team and the system principals to refine the BIPSAWB. The system team had refined the SIPSAWB template to better support principals with understanding how to plan to ensure school goals aligned to the MYSP priorities.</p>

NNDSB MYSP Community Information Session

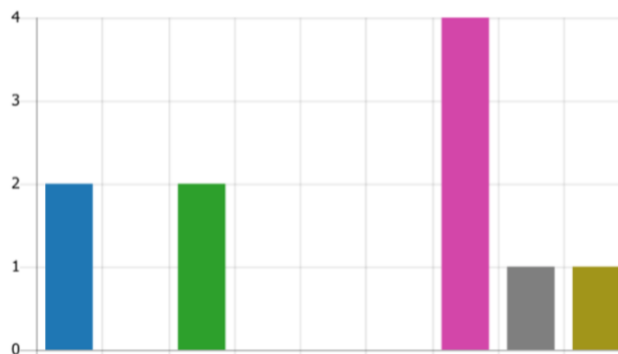
Nature of Attendance:



How did you hear about the session?

[More Details](#)

- Board meeting update
- NNDSB website
- Social Media
- Radio
- Online media
- Print media
- NNDSB staff member
- Friend
- Other



Please choose the priority that is most important to you

[More Details](#)

- Excellence in Teaching and Le...
- Excellence in Communication
- Excellence in Relationships
- Excellence in Innovation



Please tell us which priority you feel we need to improve upon

[More Details](#)

- Excellence in Teaching and Le...
- Excellence in Communication
- Excellence in Relationships
- Excellence in Innovation



Please tell us at which priority you feel we are performing best

[More Details](#)

- Excellence in Teaching and Le...
- Excellence in Communication
- Excellence in Relationships
- Excellence in Innovation



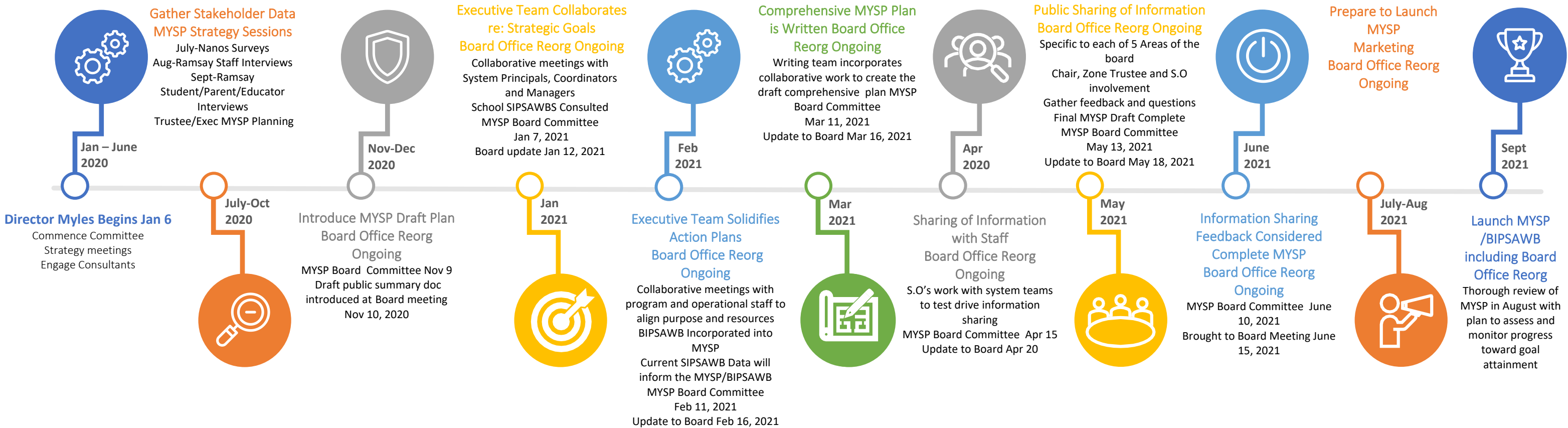
Feedback gathered and shown in the charts above was gathered after the 6 Stakeholder Information Sessions occurring between Wed Apr 28 and Thursday May 6 .

The data gathered reveals that your number one concern and where you believe we are performing best is in excellence in teaching and learning. It also revealed that stakeholders recognize a new excellence in communication. Excellence in innovation was also recognized as an area where we are performing well.

The trends from the data gathered over the past year and again in this feedback survey show that we are beginning to earn Stakeholder trust. Respondents stated that we have come a long way in building trust and cautioned us to keep our focus on the goal of excellence in relationships. We will continue to build public trust as we strive to reach this important priority.

We thank our stakeholders for their interest and support.

Multi Year Strategic Plan Road Map



Jay Aspin, Chair

Craig Myles, Director of Education

**Parry Sound Build Committee
Ad Hoc Meeting**

Thursday, May 6, 2021

Head Office of the Near North District School Board
963 Airport Road, North Bay, ON

Committee Members Present

Jay Aspin, Board Chair
John Cochrane, Committee Chair
Nichole King, Trustee

Staff Present

Craig Myles, Director of Education
Gay Smylie, Superintendent of Education
Marianne Speirs, Capital Projects Manager
Krista Messenger, Executive Assistant

Absent

Rob Learn, Trustee

Guests

Paul Sapounzi and Ed Bourdeau, the Ventin Group

1.0 Call to Order

Committee Chair Cochrane called the meeting to order at 9:00 AM. Attendance was called to confirm the meeting has quorum. The Committee welcomed Paul Sapounzi and Ed Bourdeau from the Ventin Group to the meeting today.

2.0 Presentation

It is noted that the Committee invited the Ventin Group to the meeting to provide an update to the committee on the JK-12 Parry Sound school project. P. Sapounzi displayed a PowerPoint presentation and led the committee through a review of the project developments. Highlights are noted as:

- The current phase of the project is called schematic design. At this stage, everything is still in flux with the goal of working towards a firm plan on addressing the construction needs based upon current site factors and maintaining student experience throughout.
- As the Education Specialist, E. Bourdeau provided an overview of the timeline to walk backwards through the key milestones that have been identified.
- To meet the goal of opening the school in September 2023:
 - Move in will occur during the summer of 2023. This will be a significant move.
 - Construction will need to begin in March of 2022 to allow for a full 18 months to construct the building.
 - Ideal time to tender is early January 2022. This means finishing the drawings in December 2021, which requires ministry approval.
 - Ministry approval takes approximately three months; therefore, the submission will need to be made in September 2021.

- The project also requires site plan approval from the Town of Parry Sound. Initial meeting went well, as no flags were raised with the construction timeline presented.
- +VG intends to separate this project into two phases. The first phase will begin with an initial partial demolition during the summer to ensure the students will have a viable school to attend in September while construction begins on the new building.
- Question from Board Chair Aspin regarding +VG's experience with the Ministry on the project timeline
 - Response from P. Sapounzi to note, in his experience projects that are taking a long time to approve are those that are coming in above budget. Applying with confidence that we have done all we can with regards to costing and taking time to thoroughly prepare and meet all requirements will be key to seeking an expediated approval.
 - If project timelines cannot be met, evidence must be shown as to why and the intended solution with a cost estimate presented.
- Review of the satellite image of the property. Intent will be to begin demolishing on the north side of the current school (library area) while maintaining the cafeteria and shop areas.
- Acknowledgement of the site challenges (rock, changes in elevation, etc.) with confirmation that this will provide enough space to demolish and coordinate the build.
- Review of the project stages: demolition of the north side of the current building, outline of the intended new build in a prominent space on the property
 - Two wings will be developed- a childcare/elementary wing and a secondary wing.
 - Overview of the transportation plans- noting this will be tweaked as the project develops to ensure it is built to handle the intended traffic flow
 - Discussion with the Town regarding requirements to ensure a 360-space parking lot. Otherwise, an application would need to be made to the Town's Committee of Adjustment.
- Review of the school organization plans- the building will be two-story. Main elements of the school are present on the main floor (cafeteria, lobby, gym, administration offices). The rear wing will house the technology areas. Care was taken to place the special education wing in a meaningful place, so this remains this still needs to be decided.
- Question from Board Chair Aspin on the plans for the culinary design, given the outstanding nature of this program at PSHS.
 - Response from +VG to note it has been planned with ample space and in the same spirit of the current design so the equipment in the current space can be well placed and used in the new design. The new design located the program adjacent to a serving area to give the program a true professional restaurant feel.
- Review of the plans for the second story- noting it is a typical academic wing. There will be seven additional elementary classrooms on the second floor, together with private study areas. Care has been taken to overlay the science and technology wings to make best use of ventilation systems.
- The "L" shape allows the firm to build around the existing building, while placing the new build prominently on the site between the two main streets. It will look very intentional and organized once the old building is completely removed.

- Question from Board Chair Aspin to inquire further on the Town's request to take ownership over parts of the property, and whether this would affect the application process or design process.
 - E. Bourdeau reviewed the road allowances that move into the track area, and noted the Town made an initial request regarding these areas. They have advised it won't hold up the project, but they would like the board to consider this request.
 - M. Speirs noted the Town does maintain this property as their own (i.e., stop sign installments and line painting) but this space will be useful for the board in the future if an emergency access route needed to be constructed into the track areas.
 - Follow up question divesting the one on the right (smaller and located adjacent to the Community Living building) as it is further away from the school. Support expressed from Committee Chair Cochrane to consider offering this as a gesture. It is noted that this may allow the board opportunity to negotiate on the parking space allotment.
 - Director Myles noted this suggestion will be taking this back for further consideration to ensure we are fully aware of next steps/ impacts on this decision.
- Question from the Director regarding drainage access on the site.
 - E. Bourdeau reviewed the easement discussion has been tabled with the Town. They have advised there is a municipal sewer but has not provided the location drawing yet.
- Question from the Director on the property owned by a private resident around the lot.
 - Review of this location on the site drawing. M. Speirs noted this resident has been approached about interest in selling.
- Board Chair Aspin noted that it would be wise to get some clear answers to these few outstanding elements so a cohesive update can be presented to the Board, and Town Council.
- Request from Superintendent Smylie for the architects to review the "edu-pod" plans for the site.
 - P. Sapounzi reviewed the hex pod pilot project +VG has designed. +VG developed a system tender package they will share with school boards to create interlocking structures that maximize flexibility and reflect quality learning spaces. The cost is comparable to a pre-fab portable, but the structures can be built by any local tradespeople.
 - Question from Board Chair Aspin if the Ministry has mandated the use of these pods. Confirmation from Superintendent Smylie that funding has been allotted for six edu-pods (four for secondary and two for elementary)

Committee Chair Cochrane thanked P. Sapounzi and E. Bourdeau for their presentation to the Committee. Floor opened for further questions or comments.

- M. Speirs noted SBO Easton will be submitting the demolition application to the Ministry very shortly to ensure the ministry has time to review and provide approval for the summer work to begin.
- Superintendent Smylie offered a parting comment on how pleased she is with the speed of the project. NNDSB has been waiting for a long time to bring this school to the community, and we are happy to hit the ground running.

- Committee Chair Cochrane advised the Mayor and council have assured him they will prioritize approvals for this project to ensure there are no added delays.

3.0 New Business

3.1 Establishment of Committee Chair

Committee Chair Cochrane noted the value in establishing a Committee Chair to observe good governance practices and following of the direction issued to all committees by Board Chair Aspin. As the current Committee Chair, Committee Chair Cochrane noted he would be pleased to continue in this role. Support expressed from Trustee King for this, given the strong leadership skills and value in consistency for the project. Further support for J. Cochrane's nomination expressed by Board Chair Aspin. Committee Chair Cochrane accepted the role and thanked trustees for their support.

3.2 Terms of Reference Discussion

Committee Chair Cochrane referred members to the draft Terms of Reference included in the agenda package. Superintendent Smylie provided an overview of the document and intended flow of information between the Committee, the sub-committees, and the Board of Trustees. The floor was opened for questions, with none rose.

Committee Chair Cochrane called a motion to recommend this document be approved by the Board of Trustees, moved by Board Chair Aspin and seconded by Trustee King. – *CARRIED*.

The floor was opened for final remarks:

- Director Myles noted he was pleased to hear about the prominence of the build and the intention to give the building a collegial feel that will support maintaining the board's presence in Parry Sound. The details to settle include- easement location, parcel of land from private resident, and the road divestment.
- M. Speirs noted she is working with principals to continue planning the school organization for September. This will be shared with the architect for their information, so we are well prepared for the summer demolition. Accommodations have been made for all staff that will be disrupted.
- Final comments from Chair Aspin to thank the presenters for their time and the update they provided. Director Myles thanked the committee members for their work on this project.

3.0 Adjournment

There being no further business to discuss, on May 6, 2021 the Parry Sound Build Committee stands adjourned 10:02 AM.

Minutes: JC/km.

BOARD REPORT

Title:	JK-12 Parry Sound School: Committee Update
Contact:	Gay Smylie, Acting Superintendent
Date Submitted:	May 18, 2021
Mandate:	To construct a new JK-12 school in Parry Sound to open September 1, 2023 on the existing site.
Update:	<p>At the first meeting of the Parry Sound JK-12 Building ad hoc Committee on May 6, 2021, members heard from project leads Edward Bourdeau and Paul Sapounzi from the Ventin Group (+VG). They provided the Committee with updated schematic designs for both the school floorplan and site plan, along with a schedule of key milestones that target an opening date of September 2023.</p> <p>In order to ensure that current students can safely attend school during the new school construction timeframe, +VG has segmented this project into two phases.</p> <p><u>Phase 1: July 2021-August 2021</u> Partial demolition of the north side of the school to allow for adequate space during the build. This includes a separate entrance for construction vehicles, as well as construction fencing around the perimeter of the project. These key safety measures will ensure students and school transportation can continue to function as they currently do.</p> <p><u>Phase 2: September 2021-August 2023</u> Following a stakeholder consultation, design development to 80% will be submitted for Ministry approval in the Fall of 2021 with a goal of tendering the project in January 2022. Construction of the new school will begin in the Spring of 2022 to meet the target of a September 2023 opening.</p> <p>To meet these key milestones, the Parry Sound Building Committee will be supported by two ad hoc sub-committees: a Program Sub-Committee and a Building Sub-Committee.</p> <p>The Program Sub-Committee will be responsible for determining how best to accommodate current programs within the remaining school site during construction. They will also oversee move-management in preparation for the demolition and provide input on program space requirements in the new school floorplan.</p> <p>The Building Sub-Committees will be responsible for overseeing the construction components of Phase 1 and Phase 2 and developing</p>

	<p>communication plans as needed to various stakeholders. A key piece of their work will be maintaining the building schedule.</p> <p>Both Sub-Committees will make regular progress reports to the Parry Sound JK-12 Building Committee. In turn, the Parry Sound JK-12 Building Committee will make regular reports to the Board.</p>
<p>Recommendations:</p>	<p>That the Board receive the update report on the JK-12 Parry Sound School.</p>

BOARD REPORT

Title:	Fricker School Build Committee Update
Contact:	Bill Steer, Committee Chair
Date Submitted:	May 18, 2021
Mandate:	To oversee the building of a new K-6 school on the existing Fricker site including built in EarlyOn and Child Care spaces.
Background:	Mitchell Jensen Architects were awarded the contract in March 2020. From March – August 2020 their work focused on designing a floorplan and site plan that would align with the allocated funding. The Board is seeking Ministry approval to request that the project move to tender.
Update:	<p>At the meeting on May 5, 2021, Committee members heard from lead architect, Nathan Jensen. Mr. Jensen provided the committee with an overview of the site plan, which takes into account traffic flow in and around the school. Mr. Jensen also reviewed the school layout design including the EarlyOn and Child care spaces.</p> <p>Special care has been taken to ensure that this school design will promote an inclusive environment in which all students feel welcomed and accepted. Such features include:</p> <ul style="list-style-type: none"> • Barrier-free stalls in all restrooms • Two individual gender-neutral restrooms • Consideration given to ventilation systems that will allow for Indigenous smudging or alternate fire suppression system • Edu-pods (portable classrooms) specifically designed with the same finishes and materials to be complementary to the main school and promote the same learning expectations • Designed to mirror the Woodland site • Community use by various groups considered during the design phase to promote the use of shared spaces • Intentionally designed to conserve energy and support sustainability <p>Construction documents were submitted May 2021 with an anticipated closing tender date for June 2021.</p>
Recommendation	That the board receive the update report from the Fricker Building Committee.

1. Call to Order – 1:02 pm

2. Attendance via TEAMS online meeting platform

Harry Fry (Chair)	Chris Guillemette
Alan Bottomley	Susan Wilson
Kimberley Gignac	Tracy Hanzlik
Albina Lavictoire	Melanie Gray
Candy St. Onge	Barb Laverock
Lisa Paradis	
Louise Sargent	

Regrets: Nichole King, Laura Hansman, Karen Gratton-Miscio

3. Approval of Agenda:

April 29th, 2021

Moved – Alan Bottomley

Seconded – Chris Guillemette

Carried. No Conflict of interest

4. Approval of Minutes:

March 18th, 2021

Moved – Albina Lavictoire

Seconded- Louise Sargent

Presentation – NNDSB Multidisciplinary team

- The process was formalized about three years ago and is made up of leads from the psych, speech-language, behaviour, mental health, spec ed and safe schools departments.
- A new addition to the team this year is the lead for safe schools.
- The team can examine cases presented from the perspective of each area of expertise.
- This is a much more efficient way to bounce ideas off each other and work on a “wrap around” approach of services for these students.
- A key goal is established for each case.
- The student can be monitored, and the case closed when goals are met, however cases can be re-opened at any time.
- Schools would contact their special education coordinator after all regular avenues of referral have taken place. These students may have high levels of attendance, behaviour, mental health, and spec ed concerns.
- There is some level of urgency with these cases.
- The team will provide schools with a consultation note which summarizes the services involved and those being recommended. The next steps are strategy driven and goal based.
- The group reviewed the MDT consultation note on the screen.
- One avenue of support available is Mobile Team support. There is a mobile teacher for the East/West and one for the North. They move from school to school helping support students, by observing, making recommendations and modelling strategies.

They work with a small pocket of students (generally early primary) who are experiencing significant challenges.

- School mental health supports were discussed such as the BRISC program.
- The group reviewed data collected last year (prior to the lockdown) that breaks down the student cases discussed, and the supports put in place following the MDT meeting.
- The goal is to provide the right supports for students at the right time.

COVID-19/ Ministry updates

- The Board has received Ministry funding (like last year) to support summer learning and transition programs for students with special education needs. The team is working on a plan.
- With the stay-at-home order in place, all students are in at home learning except for our special education students in self-contained classes.
- All staff in these classes are on the priority list for vaccinations.
- Other staff will be eligible shortly for vaccinations.
- The Board is awaiting an official announcement from the Ministry of Education on at home learning for students in the 2021-2022 school year. The Board is making plans under the assumption that at-home learning will be a choice for families.
- The Board is working alongside other Boards across the Province. The three recommendations made are: face to face learning, a full hybrid model and then a full virtual school.
- The virtual school presents challenges such as attendance issues, available courses and pathways and special education supports.
- The Board hopes to have a clear plan within the next 6 weeks.
- Families should start thinking about what school might look like for their children in September.

Correspondence – Superior Greenstone DSB & Renfrew County Catholic DSB

- Copies of the two letters are available in SEAC package.
- Superior Greenstone DSB letter – Chair Fry has discussed this letter with the Board's Chair Jay Aspin. If SEAC decides to write a letter of support, it could be brought to a Board meeting for trustee support and then signed by both Chair Aspin and SEAC Chair Fry. A fair investment is needed in technology so additional funding would support this. Superintendent Gray and the program/spec ed team will draft a support letter for the group to review and then present at the May Board meeting.
- Additional thoughts that could be included are internet connectivity in rural areas. Affordable, accessible internet service is needed for all.
- Renfrew County DSB letter – The group agreed to write a letter of support. Additional staff training is needed in addition to Boards developing policies and guidelines around FASD. Superintendent Gray and team will draft a letter for review.

Capital planning and accommodation updates

- The 3:2 school consolidation meetings continue.
- The new JK-12 build in Parry Sound continues with conversations around uses of space and space templates. A small part of the building will be removed over the summer as part of the construction plan.

Special Education Budget Prioritizing Activity

- The group discussed and reviewed the SEAC budget recommendations. Any additional thoughts can be sent through email.

The motion put forward to the Board's Budget Committee includes the following recommendations from SEAC:

1. The SEAC for the NNDSB supports maintaining to the best of our ability, staff and resource support aligned with the tiered model of support currently in place across all regions of the Board.
2. The SEAC for the NNDSB supports maintaining and growing a multi-disciplinary model to support internal collaboration and opportunities to collaborate with community agencies/partners.
3. The SEAC for the NNDSB supports having Differentiated Learning Resource Teachers in all schools in order to support school level needs.
4. The SEAC for the NNDSB supports the best possible allocation of central staff to support early intervention, testing and specialization (speech and language, hearing, sight, behaviour, ABA) with access across the regions.
5. The SEAC for the NNDSB supports the maintaining of Education Assistants across the Board to enable inclusionary practices for our highest need's students.
6. The SEAC for the NNDSB supports the continued use of the model of Flexible Education Assistants in all regions to best reflect the changing and evolving needs of students.
7. The SEAC for the NNDSB supports the professional development of all staff.
8. The SEAC for the NNDSB supports the prioritizing of professional development in the areas of early language development, Learning Disabilities (including LEARNStyle Coaching), a tiered approach to supporting students with challenging behaviours, One Page Profiles, and ABA strategies as aligned with innovative and evidence-based approaches to support Learning for All.
9. The SEAC for the NNDSB supports PD connected to Transition Planning as it connects to knowing and supporting our students according to strengths, needs, and student voice from K-12 and toward adulthood.
10. The SEAC for the NNDSB supports the continuation of the partnership with LEARNStyle to provide coaching opportunities for students for whom SEA equipment has been provided.

Mover – Alan Bottomley

Secunder – Candy St. Onge

SEAC chair

- Chair Fry discussed the MYSP sessions available to staff, families, and community partners.
- Chair Fry and his family are relocating to the Sudbury area in June. He will be stepping down from SEAC and Albina will be taking over as Chair with the support of Chair Fry and the special education team.

Board report

- Trustee Sargent discussed the MYSP public information sessions and encouraged all to join any of the available sessions. She also encouraged participants to complete the survey at the end of the session. The Board welcomes everyone's input and feedback.

New Business

- Community Living's monthly schedule was shared out to the group. Members were encouraged to circulate it out as it relays all the different activities taking place in May and recognizes community living's staff and people they support.
- The new Superintendent of Business, Seija Van Haesendonck will assume the role, July 19, 2021. An invite to attend a SEAC meeting will be sent to her for the September meeting.

Items for next Agenda

SEAC effectiveness & evaluation survey
Special Education Plan
Ministry Communications/PPM
Update on LEARNStyle Coaching

Standing Items:

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: May 20th, 2021

Adjourned: 2: 35 pm

Moved: Alan Bottomley
Seconded: Chris Guillemette

Jay Aspin, Chair

Craig Myles, Director of Education

Finance Committee

Tuesday, May 11, 2021

Head Office of the Near North District School Board
963 Airport Road, North Bay, ON

Committee Members Present

John Cochrane, Committee Chair
Donna Breault, Trustee
Bill Steer, Trustee
Al Bottomley, Trustee
Jay Aspin, Board Chair

Staff Present

Craig Myles, Director of Education
Krista Messenger, Executive Assistant
Wally Easton, Interim SBO
Wende Proulx, Manager of Finance

Absent

No regrets noted.

1.0 Call to Order

Committee Chair Cochrane called the meeting to order at 11:01 AM. Attendance was called to confirm the meeting has quorum.

2.0 Adoption of the Agenda

Moved by Trustee Bottomley, and seconded by Trustee Breault, that the agenda for the May 11, 2021 Finance Committee be approved as presented. – CARRIED

3.0 Adoption of the Previous Minutes

Moved by Trustee Breault and seconded by Trustee Bottomley that the Committee approves the Finance Committee minutes as presented for the meeting held on February 1, 2021. - CARRIED

4.0 New Business

4.1 Review of Grants for Student Needs (GSN) Summary

It is noted that a brief was included in the agenda package to guide this item. Committee Chair Cochrane invited SBO Easton to speak to this item. Opening comment to note there are minimal new funding investments, and a significant amount of movement between GSN envelopes. Highlights to the conversation are noted as:

- Brief overview to note the government has provided a 1% increase to cover salaries (consistent with collective agreements) and a 2% increase for non-staff related expenditures.

- New this year, the ministry is introducing requirements to enhance reporting for library staff funding. This additional reporting is intended to provide the ministry with greater insight into how school boards are funding libraries and related supports.
- Review of the specific eligibilities under “geographic circumstances” fund as NNDSB is eligible for funding based on student proximity to larger city centers.
- As part of the realignment of supports for COVID-19 for the 2021–22 school year, the ministry is integrating the \$10 million for mental health supports into a new Supporting Student Mental Health Allocation
- Starting in 2021–22, the ministry is changing the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.
- The Capital Planning Capacity Allocation is moving to School Operations and Renewal Grant to better reflect the purpose of this funding.

Committee-Chair Cochrane thanked SBO Easton for the information presented. The floor was opened for questions with none rose.

4.2. Summary of Estimated Expenditures 2021-22

Committee Chair Cochrane invited SBO Easton to speak to this item. Committee members referred to the attachment contained in the agenda package. Highlights of the conversation are noted to be:

- Confirmation that the team is early in the process, given the delay in receiving information from the GSNs. Most of the expenditures are captured, which will form the basis of the information presented today. A full picture (including revenues) is expected to come forward at the next meeting of the Finance Committee in June.
- Information presented today remains fluid and will change. Example provided regarding preliminary planning with the executive team regarding virtual school program offerings. As decisions are made, the corresponding finance expenditures will be outline accordingly.
- Staff re-organization project highlighted. It is noted that there are changes proposed in the plan that are accounted for (such as new positions and salary compensation levels). Once the Board approves this plan, the plans can be solidified in the budget
- Increases in salary and benefits are standard, given the staff movement through the salary grid.
- Small increase highlighted in textbook expenditures given the expansion of a student achievement program.
- The I.T. department has identified some upgrades needed (routers, etc.). to keep up with the speed and reliability needed. This is flexible based on final funds available.
- Small increase in paraprofessional expenditures given the increase in hiring of mental health staff (in line with government direction/priorities).
- Guidance staff in secondary schools have been reclassified from one funding pocket to another (this is cost neutral, but it is important to ensure they are accounted for appropriately).
- Transportation reflects inflationary increases.

Attention called to the supporting documentation included regarding the highlights presented. SBO Easton was pleased to accept questions. Committee Chair Cochrane opened the floor for questions:

- Question from Trustee Steer regarding clarification on capital grant planning

- SBO Easton noted this is a grant that supports a person to oversee the capital planning. Currently, SO Smylie has leadership over this area, along with a data analyst responsible for enrollment projections. Additional funds are also used to offset the System Principal salary working to support Superintendent Smylie with capital planning.
- Question from Trustee Breault regarding if there are programming concerns related to the shift from the remote school funding into the GSN.
 - SBO Easton noted the grant amount is unchanged, but now it is included within a wider envelope as opposed to being received as special funding.
- Question from Trustee Breault on the discrepancy between the allocation in the current year and budget for EAs
 - SBO Easton noted the finance information is derived from the data received from Human Resources in real time. Manager of Finance, W. Proulx, commented further to note there are no layoffs expected. A corresponding increase is outlined in “supply staff salary and benefits”. This is a movement between short- and long-term support staff envelopes.
- Comment regarding continuing education and the opportunity to highlight PLAR to the community as a “good news story”/ area of support to increase interest in the community.
 - W. Proulx noted this another example of funds being shifted on the “back end”. There is no reduction in support expected.

Committee Chair Cochrane thanked SBO Easton and W. Proulx for the information presented. Finance staff are encouraged to highlight further areas requiring the Board’s attention to ensure they are reviewed appropriately. SBO Easton noted that more detail will be presented at the next meeting once the revenues are added and matched to expenditures. If committee members have more detailed questions, SBO Easton would be pleased to receive to consult more thoroughly with the supervisory officer involved.

4.3. Review of Quarterly Report on Operations

Review of the quarterly report on operations dated April 30, 2021, contained in the agenda package. It is noted that this report is presented to the Finance Committee with the intention of providing an overview on the current year budget and expenditures. Explanations are included on specific items, as noted on the statement. Floor opened for questions with none rose.

4.4. Review of Accumulated Surplus/ Deferred Revenues

Committee Chair Cochrane invited SBO Easton to speak to this item. Committee members referred to the attachment contained in the agenda package. SBO Easton thanked the Manager of Finance, W. Proulx, for her work preparing the statement for review. This statement represents a snapshot for the year ended August 31, 2020. Highlights of the conversation are noted to be:

- Question from Trustee Steer regarding a request for clarification to the note left on the school renewal line item. It is noted that there are recommendations coming forward from the North Bay Facilities Study (NBFS) Committee. What are the next steps to access this fund? What encumbrances do we need to be mindful of?
 - SBO Easton noted the renewal needs must be consistent with the intent of the funding (i.e.: truly for renewal projects). T Board cannot use it for operational aspects.
 - Further information share by W. Proulx to advise funds are only expended for completed projects. The remaining funds are placed into deferred capital projects revenue to await projects that do meet this criterion. Trustees have approved projects that total around \$3 M. The true amount of the residual funds/contingency for overruns would be closer to \$140K.

- Further question from Trustee Steer to confirm if the board can utilize these funds for new projects if they can be linked to renewal needs. W. Proulx advised yes- and the board is further expecting another funding infusion with the new budget.
- Question raised to confirm if there is a timeline to use these funds. W. Proulx noted this is within trustees' purview to determine. SBO Easton noted most projects occur in the summer to limit the disruption to students, which is why this fund has not been spent. The May 21st timeline refers to new projects, not school renewal projects.
- Confirmation from Board Chair Aspin that essentially, this fund is fully allocated. SBO Easton confirmed this is accurate. Further inquiry to confirm if the committed list includes tentative overrun for other capital projects. SBO Easton advised no, this is for school renewal projects. The funds that could be set aside for overruns are recorded in "proceeds of disposition".
- Trustee Steer inquired if the funds recorded as "proceeds of disposition" can be utilized immediately. SBO Easton advised yes, they can.
- Question raised on the northern fund and the monies directed towards refurbishment. Is this available to put toward and NBFS recommendations? W. Proulx noted these funds are projects tied to a specific school. Historically, these funds have not been put toward any capital projects, but W. Proulx can follow-up.
- Question about use of DSSAB reserved fund and if this could be accessed to construct ELK restrooms. SBO Easton advised permission would need to be sought from the DSSAB to be sure, but typically these are reserved for childcare spaces/use.
- Request from Trustee Steer for the finance team to present all possible opportunities to the board for consideration as part of the other items. SBO Easton would be pleased to prepare a more detailed summary that outlines the criteria.
- Question from Board Chair Aspin on where the unallocated reserves ("dribs and drabs") lie. SBO Easton noted there are many small surpluses from other completed projects that form this allocation. As a special advisory, W. Easton located an unused \$500K fund to support the 3:2 consultations. Once the list of surpluses is prepared, it will be evident that many funds are restricted for use on specific projects. General operating surplus is only available if the ministry approves.
 - Staff will prepare this list of surpluses for review at the next meeting.
 - Together with this, Trustee Steer requested staff exercise their judgement to seek out additional envelopes for consideration.

Committee Chair Cochrane thanked SBO Easton for his review.

4.5. Trustee Initiative Fund ✓

SBO Easton referred Committee members to the statement included in the agenda package. It is noted that \$50K was budgeted for this purpose and \$35K remains intact following the board's approval of the robotics application.

Comment from Board Chair Aspin to note he would like to see a list generated of potential projects that support student achievement and well-being that trustees could review to support NNDSB students. Comment from Trustee Bottomley to note the typical events (elementary track and field, and a music event in Parry Sound) did not run this year due to COVID. Ultimately, the goal of the fund is for the benefit of all students, and these are prime areas of good news stories. Trustee Bottomley expressed an interest in seeking out unifying opportunities with this fund. Staff to follow-up.

4.6. Budget Manual

Committee Chair Cochrane referred Committee members to the draft manual contained in the agenda package. It is noted that this document was presented previously to keep the finance department on track and ensure the timely receipt of information from other programs and departments.

Question from Board Chair Aspin on the impact of COVID on the budget process. SBO Easton noted the impact is mostly felt regarding the timeline to receive information from the Ministry, and the uncertainty on at-home learning systems. All things considered; the finance department is expected to stay on track for the June Finance Committee meeting to seek approval on a budget to bring to the Board for approval.

Appreciation expressed by Committee Chair Cochrane for the hard work of the finance team. SBO Easton appreciated the recognition on behalf of the finance department, and all staff who are navigating multiple and competing priorities.

Consensus from the committee to pass a formal motion of approval for the Budget Manual. *Moved by Board Chair Aspin and seconded by Trustee Breault that the Board of Trustees receive and approve the Budget Manual, as recommended by the Finance Committee.*
– **CARRIED.**

Point noted that Trustee Steer has previously suggested the communications team review the budget and develop documents to support the public understanding of the budget. During final comments, Director Myles noted he would be pleased to consider this suggestion. The Director further echoed his thanks to the finance department for the development of a succinct budget manual that will provide clarity to guide the budget process in years to come.

5.0 Motion for Acceptance

Committee Chair Cochrane called a motion to confirm acceptance to all the reports presented during the Finance Committee meeting.

Moved by Trustee Bottomley and seconded by Trustee Breault that the Finance Committee receives and accepts the reports presented for information. - CARRIED.

5.0 Adjournment

Moved by Trustee Steer and seconded by Trustee Bottomley, that there being no further business to discuss, on May 11, 2021, the Finance Committee stands adjourned at 3:07 PM. -CARRIED.

Minutes: JC/WE/km.