

BOARD MEETING

Tuesday, March 22, 2022 | 6:30 pm

Join Zoom Meeting
<https://nearnorthschools-ca.zoom.us/j/85321600322?pwd=b2pQMEw3dFVQY3RmcVFQMnROd1g2QT09>

Meeting ID: 853 2160 0322
Passcode: 802799
Dial in: 1 855 703 8985

AGENDA

1.0 Call to Order

1.1 Land Acknowledgement

We would like to open this meeting by acknowledging the traditional territories of the Anishinaabe, on which all schools of the NNDSB are situated. The Board Office is specifically located on the traditional territory of the Nipissing First Nation. We value the cultures, histories and relationships with the Indigenous People of Turtle Island. We are grateful to be gathered here today.

1.2 Opening Prayer by Elder

Welcome to Elder

2.0 Request for Leaves of Absence

Motion: In accordance with BL-102, be it resolved that Trustee(s) _____ be granted a leave of absence from the March 22, 2022 Board meeting, as confirmation of regrets was provided in advance of the meeting.

3.0 Attendance

- 3.1 Confirmation of Quorum
- 3.2 Declaration of Conflict of Interest

4.0 Approval of the Agenda and Previous Minutes ✓

Motion: That the agenda for the Board meeting of March 22, 2022 be approved, together with the minutes of the February 15, 2022 meeting.

5.0 Presentation: Student recipients of Rotary Club of North Bay Award ✓

- 5.1 Welcome guests- M. Moore (Chippewa Secondary School) and F. Truong (West Ferris Secondary School).

6.0 Communication to the Board

6.1 Information Items

- 6.1.1 Professional Development Opportunities Calendar ✓
- 6.1.2 Monthly Tender Report- March 2022 ✓
- 6.1.3 Administrative Guideline Report ✓

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

- 6.2.1 Board Report ✓
- 6.2.2 MYSP Mid-Year Strategic Update ✓

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

6.4 OPSBA Report- Trustee Steer to lead this item.

6.5 Student Trustees' Update

- 6.5.1 Student Trustee Report
- 6.5.2 Indigenous Youth Circle Update

7.0 Items for Decision

7.1 Report from Committee of the Whole Public Session

7.2 Ferris Glenn CVRIS Tender Award ✓

Be it resolves that the Board of Trustees for Near North District School Board approves the award of tender NNDSB 2022-005 HVAC Upgrades for Ferris Glen Public School to Kenalex Construction Ltd in the amount of \$1,096,700 plus HST, as part of the COVID-19 Resilience Infrastructure Stream (CVRIS) Funding.

8.0 Committee Reports

8.1 Multi-Year Strategic Plan Committee Report

- 8.1.1 Official meeting minutes- February 24, 2022 ✓
- 8.1.2 Board report ✓

8.2 Special Education Advisory Committee Report

- 8.2.1 Unofficial meeting minutes- February 17, 2022 ✓
- 8.2.2 Board report- For Approval ✓

8.3 North Bay Facilities Study Committee Report

- 8.3.1 Unofficial meeting minutes- February 25, 2022 ✓
- 8.3.2 Board report ✓
- 8.3.3 Committee name change- For Approval
- 8.3.4 Terms of Reference- For Approval ✓

8.4 Committee Meeting Minutes Presented for Information

8.4.1 Equity Advisory Circle Notes- February 6, 2022 ✓

8.4.2 Parent Involvement Committee- February 16, 2022 ✓

9.0 Next meeting Date: April 12, 2022

10.0 Adjournment

10.1 Motion: That on March 22, 2022 we do now adjourn at _____ pm.



Jay Aspin, Chair

963 Airport Road North Bay, ON P1B 8H1
Phone: 705.472.8170
Website: www.nearnorthschools.ca

Craig Myles, Director of Education

The February 15, 2022 **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
Caren Gagne
Donna Breault
Louise Sargent
Rob Learn
Student Trustee A. Lewis Trodd
Student Trustee C. Darling

Administrative Staff Present:

Craig Myles, Director of Education
Deb Bartlett, Communications Officer
Gay Smylie, Superintendent of Education
Krista Messenger, Director's Executive Assistant
Melanie Gray, Superintendent of Education
Tim Graves, Superintendent of Education
Seija Van Haesendonck, Superintendent of Business

Other:

Staff, media and community partners

Trustees Absent:

Nichole King

1.0 Call to Order

Chair Aspin called the meeting to order at 6:30 pm and thanked the public for joining.

1.1 Land Acknowledgement

Chair Aspin read the land acknowledgement aloud.

1.2 Opening Prayer by Elder

Chair Aspin noted that unfortunately, an Elder would not be joining the Board this evening. The NNDSB Board of Trustees will continue to hold space with this agenda item at each meeting, with recognition for the importance of this item.

2.0 Requests for Leaves of Absence

Chair Aspin inquired if the Director's Office had received any notices of regret from trustees for the meeting this evening. It is noted that no correspondence was received to this end. Chair Aspin confirmed there would be no motion entertained for this item.

3.0 Attendance

3.1 Confirmation of Quorum

Attendance indicated that 10 trustees are present for the meeting, including the two

student trustees.

3.2 Declaration of Conflict of Interest

NIL

4.0 Approval of the Agenda and Previous Minutes

Motion: 22-02-01, J. Cochrane/ D. Breault

That the agenda for the Board meeting of February 15, 2022 be approved, together with the minutes of the January 11, 2022 meeting. – **CARRIED.**

5.0 Communication to the Board

5.1 Information Items

Chair Aspin referred trustees to the board reports submitted for information as part of the agenda package for each item. Brief comments were offered on each item as noted below:

5.1.1 *Professional Development Opportunities Calendar*

- Chair Aspin noted that for any trustees who missed the Public Education Symposium event on January 28th, recordings of the workshops are available to watch on the OPSBA website.

5.1.2 *Monthly Tender Report- February 2022*

- Director Myles noted two tenders are outlined on the report regarding HVAC upgrades in schools.
- The floor was opened for questions with none rose.

5.1.3 *Administrative Guideline Report*

- Director Myles noted the report contained in the package contains the outcomes of the consultation period and the final version of NNDSB's "Supporting Students with Prevalent Medical Conditions" Administrative Guideline. Following the meeting this evening, this guideline will be placed on the board's website and become the board's operational procedure.
- Chair Aspin noted that following the Board's rigorous review of the bylaws, staff have made considerable progress updating Administrative Guidelines under the leadership of Director Myles, which is very commendable.

5.1.4 *NNDSB Charity Works Report*

- Report contained in the package following the NNDSB Charity meeting on February 2, 2022, that all trustees were invited to attend.
- Report contains a motion for the Board's consideration to support the recommendation from the Charity Works to pursue and research the establishment of an NNDSB Foundation to allow the board to fundraise more actively.
 - It is noted that this direction was initiated by Chair Aspin, noting several other school boards use this model. Three examples were

of boards that have developed and fully utilized foundations for the benefit of their students were referenced, noting one board had raised \$1.7 million with this process.

- Director Myles invited to comment and noted he is pleased to be investigating further and reporting back on next steps for consideration
- The floor was opened for comments, with none rose.
- Chair Aspin noted the following motion would be tabled under Items for Decision, *“That the Board approve the recommendation from the Charity Works Committee to pursue and research the establishment of an NNDSB Foundation to assist and benefit our area students”*.

5.1.5 *COVID-19 Management Update*

- Director Myles was invited to speak to this item, and offered opening remarks to note how the health and safety of the board’s staff and students continue to be the number one priority. NNDSB continues to work with coterminous boards, transportation partners, union partners, and the health unit.
- The floor was opened for questions, noting that Superintendent Graves is on hand for support, as the board’s COVID lead.
 - Vice-Chair Cochrane echoed the Director’s recognition for the work of all NNDSB staff and offered his sincere appreciation.
- Chair Aspin acknowledged all members of the NNDSB team on behalf of trustees, noting that despite challenges of procuring PPE, rapid tests, screening tools, staff have done a commendable job. Further, all parents and guardians of students and staff families were acknowledged for their patience, understanding and support.

5.2 Director’s Update

5.2.1 *Board Report*

Opening remarks from Director Myles to touch on a few highlights contained in the Director’s Report. Highlights noted as:

- As briefly mentioned during the COVID-19 report, NNDSB experiencing significant absences that are difficult to fill because of the current environment. Loyal and dedicated staff are the foundation to any successful organization, therefore sincere thanks are expressed to staff who are stepping to the plate. Going above and beyond, the long hours and every effort in support of student achievement and wellbeing do not go unnoticed.
- Next Wednesday, February 23, 2022, is Pink Shirt Day in support of anti-bullying. This year’s theme, Lift Each Other Up, encourages students to consider how they can support diversity and inclusion through their daily actions.
- NNDSB thanks our media partners who continue to shine a light on our PSW program. Update to note the first cohort has been accepted, with 18 students taking part in North Bay with another 12 in Parry Sound. Because of demand, a wait list has been created for September, with a hope that the board will be able to offer the same program again.

Chair Aspin thanked the Director for his report and expressed excitement on behalf of

the Board for the new partnership and opportunities being created for students and the community through the launch of the PSW program. The floor was opened for questions with none rose.

5.3 Chair's Remarks

The Chair provided a report to note NNDSB has received approval from the Ministry for the property at 111 Lavase road, North Bay to proceed to public sale. trustees will recall this was declared surplus by the Board in the spring through the work of the North Bay Facilities Study Committee.

Director Myles was invited to comment and noted staff would be taking time to develop the next steps in the Request for Offers process.

Trustees received Chair Aspin's report with thanks.

5.4 OPSBA Report

5.4.1 Board Report

The Chair invited Trustee Steer to lead the Board through this item. Trustee Steer referred trustees to the report contained in the agenda package and provided a brief update on the Northern Caucus meeting. At this meeting, Trustee Steer noted speaking about the need for additional funding in northern school boards given the unique geographic needs in this area.

5.4.2 Student Trustee Handbook

Attention was called to this document contained in the agenda package. It is noted that this resource document was developed in partnership with the Ontario Student Trustee Association (OSTA) and contains rich information on governance and leadership. Trustee Steer encouraged Student Trustee Darling and Student Trustee Lewis Trodd to review.

Chair Aspin commended OPSBA and OSTA for developing the handbook and encouraged all trustees to review it to gain a fulsome understanding of the role of student trustees.

5.5 Student Trustee's Update

The Chair invited the student trustees to speak to this item.

Student Trustee Darling referred trustees to the report shared as part of the agenda package. Highlight shared are noted as:

- There has been positive feedback from students regarding the shift back to traditional semesters. Students are enjoying once again the immersive high school experience with clubs, sports and multiple daily classes!
- Secondary schools including West Ferris and Almaguin have been holding information events for incoming high school students. Informational nights were organized featuring details about courses, specialized programs, clubs, high school life, and anything students should know before entering grade nine.
- Update shared regarding how schools have had many different initiatives and elements to acknowledge and celebrate black history month.

Student Trustee Lewis Trodd provided a verbal report regarding the work of the Indigenous Youth Circle (IYC). Highlight shared are noted as:

- The IYC is so pleased to be able to meet in person again. During these meetings, positive comments are noted about the return to semester system as well. Students are looking forward to being able to drum once again.
- The IYC is looking to share a survey with students to better understand student mental health and other cultural events.

The Chair thanked the student trustees for their reports. The floor was opened for comments, with none rose.

6.0 Items for Decision

6.1 Report from Committee of the Whole Public Session

Motion: 22-02-02, J. Cochrane/ D. Breault

That the Board of Trustees appoints Mrs. Judy Kleinhuis to the Audit Committee as an External Member to fill a three-year term effective immediately and ending on February 15, 2025, as recommended by the Audit Selection Committee, and accepted during the Committee of the Whole meeting. - **CARRIED.**

Motion: 22-02-03, L. Sargent/ A. Bottomley

That the Board of Trustees of Near North District School Board approves the 2022/23 allocation from the Trustee Initiative Fund in the amount of \$16,670 in support of the purchase of STEM resources, and that the Near North District School Board authorize and direct the Superintendent of Business to do all actions necessary, and execute all required documentation, to give effect to this approval, as accepted during the Committee of the Whole meeting. - **CARRIED.**

Motion: 22-02-04, B. Steer/ C. Gagne

That the Board of Trustees of Near North District School Board move that OPSBA give consideration, as it transitions out of the pandemic, that Board meetings, except for the AGM, PES and Labour Relations or any meeting deemed necessary, at the call of the President; in reducing our environmental/carbon footprint, will remain virtual, as accepted during the Committee of the Whole meeting. - **CARRIED.**

6.2 Ontario Student Trustee Association - Board Council Conference

Motion: 22-02-05, J. Cochrane/ L. Sargent

That the Board approve the attendance of Student Trustee Darling and Student Trustee Lewis Trodd at the Virtual OSTA-AECO Board Council Conference February 18 to 19, 2022. - **CARRIED.**

6.3 MYSP Committee- Terms of Reference for Approval

Chair Aspin noted this item will be deferred for discussion as part of the Multi-Year Strategic Plan Committee report presented as part of agenda item 7.1.

6.4 2022/2023 School Year Calendar Approval

Motion: 22-02-06, D. Breault/ A. Bottomley

That the Board approve the 2022-2023 School Year Calendar. - **CARRIED.**

6.5 Capital Project Listing for Approval

Motion: 22-02-07, J. Cochrane/ C. Gagne

That the Near North District School Board approve proceeding with the 2021-22 Capital Projects as listed. - **CARRIED.**

7.0 Committee Reports

7.1 Multi-Year Strategic Plan Committee Report

7.1.1 Meeting minutes

7.1.2 Board report

Opening remarks from Chair Aspin to note he is pleased to see the MYSP Committee is continuing with their work, noting how critical it is to ensure this plan remains top of mind with trustees. Committee Chair Steer led the report to note with the MYSP in place, the next step is to assess the plan's effectiveness through evaluation/ progress metrics. It is noted that a presentation has been included in the agenda package. The Director was invited to speak to this item. Highlights of the information shared are noted as:

- It is important to note that the introduction of the MYSP and the focused priorities that were mindfully developed by trustees, consultants and the senior team is an introduction of change in practice and more importantly a significant positive cultural shift.
- Leading experts agree that large-scale change may take 5–10 years to become part of normal classroom life in the majority of schools. There will ebb and flow as NNDSB progresses toward full scale change, recognizing the significant collaboration required to ensure deep learning toward sustainable cultural change.
- As a next step, the MYSP Committee will be looking to establish metrics focused on the measurement of the MYSP fulfillment/success. The metrics will consider where we were (baseline data), the time and learning required for change (the work) and how we measure progress against the baseline data to inform our focus on the MYSP priorities.
- Within the MYSP, four strategic priorities were identified- Excellence in Teaching and Learning, Excellence in Innovation, Excellence in Relationships and Excellence in Communication. The committee intends to develop metrics, both qualitative and quantitative, that would be indicative of our progress towards meeting these priorities and their goals.

Trustee Steer noted the MYSP looks forward to reporting back on these metrics at the next meeting and welcomed questions about the information shared.

Chair Aspin noted the momentum of this item and echoed how organizational change takes time. Instituting metrics will allow the committee to measure progress and growth. The floor was opened for questions and comments:

- Vice-Chair Cochrane noted in his experience with implementing organizational change in other boards, a critical step is staff involvement/ support for the change. This is best done through transparency and putting effort into external communication, which are actions NNDSB has undertaken as part of the process.

With no further questions or comments, Chair Aspin called attention to the updated MYSP Committee Terms of Reference included in the package for approval. The floor was opened for questions with none rose.

Motion: 22-02-08, B. Steer/ J. Cochrane

That the Board approves the amendments to the Multi-Year Strategic Planning Committee's Terms of Reference, as recommended by the MYSP Committee. – **CARRIED.**

At this time, Chair Aspin revisited the resolution regarding the NNDSB Charity Works' intention to explore the development of a foundation. The floor was opened for questions or comments, with none rose.

Motion: 22-02-09, J. Cochrane/ D. Breault

That the Board approve the recommendation from the Charity Works Committee to pursue and research the establishment of an NNDSB Foundation to assist and benefit our area students. - **CARRIED.**

7.1 Committee Meeting Minutes Presented for Information

7.1.1 SEAC meeting minutes- January 22, 2022

Chair Aspin referred trustees to the committee minutes included for information purposes and invited Director Myles to provide brief remarks. Director Myles recalled for trustees how there were two items deferred to SEAC for consideration by the Board and invited Superintendent Graves to share the outcome.

Superintendent Graves noted that within the committee minutes, it is noted that regarding the item pertaining to mandatory vaccinations, the NNDSB SEAC elected not to take action. The item relating to fetal alcohol spectrum disorder (FASD) has already been acted upon by SEAC by way of a supporting letter in the 2020/2021 school year.

Chair Aspin thanked Director Myles and Superintendent Graves for providing the report back to trustees.

8.0 Next Meeting Date

Chair Aspin noted the Board of Trustees meeting in March is currently scheduled to overlap with the March Break, and suggested deferring it by a week to ensure that staff are available to attend. With no comments of opposition, a motion was tabled to formalize the decision.

Motion: 22-02-10, J. Cochrane/ A. Bottomley

That the NNDSB Board of Trustees approves the decision to move the March Board of Trustees meeting to occur on Tuesday, March 22, 2022. – **CARRIED**

9.0 Motion to Adjourn

Motion: 22-02-11, D. Breault/ R. Learn

That we do now adjourn at 7:40 pm. – **CARRIED**

Jay Aspin
Chair

Craig Myles
Director of Education

RESOLUTION SUMMARY

22-02-01 J. Cochrane D. Breault	BE IT RESOLVED, that the agenda for the Board meeting of February 15, 2022 be approved, together with the minutes of the January 11, 2022 meeting. – CARRIED.
22-02-02 J. Cochrane D. Breault	BE IT RESOLVED, that the Board of Trustees appoints Mrs. Judy Kleinhuis to the Audit Committee as an External Member to fill a three-year term effective immediately and ending on February 15, 2025, as recommended by the Audit Selection Committee, and accepted during the Committee of the Whole meeting. - CARRIED.
22-02-03 L. Sargent A. Bottomley	BE IT RESOLVED, that the Board of Trustees of Near North District School Board approves the 2022/23 allocation from the Trustee Initiative Fund in the amount of \$16,670 in support of the purchase of STEM resources, and that the Near North District School Board authorize and direct the Superintendent of Business to do all actions necessary, and execute all required documentation, to give effect to this approval, as accepted during the Committee of the Whole meeting. - CARRIED.
22-02-04 B. Steer C. Gagne	BE IT RESOLVED that the Board of Trustees of Near North District School Board move that OPSBA give consideration, as it transitions out of the pandemic, that Board meetings, except for the AGM, PES and Labour Relations or any meeting deemed necessary, at the call of the President; in reducing our environmental/carbon footprint, will remain virtual, as accepted during the Committee of the Whole meeting. - CARRIED.
22-02-05 J. Cochrane L. Sargent	BE IT RESOLVED, that the Board approve the attendance of Student Trustee Darling and Student Trustee Lewis Trodd at the Virtual OSTA-AECO Board Council Conference February 18 to 19, 2022. - CARRIED.
22-02-06 D. Breault A. Bottomley	BE IT RESOLVED, That the Board approve the 2022-2023 School Year Calendar. - CARRIED.
22-02-08 B. Steer J. Cochrane	BE IT RESOLVED, that the Board approves the amendments to the Multi-Year Strategic Planning Committee’s Terms of Reference, as recommended by the MYSP Committee. – CARRIED.

Minutes of the Public Session Board Meeting of the Near North District School Board held February 15, 2022

22-02-09 J. Cochran D. Breault	BE IT RESOLVED, that the Board approve the recommendation from the Charity Works Committee to pursue and research the establishment of an NNDSB Foundation to assist and benefit our area students. - CARRIED.
22-02-10 J. Cochran A. Bottomley	BE IT RESOLVED, that the NNDSB Board of Trustees approves the decision to move the March Board of Trustees meeting to occur on Tuesday, March 22, 2022. – CARRIED
22-02-11 D. Breault R. Learn	BE IT RESOLVED, that we do now adjourn at 7:40 pm. – CARRIED

unofficial

Title:	Board Presentation- Recognizing Outstanding NNDSB Students
Date Submitted:	Board Meeting March 22, 2022
Introduction	<p>As part of the Board’s work to further NNDSB’s mission, vision and values, it is noted that our board would be well served by receiving brief presentations recognizing students that have gone “above and beyond”.</p> <p>Chair Aspin has noted the Board will begin welcoming students and members of the school community that embody our strategic commitments established within our Multi-Year Strategic Plan (MYSP) through exemplary endeavours.</p> <p>Guests will be invited to Board meetings to allow the Board of Trustees to honour how these actions aligned with our MYSP commitments to Excellence in Teaching and Learning, Excellence in Innovation, Excellence in Relationships, and Excellence in Communication. In this way, the Board of Trustees will have an opportunity to recognize our students and support the entrenchment of our MYSP priorities within our school community.</p>
Welcome	<p>This meeting NNDSB is pleased to recognize Madison Moore (Chippewa Secondary School) and Fionna Truong (West Ferris Secondary School).</p> <p>Madison and Fionna were honoured by the Rotary Club of North Bay as recipients of the 2022 “Service Above Self” award. The award criteria for the “Service Above Self” includes how students exemplify warmth and caring towards their peers or other members of our society.</p> <p>Rotary’s motto is Service Above Self, and the club recognizes unselfish volunteer service in members and the community at large through implementation and promotion of various projects. The student awards program promotes the values inherent in the motto to ensure local youths are aware of the benefits of volunteerism.</p>
Recognizing Madison: Excellence in Relationships	<p>As a Grade 12 student, Madison has accumulated nearly 400 volunteer hours since 2018. Madison is an athlete and recognizes the importance of dedication and teamwork. She has focused most of her time volunteering with the sport of hockey, and also by contributing at tournaments, such as the boys’ OFSAA tournament. Chippewa is very proud of all the accomplishments that Madison has made and that she represents the spirit of Chippewa well.</p> <p>In this way, Madison is a shining example of NNDSB’s strategic commitment to excellence in relationships given how these actions support</p>

	<p>our goal of promoting and building connections as well as creating opportunities for collaboration and partnerships.</p> <p>Congratulations and well-done Madison!</p>
<p>Recognizing Fionna: Excellence in Innovation</p>	<p>Fionna is a Grade 11 student at WFSS enrolled in the STEAM Program, French Immersion and the Health and Wellness SHSM program. She has completed over 250 volunteer hours and is recognized as an integral part of the robotics world in North Bay. Fionna has been a team captain for FIRST Robotics, a build captain for Team 1305 and volunteered as a mentor with the FLL (Lego) team at West Ferris.</p> <p>In addition to these contributions, she has worked with other students on a UV Cube Development Project (FEME). Trustees will also recall hearing about this project that addressed the health-care challenge of sterilizing personal protective equipment. In this role, she is a team member working on a business plan and moving this project to a production phase.</p> <p>Fionna is proudly recognized for all of these exemplary efforts in support of NNDSB’s strategic commitment to Excellence in Innovation. As an aspiring leader it is easy to see how our community is well served by her efforts that further our goal of engaging in innovative future-oriented learning experiences that promote excellence in student achievement and well-being.</p> <p>Congratulations and well-done Fionna!</p>
<p>Recommendation</p>	<p>That the Board of Trustees warmly welcome our invited guests and their families to the meeting and formally recognize their achievements.</p>

PD Opportunities Calendar

Title:	March 2022 Trustee Professional Development Opportunities Calendar
Scheduled Opportunities	<p>OPSBA has posted a number of previously recorded OPSBA professional development sessions on their website.</p> <p>These opportunities include all workshops and keynote addresses from the 2022 Public Education Symposium, found here:</p> <p>https://www.opsba.org/events-and-publications/public-education-symposium/</p>
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:	French Language Instruction- Update of Administrative Guidelines
Contact:	Superintendent Melanie Gray
Date Submitted:	March 22, 2022
Mandate:	Excellence in Communication.
Background:	<p>Following the approval of the multi-year French as a Second Language (FSL) plan in December by Executive Council, three administrative guidelines were approved for review:</p> <ul style="list-style-type: none"> • Extended French AG • French Immersion AG • Core French AG
Information:	<p>The Administrative Guidelines were posted on the website for consultation from February 1- March 5, 2022. Public feedback was culminated into a final version of each AG and presented for approval at the Executive Council meeting on March 8, 2022. The amendments generally focused on:</p> <p><u>Extended French Admin Guideline:</u></p> <ul style="list-style-type: none"> • Inclusion of the Full day Kindergarten Document and (2013) Revised FSL Curriculum • References to the action-oriented approach to instruction to support student proficiency benchmarks. • The courses being delivered in the % of English instruction will make best practice recommendations but allow for some school flexibility based on timetables and appropriate approval <p><u>French Immersion Admin Guideline:</u></p> <ul style="list-style-type: none"> • Inclusion of suggestions to promote best practices while also allowing for flexibility to support school timetables, schedules and staffing strengths. • Updates to noted to the Oral Language in grade JK – 1 change to Language to support early reading skill development. <p><u>Core French Admin Guideline:</u></p> <ul style="list-style-type: none"> • Updates to create a more intensive approach to developing the second language skills, align with the current FSL Core French Curriculum.
Recommendation:	That the Board of Trustees accept the final Administrative Guidelines, for French as a Second Language for information.



ADMINISTRATIVE GUIDELINE

Title: Extended French

Effective Date: September 1, 2008

Responsibility: Superintendent of Program
and Schools

Revised: April 1, 2022

1.0 Rationale

- 1.1 The Near North District School Board is committed to providing Extended French programs through to Grade 12 in a fiscally responsible manner. These programs may be provided and if so in an equitable way, according to individual community needs as per consultation and based on the criteria identified in #2.2.

2.0 Criteria to initiate or phase out programs:

- 2.1 All recommendations about Extended French program initiation, augmentation, phase out, or relocation shall be made in consultation with the Director, Supervisory Officers, and an Extended French committee. [see Section 4.1]
- 2.2 The criteria for determining Extended French program initiation, augmentation, phase out, or relocation shall include but not limited to the following:
- Availability of sites where space is available and is projected to remain available.
 - Accessibility of good traffic patterns to the site.
 - Community support and a demonstrated interest in enrolling are determined by community survey results.
 - Room or space to support the program.
 - Program and/or accommodation costs.
 - Location of elementary/secondary sites within reasonable distances of each other.
 - Equitable distribution of sites to meet regional and system needs.
 - At the secondary school level, staffing, enrollment and program organization where sufficient courses can be offered in French.
 - Other considerations when applicable such as outlined in the NNDSB Administrative guideline School openings, Closures and Consolidations (2021).
 - Information from other applicable and relevant sources.

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

3.0 Program models:

3.1 Extended French programs in the Near North District School Board will begin in Grade 5.

At the Elementary level, program hours for Extended French Immersion programs shall follow the (2013) The Ontario Curriculum, French as a Second Language, grades 1-8 (revised):

In an Extended French program, French must be the language of instruction for a minimum of 25 percent of the total instructional times at every grade level of the program. Extended French programs must include the study of French as a second language and the study of at least one other subject taught in French (p.16).

At the Secondary level, program hours for Extended French Immersion programs shall follow the (2014) Ontario Curriculum, French as a Second Language, grades 9-12:

Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French (p.15-16).

3.2 The Extended French program at the Junior/Intermediate level shall include a minimum number of hours as identified in the (2013) Ontario Curriculum, French as a Second Language grades 1-8 document. It is essential that these minimums be adhered to.

Extended French programs must provide a minimum of 1260 hours in French by the end of Grade 8 (p.15).

The Near North District School Board sets the following as the accepted standard:

EXTENDED FRENCH PROGRAM

Gr. 5 & 6	Minimum French instruction 180 minutes per day / 60% of the program	3 hrs/ per day	570 hrs/year
Gr. 7 & 8	Minimum French instruction 150 minutes per day/ 50% of the program	2.5 hrs per day	475 hrs/year
Secondary	Minimum of 4 Extended French courses and 3 other courses taught in French		

At the Grade 5 and Grade 6 level, 60 minutes per day of English will be devoted to Mathematics instruction. The additional 60 minutes daily will be devoted to a combination of English Language Arts, and the remainder of the English allotment being filled depending on staffing and school-based decisions. Wherever possible, preference should be given to delivering Social Studies in French. School SO will be informed of school-based decision for final approval.

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

At the Grade 7 and Grade 8 level, 60 minutes per day of English will be devoted to Mathematics instruction. The additional 90 minutes daily will be devoted to a combination of English Language Arts, and the remainder of the English allotment being filled depending on staffing and school-based decisions. Wherever possible, preference should be given to delivering Histoire and Géographie in French. School SO will be informed of school-based decision for final approval.

4.0 Best Practice

4.1 When required, an Extended French Committee will be established to provide advice to the Senior Administration regarding the Extended French program and accommodation issues. The Extended French Committee shall consist of at least the following:

- 1 Supervisory Officer responsible for Extended French
- 1 Elementary Principal/Vice-Principal of an Extended French school
- 1 Secondary Principal/Vice-Principal of an Extended French school
- 1 Extended French elementary teacher at the junior level
- 1 Extended French elementary teacher at the intermediate level
- 1 Secondary Extended French teacher
- 1 Program Principal
- 1 FSL Program Coordinator

4.2 The Near North District School Board supports the enhancement of resources and technologies in Extended French programs.

4.3 The Near North District School Board supports on-going Extended French teacher professional development in student language acquisition, teaching methodology, and curriculum.

4.4 The Near North District School Board supports the development of a French language culture in all Extended French schools.

5.0 Needs of Students:

5.1 Students requiring special education assistance shall receive support through special education programming.

5.2 Transition and support resources will be available, if possible, for students who leave one French program to enter another French program.

5.3 Students with strong French competencies who wish to enter Extended French at a time other than Grade 5 must consult with the school administration.

6.0 District Marketing Strategies:

6.1 There will be an on-going marketing campaign to attract students to our Extended programs. The Information Officer for our Board along with the FSL Coordinator and Program Principal responsible for French as a Second Language will take a lead in this campaign.

7.0 Effective instructional practices include the following:

- An action-oriented approach:
“Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target langue, the action-oriented approach requires students to perform a task in a wider social context.” (p.31, Ontario curriculum policy document).
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learner autonomy and metacognition are promoted.
- Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario curriculum.
- Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).
- Learners’ plurilingual and pluricultural competences are valued and developed.

8.0 Teacher Qualifications

The additional qualifications for Extended French programs are FSL Part 1 and a French competency evaluation scoring a minimum of B2.



ADMINISTRATIVE GUIDELINE

Title: French Immersion

Effective Date: September 2, 2008

Responsibility: Superintendent of Program
and Schools

Revised: April 1, 2022

1.0 Rationale

1.1 The Near North District School Board is committed to providing Early Immersion programs through to Grade 12 in a fiscally responsible manner. These programs will be provided in an equitable way according to individual community needs and based on the criteria identified in #2.2.

2.0 Criteria To Initiate or Phase Out Programs:

2.1 All decisions made with regard to French Immersion program initiation, augmentation, phase out, or relocation shall be made in consultation with the Director, Supervisory Officers, a French Immersion committee [see Section 4.1] and all other stakeholder groups where possible.

2.2 The criteria for determining French Immersion program initiation, augmentation, phase out, or relocation shall include the following:

- Availability of sites where space is available and is projected to remain available.
- Community support/demonstrated interest in enrolling determined by community survey results.
- Room or space to support the program.
- Program and/or accommodation costs.
- Location of elementary/secondary sites within short distances of each other.
- Equitable distribution of sites to meet regional and system needs.
- At the secondary school level, staffing, enrollment and program organization where sufficient courses can be offered in French.
- Other considerations when applicable such as outlined in the NNDSB Administrative guideline School openings, Closures and Consolidations (2021).

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

3.0 Program models:

- 3.1 The Near North District School Board continues to offer Early French Immersion programs using the current models of dual track and immersion centers.
- 3.2 Early French Immersion programs in the Near North District School Board will begin in Junior Kindergarten.
- 3.3 Early French Immersion programs at the elementary level shall include a minimum number of hours as identified in the Ministry of Education grant guidelines for French language.

In a French Immersion program, French must be the language of instruction for a minimum of 50% of the total instructional time at every grade level of the program. Immersion programs must provide a minimum of 3800 hours of instruction in French by the end of Grade 8. (2013) The Ontario Curriculum, French as a Second Language revised, p.16.

At the Secondary level, program hours for French Immersion programs shall follow the (2014) Ontario Curriculum, French as a Second Language, grades 9-12:

“In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils these requirements” (p.16).

The Near North District School Board sets the following guidelines as the accepted standard:

EARLY FRENCH IMMERSION PROGRAM

FDK	270 min per day / 90% of the program	4.5 hrs per day	855 hrs/year
Gr. 1 & 2	270 min per day/ 90% of the program	4.5 hrs per day	855 hrs/year
Gr. 3 & 4	225 min per day/ 75% of the program	3.75 hrs per day	712.5 hrs/year
Gr. 5 & 6	150 per day/ 50% of the program	2.5 hrs per day	475 hrs/year
Gr. 7 & 8	150 min per day/ 50% of the program	2.5 hrs per day	475 hrs/year
Secondary	Minimum of 4 French Immersion Courses and 6 other courses taught in French		

In the Kindergarten program, 30 minutes a day will be devoted to English instruction with a focus on oral language.

At the Grade 1-2 level, 30 minutes a day will be devoted to literacy development in English with all four strands being considered in the Progress Report and reported on in Term 1 and 2 Provincial Report Cards.

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

At the Grade 3 and 4 levels, 75 minutes a day will be devoted to English instruction of which 45 minutes will be devoted to English Language Arts and the remainder of the 30 minutes being filled depending on staffing and school-based decisions, excluding Mathematics to comply with PPM 160. School SO will be informed of school-based decision for final approval.

At the Grade 5 and 6 levels, 150 minutes per day of English will be devoted to English Language Arts, Mathematics, and the remainder of the English allotment being filled depending on staffing and school-based decisions. School SO will be informed of school-based decision for final approval.

At Grade 7 and 8 levels, 150 minutes of English Language instruction time will be devoted to English Language Arts, Mathematics, and the remainder of the English allotment being filled depending on staffing and school-based decisions. School SO will be informed of school-based decision for final approval.

4.0 Best Practice

4.1 When required, a French Immersion Committee will be established to provide advice to the Senior Administration regarding the French Immersion program and accommodation issues. The French Immersion Committee shall consist of the following:

- 1 Supervisory Officer responsible for French Immersion
- 1 Elementary Principal/Vice-Principal of a French Immersion school
- 1 Secondary Principal/Vice-Principal of a French Immersion school
- 1 French Immersion Elementary teacher from each division (Primary, Junior and Intermediate)
- 1 Program Principal
- 1 FSL Program Coordinator

4.2 The Near North District School Board supports the enhancement of resources and technologies in French Immersion programs.

4.3 The Near North District School Board supports on-going French Immersion teacher professional development in student language acquisition, teaching methodology, and curriculum.

4.4 The Near North District School Board supports the development of a French language culture in all French Immersion schools.

5.0 Needs of Students:

5.1 Students requiring special education assistance shall receive support through the special education program.

- 5.2 Students with French competencies wishing to enter French Immersion at a time other than junior or senior kindergarten must consult with the school administration.

Effective instructional practices include the following:

- An action-oriented approach:

“Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target langue, the action-oriented approach requires students to perform a task in a wider social context.” (p. 31, Ontario curriculum policy document).

- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learner autonomy and metacognition are promoted.
- Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario curriculum.
- Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).
- Learners’ plurilingual and pluricultural competences are valued and developed.

6.0 District Marketing Strategies:

6.1 There will be an on-going marketing campaign to attract students to our Immersion programs. The Information Officer for our Board along with the FSL Coordinator and Program Principal responsible for French as a Second Language will take a lead in this campaign.

7.0 Teacher Qualifications

The additional qualification for French immersion programs is FSL Part 1 and a French competency evaluation scoring a minimum of B2.



ADMINISTRATIVE GUIDELINE

Title: French as a Second Language – Core French - Elementary

Effective Date: April 9, 2001

Responsibility: Superintendent of Program and Schools

Revised: April 1, 2022

1.0 Rationale

The Ministry of Education supports Core French instruction from grades 4-8 through funding and through the Ontario Curriculum for Core French Grades 4-8. There is no curriculum or funding provided by the Ontario Ministry of Education for Core French from grades K-3. According to the FSL Framework for French as a Second Language in Ontario schools, “students’ achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it” (p.9). Distributing the number of hours students study French over fewer years, supports intensity of instruction and learning experiences that permit a steady growth of knowledge and skills.

2.0 Program Delivery

In the elementary schools of the Near North District School Board, the French as a Second Language Core French program shall be delivered in accordance with the following model:

2.1 - 2022/23 school year

Grades 1-3: 60 minutes per five-day cycle (no French provided in split K/1 classes)

Grades 4-8: 150 minutes per five-day cycle

2.2 - 2023/24 school year

Grades 2-3: 60 minutes per five-day cycle (no French provided in split ½ classes)

Grades 4-8: 150 minutes per five-day cycle

2.3 - 2024/25 school year

Grade 3: 60 minutes per five-day cycle (no French provided in split 2/3 classes)

Grades 4-8: 150 minutes per five-day cycle

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

2.4 - **First year of new model:**

Grades 4-8: 200 minutes per five-day cycle

- **N.B. Split classes are a common occurrence in the Elementary panel. As the transition is made to the new delivery model, a split class will follow the implementation plan as listed above.**

3.0 Accumulated Hours

Annual hourly accumulation of French as a Second Language – Core French instruction, by year and grade:

The accumulated hours can be affected by split grades, but will not reduce the students' total hours to lower than the required amount as per Ministry Guidelines.

Grade placement in 2022-2023	Total accumulated hours by end of grade 8
SK	646 hours
1	794 hours
2	787 hours
3	781 hours
4	775 hours
5	743 hours
Grades 6-7-8 unaffected by new delivery model	

4.0 Program Content

The content is designed to meet all the expectations of the French as a Second Language Ontario Curriculum by the end of Grade 8. An important influence in providing French programming in Ontario schools has been the Common European Framework of Reference for Languages (CEFR). In Ontario, this reference tool is recognized as a significant asset for informing instruction and assessment practices in FSL education (*FSL Framework for French as a Second Language in Ontario Schools, p.4*).

5.0 Instructional Approaches

The Near North District School Board is committed to ensuring that Core French instruction is based on the most current and effective instructional practices, as outlined in the following documents: 1) Ontario curriculum document *French as a Second Language: Core French, grades 4 to 8; Extended French, grades 4 to 8; French Immersion, grades 1 to 8;* 2) *A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12*; and, 3) current research studies.

Effective instructional practices include the following:

An action-oriented approach:

- “Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; center on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centers on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.” (p. 31, Ontario curriculum policy document).

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learners' plurilingual and pluricultural competences are valued and developed.

6.0 Assessment and Evaluation Expectations

Following full implementation of the grade 4-8 delivery model in 2025/26: Grades 4-8 teachers report on all four strands for both Term 1 and Term 2 Report Cards.

Assessment for learning: Learner autonomy and metacognition are promoted. Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).

Assessment as learning: Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario French as a Second Language curriculum document and are based on "I can" statements embedded in the French curriculum to guide educators and students on proficiency levels.

Assessment of learning: Summative assessments are based on the knowledge, skills, concepts and processes from the French as a Second Language Ontario curriculum and are based on "I can" statements embedded in the French curriculum to guide educators and students on proficiency levels.

7.0 Teacher Qualifications

The additional qualification of French as a Second Language – Part 1 is the minimum qualification to teach French as a Second Language and preference will be given to candidates who earn a level B1 in NNDSB's French competency testing.

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Board Meeting March 22, 2022
Welcome	<p>As our students settle back in from March Break, we are looking forward to working in a less restrictive environment where staff and students can thrive with the recent provincial announcement that many COVID-19 restrictions are lifting across Ontario. Though there are questions and mixed feelings as we move to this next phase along the road to pandemic recovery, NNDSB remains firmly committed to prioritizing the health and safety of our learning and working environments. We will continue to work in close partnership with our local health unit to proactively respond to this ever-evolving situation accordingly.</p> <p>Since March 2020, our students, parents/guardians, staff, partners, and communities have endured the unpredictable and unthinkable. We reflect on the many successes and accomplishments of students and staff. Excellence in Teaching and Learning is one of the pillars of our MYSP, and we look forward to working towards this goal to create new opportunities and possibilities for our staff and students. Kudos to all staff, students, parents/guardians, and community partners who have stepped to the plate.</p>
COVID-19 Update	<p><u>Provincial COVID-19 Update</u> On March 9, Chief Medical Officer of Health Dr. Kieran Moore announced that as of March 21, mask and eye protection would no longer be required in schools and other indoor congregate areas, with a goal of lifting all COVID restrictions by April 27. Masks will still be provided for staff and students who choose to continue to wear them. The Minister of Education has clarified that this is a public health decision and that local public health units in consultation with the Chief Medical Officer of Health are entrusted with making these decisions, not school boards.</p> <p>NNDSB strives to communicate timely and accurate information through a multi-pronged communication protocol. The process speaks to the board's commitment to excellence in communication by meeting our goal of communicating in various modes. Further, it is recognized how this work also relates to our goal of promoting connections to foster respectful communication among students, families, staff and the broader community under the strategic commitment of excellence in relationships.</p>

Lifting of Health and Safety Measures in Schools

Following the announcement, the Ministry of Education issued additional items related to school settings. These included:

- Cohorting and distancing will no longer be required
- There are no longer any limitations for in-person graduations, proms, and assemblies
- Active daily screening of students and staff will no longer be required, however it is recommended that personal screening continues on a daily basis in accordance with the updates made to the provincial screening tool
- School boards are asked to accommodate requests for virtual school where possible
- HEPA filter and improved ventilation systems will continue to be installed
- Rapid Antigen Tests will continue to be provided to symptomatic students and staff who request them.

NNDSB follows the direction of the Ministry of Education, the Ministry of Health and the public health unit when devising COVID-19 plans.

Accordingly, NNDSB modified its contact management guidance to reflect:

- Asymptomatic individuals who are close contacts of a case or a symptomatic individual in the community are no longer required to isolate but must self-monitor for 10 days following their last exposure.
- During the self-monitoring period, close contacts must wear a well-fitted mask in all public settings and avoid activities where they need to take off their mask (for example, playing a wind instrument in music class or playing high-contact sports).
- Asymptomatic household contacts of a case or a symptomatic individual are also not required to isolate if they are 17 or younger and fully vaccinated; 18 and older and have already received their COVID-19 booster; or tested positive for COVID19 in the last 90 days and have completed their isolation period.
- Asymptomatic household contacts who are not required to isolate are also required to self-monitor for 10 days following last exposure, as outlined above.
- Asymptomatic children under five with positive household contacts are required to isolate for five days. The COVID-19 school and childcare screening tool has been updated to align with the recent changes made to federal travel requirements.

In addition to staying informed via the board’s website, information is also posted to the board’s social media channels on Facebook, Twitter and Instagram.

<p>Program Updates</p>	<p><u>Monthly Kudos Honourees: February honouree</u> The monthly kudos honourees are selected to align with members of our team that demonstrate teamwork, cooperation and flexibility in the workplace that embody our strategic commitments- excellence in teaching and learning, excellence in innovation, excellence in relationships, and excellence in communication contained in our MYSP. In February, the Director’s Office honoured the North Bay Board Office Receptionist, Jennifer Brisebois.</p> <p>Jennifer is often the first point of contact for our school community and continuously fields calls from parents, community members, and many others looking for answers. Her Kudos was intended to recognize her involvement in a special project within our I.T. department. Given the significant demands on the I.T. team over the last few years, the department had shifted focus away from tasks associated with maintaining inventory related to an asset management program. Jennifer was approached about her ability to input database information accumulated over the previous few years with a timeline of several months outlined to complete this work. Jennifer was enthusiastic about lending support to this project and was able to complete it within a matter of weeks. This cross-departmental collaboration and problem solving is a hallmark of our strategic commitment to excellence in relationships, and a shining example of our values in the delivery of excellent educational opportunities for all.</p> <p><u>Ongoing Indigenous Education opportunities</u> NNDSB remains thoroughly committed to answering the Truth and Reconciliation Commission’s calls to action by actioning Indigenous Education priorities and initiatives focused on equitable outcomes for learners. It is important that all students have diverse learning opportunities to gain understanding of First Nation, Métis and Inuit language, history, culture and perspectives.</p> <p>Annually, a board action plan is developed alongside the Indigenous Education Advisory Circle. Through this lens, we are able to target resources and support ways that promote student success, engagement and well-being.</p> <p>This year, in support of building this capacity for all staff, NNDSB has purchased a license for an unlimited number of learners to participate in 4 Seasons of Reconciliation. This program is designed to support cultural competency learning with online instruction delivery.</p> <p>This learning is meaningfully connected as we acknowledge our responsibilities to the TRC calls to action in education. We strive towards excellence in relationship building in recognition of our need to be</p>
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	<p>continuous learners alongside our community and partners in Indigenous Education.</p>
<p>Administrative Guidelines for consultation</p>	<p>Draft Administrative Guidelines (AG) are placed on the website for the public consultation phase. Feedback will be collected for 30 days.</p> <p>Currently, there are no AGs on the website for stakeholder input. Please continue to check back regularly.</p> <p>When documents are added for consultation, they are placed here: https://www.nearnorthschools.ca/board/administrative-guidelines/</p>
<p>Event Updates</p>	<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, in addition to those shared as part of other board communications. Meaningful ways individual schools have recognized each day are featured on school websites and included in the monthly Chair/ Director newsletter, Near North Matters.</p> <p><i>March 8 – International Women’s Day</i> This is a global day that recognizes and celebrates the women and girls who inspire us by demonstrating leadership in the choices they make in their day-to-day lives to contribute to the social, economic, cultural, and political spheres. It is also a time to raise awareness of the progress made towards achieving gender equality and acknowledging the work remaining to be done.</p> <p>In Canada, unlike in many other countries, girls are free to study and be leaders in the field they choose, care and provide for their family, express who they are, and fight for their beliefs. At NNDSB, we believe in gender equality and the empowerment of girls. No one should be treated differently, or subjected to unrealistic body standards, sexist jokes, shaming language, sexual harassment or gender stereotypes, just because they are a girl. We all have a role to play in ensuring that our schools remain welcoming and safe for women and girls, so that we all can excel at school.</p> <p><i>March 11 – National COVID Day of Observance</i> Staff and students across our board have adapted in ways that we did not think were possible. For many, teaching and learning changed drastically as we moved online. We all learned new protocols and precautions.</p> <p>We continue to see how the pandemic exacerbates inequities in marginalized communities. Great pain exists in Black, Indigenous and</p>

racialized communities. We are grieving over 12,000 Ontarians who have died of COVID-19, leaving loved ones behind. We have all missed holidays, birthdays, religious observances, funerals and anniversaries together. We have also seen incredible efforts to provide safe learning environments and front-line service. On this day, we reflect on the year and take a moment to heal. We will need this for inspiration and strength, as we rebuild the caring learning community we know and love.

March 21 – International Day for the Elimination of Racial Discrimination
This day symbolizes the recognition that every individual is born free and equal in dignity and rights. The theme for 2022 as outlined by the United Nations is “Voices for action against racism,” and uses #FightRacism to foster a global culture of tolerance, equality and anti-discrimination. The movement calls on each person to stand up against racial prejudice and intolerant attitudes. NNDSB is taking steps to fight racism in the classroom by providing students with rich educational opportunities, making discussions about race and equity a natural occurrence, and encouraging student voice.

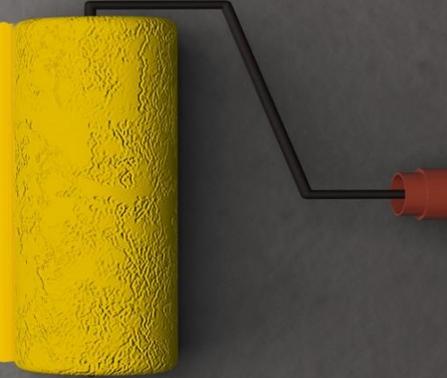
March 26 – Earth Hour
NNDSB encourages our community to take part in this year’s Earth Hour, set for Saturday, March 26th from 8:30 to 9:30 p.m. For one hour, families are invited to turn off their lights, wherever possible, to raise awareness of climate change and the actions we can all take to reduce our environmental footprint.



Near North
District School Board

Mid-Year

UPDATE



2021-22

MYSP Priorities



Excellence in Innovation

Engage in innovative future-oriented learning experiences that promote excellence in student achievement and well-being.

Excellence in Communication

Near North District School Board is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share accurate and reliable information and clarity of goals as we seek to attain the vision, mission and priorities that build stronger relationships. Excellence in communication practices throughout our organization are vital to the success of achieving our Mission.

Excellence in Relationships

Build positive relationships with all members of our education community to foster an engaged and inclusive board culture. Together, we model our stated values, we practice acknowledgement of others, and we continuously meet student needs. There is a definite relationship between a culture of caring and student achievement and well-being. Creating a culture of caring also involves a celebration of our successes.

Excellence in Teaching and Learning

Deliver a superior educational experience for all students. Providing educational pathways that promote student choice and meet all learner requirements (trades, employability, post-secondary education, and life skills).

The above priorities are expanded in the multi-year strategic plan to include specific directions in a 5 year mission. In the following document you will be provided brief examples of some of the critical actions taken to meet the Director's specific 2021-22 goals. The Director sets specific, measurable, attainable, actionable, realistic and time bound (SMART) goals for the current year. The current year goals support progress toward the overall 5 year MYSP goals as established in collaboration with the Board of Trustees. The March update provides summary indications as to how the Director has led the implementation and operationalisation of these goals from September 2021 through to March 2022.



Excellence in Innovation

21st Century Learning
Innovative programs
Innovative Partnerships

Director's 2021/22 Goals

- 1. Ensure appropriate information technologies and experiential learning opportunities are available for teachers and students to engage in 21st century learning including critical thinking, citizenship, communication, creativity, collaboration, and a growth mindset.**
 - Since September 1, 2021, our customer support team has setup, configured, and deployed 120 new devices for teachers new to our Tech4Teacher program or those who qualified for renewal.
 - The online professional learning portal (PLP) has been created to support teachers in virtual learning providing access to the latest teaching and learning news, instructional and assessment tools/resources, and technology enabled learning platforms. Professional learning supports include video tutorials, curriculum and assessment resources, and links to Ministry services, etc. The PLP has effectively consolidated historically disparate communication practices and processes and established a real-time communication platform. All staff have access to this platform.
 - At the secondary level, report cards have been completed in Edsby for several years however in the spring, reports were published directly in Edsby and digitally shared with students and parents through the Edsby platform. This successful initiative continues in 2021 and now consolidates all report card related tasks for staff in Edsby without needing to access additional applications.
 - Teachers have been encouraged to setup blended learning environments with their classes, leveraging a virtual platform while learning face-to-face with their students. Brightspace LMS is a valuable tool that supports a blended learning approach and offers many benefits including keeping parents informed, being able to organize learning resources, providing access to digital resources, access to assistive technology and various feedback opportunities. Our board has configured a unique setup that allows parents to access the Brightspace for Parents portal as well as content, news and calendar items posted in their child's classes. The same parent

account that was setup for Edsby can be used to login to the LMS.

- To support parents and guardians with increased engagement in their child's learning, Near North parent accounts continue to be promoted and configured across the board.
- The technology Department was successful in completing the first of planned new network infrastructure overhauls at Chippewa Secondary School over the past several weeks. Staff and Students at Chippewa are now benefitting from improved network speeds and reliability because of this work.
- The PSW program was sought after for 3 years. Upon the Director's request, research began in 2021. This interest sparked the Ministry of Education to offer NNDSB in October 2021 the opportunity to receive program funding with the stipulation that a program must begin by March of 2022. A high energy team was formed to grab this opportunity to support the community. After an intensive 4 months, the PSW program officially launched Feb 28, 2022. We are grateful to our partners in this innovative programming.
- NNDSB has signed an MOU in partnership with Northern Ontario Film Studios and Hideaway Pictures Inc. NNDSB will explore opportunities to create programming aimed at student experiential learning of the film industry and con ed programs leading to employment in the film industry in Northern Ontario.

2. Ensure strategic plans are established to continue or increase innovative teaching and learning programs.

- MYSP planning template process has begun with deep learning occurring in regard to the mindful examination of evidence to determine needs and set goals to ensure achievement and wellbeing and excellence in the 4 priorities.
- Based on the new planning and 6 week cycle update process, new virtual alignment reporting has been established to allow superintendents to update status on MYSP department goals and determine alignment within and across departments that can prompt collaborative discussion.

3. Seek opportunities to support innovation in the effectiveness and efficiency of all processes, departments, and partnerships.

- Supported by the Ministry of Education COVID Relief funding NNDSB has been able to meet the many demands of the continuation of virtual learning and perfect efficiencies in the provision of technology to students in the board.
- A fully digital registration process was launched in 2021-22. NNDSB's fully digital system eliminates the need for a visit to the school for registration. Parents and guardians are able to send digital copies of student identification.
- The SEA- it Special Education digital tracking system was implemented in the fall and all Differentiated Learning Resource Teachers have been trained on its use. All schools are now using this system to obtain, maintain and track Special Equipment Amount (SEA) devices for students digitally. This has resulted in a more efficient process to assign technology to appropriate students decreasing deployment time and creating a virtual inventory of SEA technology devices. As devices are assigned, this system automatically links the student to a request for LEARNstyle coaching which has made for a more expedient and effective start to service for students.

- In September 2021, working with the principal responsible for Safe Schools the SafeArrivals platform was implemented within many of our school offices. SafeArrivals automated the tasks of contacting parents and guardians when a student does not arrive at school as expected. SafeArrivals is intended to create efficiencies within the school office and for school office staff.
- The HR department has worked diligently to improve and or create new processes for assignment of teachers aligned with qualifications and Ministry directives, recruitment, investigation processes, performance reviews and the approval process for continuing education for teachers.
- HR and the newly established Leadership Development team have introduced behavioral based interviewing and competency assessment to ensure staff have a well-rounded multi-dimensional tool kit of skills and knowledge to contribute to our board.



“Ontario’s graduates are entering a world that is more competitive, globally connected, and technologically engaged than any other period in history. All around the world, various jurisdictions are exploring how to prepare their students to lead fulfilling lives, be productive citizens, and thrive in rapidly changing, global knowledge-based economies that are driven by technology.”

“Increasingly, global competencies (e.g., transferrable skills), are being recognized by researchers and employers as essential for student success in an interconnected world. The term “global competencies” encompasses knowledge, skills and attitudes/values.

“The need to develop global competencies has always been at the core of learning and innovation. What’s new in the 21st century is the call for education systems to explicitly emphasize and integrate competencies in teaching and assessment practices.”

Ministry of Education



Excellence in Communication

Protocols

Multiple Updates and Modes of Delivery

Proactive Communication

Saturation of the MYSP

Communication Guidelines in the works

Director's 2021/22 Goals

1. Provide a Director's Annual report to the Board and the Ministry of Education, in accordance with the Director's responsibility to the Ministry of Education, monthly Director report to board.

- The 2019-2020 [Director's Annual report](#) was presented December 15, 2020. It highlights the breadth and scope of programming and system initiatives NNDSB has accomplished over the last year. This report is especially meaningful as it outlines the progress made in achieving the strategic pathways in the current multi-year strategic plan. Key areas of achievement are noted to be increased experiential learning, a more inclusive environment for all students, enhanced communication practices, and overall accountability.
- In addition, the Year in Review was provided in January, 2022 to provide an overview of our 5 core operational foci: Governance, Leadership, Human Resources, Financial Accountability and Public Confidence.

2. Ensure that open, transparent, timely, consistent, and accurate internal and external communications are in place and multiple updates occur in multiple modes of delivery.

- Improvements that have occurred since January 2020 include but are not limited to:
 - online advertising – supplementing radio and print ads with digital advertising to maximize distribution
 - Regular Board Highlights and updates
 - launch of [Student Voice](#), a page on the website featuring content created by students
 - enhanced social media presence on board and school social media accounts
 - improved media relations tracking
 - [In the Works](#) feature that shines a spotlight on different staff groups in the organization
 - increased number of proactive communications with families and media
 - staff handbook created to assist with communications issues
 - calendar created to help communications team better support staff for recurring events
 - implementation of social media terms of use guidelines, infographics, and administrative guidelines for social media

- The **website** is a key tool for the communications team, and they remain diligent that the homepage remains uncluttered, that the site is easy to navigate, and that information is as up-to-date as possible. To drive traffic to the website, the team is intentionally hyperlinking as much content as possible in all communications (Letters to Families, media releases, Board Highlights, etc.) The goal is that readers will not only click on the link, but that they will navigate around the site and learn more by surfing nearnorthschools.ca.
- Using analytics (social media and web) to assist in evidence-based decision making we can determine statistics i.e., since September, the board website has had a 48.3 per cent increase in users (a user is a visitor to the site) and that the number of sessions has also increased 34.7 per cent to 1.1 million. The bounce rate has decreased which is an indicator of user engagement; a bounce means the person only visited one page then left the site. NNDSB's site saw almost five per cent fewer bounces after only viewing one page, which typically indicates there is content that interests the visitor. The session duration, which is the amount of time a visitor spent on the site increased 14.3 per cent.
- Beginning in September, monthly letters to families have been delivered in various ways. The monthly round-up type letter alleviates the need for multiple emails to families (and other stakeholders who are in the protocol). The hope is that rather than seeing multiple letters as spam, recipients will take the time to read one monthly letter. This is also a great way to keep the internal lines of communication open; the monthly reach out by the communications team seeking content means that various staff follow up, providing not only content for the letter, but information about board events and activities.
- To ensure advertising reaches as many people as possible in as many ways as possible, in addition to radio and print ads, NNDSB has purchased online ad space local news sites and will be buying program-related ads on Facebook. More people are accessing their news digitally, online campaigns allow for measurement, as we will be able to track how many people clicked the links from local news sites to come to the board's website.

3. Establish communication protocols that ensure professional and clear communication practices.

- Building upon the previously established administrative guideline, a clear communication protocol has been articulated to ensure that all stakeholders receive consistent, clear, timely and accurate messages and answers from relevant and appropriate staff.
- NNDSB is committed to providing our staff and students with a safe and secure online experience. The creation and implementation of cybersecurity policies, and staff awareness and training are critical to ensure our online experience is secured. Over the last six months the technology department has worked with all employee groups to train staff and implement multi factor authentication which is one of the most critical ways to secure access to NNDSB platforms.

4. Efforts are made to ensure saturation of the MYSP throughout the system

- The MYSP was introduced at the principal's two-day leadership meeting in August 2021 with the expectation that all principals would introduce the MYSP to staff at each school during the first three days of September.
- The MYSP introductory video has been posted on the website and on the staff portal for viewing
- Alignment to the four priorities of the MYSP are referred to in all communications that describe NNDSB initiatives.
- Planning processes which began in September 2021, BIPSAWB, SIPSAWB, DIPSAWB are aligned to MYSP priorities and goals.
- All reports to board, reports to exec, requests for funds, and plans refer to alignment to MYSP priorities.



Excellence in Relationships

Director's 2021/22 Goals

Human Rights, Equity, and Inclusion

Continuing to build trust with stakeholders through transparent communication

Building new and sustaining existing partnerships

Director's 2021-22 Goals

1. Continue to build trust with stakeholders through collaboration in Human Rights, Equity, and Inclusion

- Of key importance this year is working with Indigenous partners in reconciliation, the calls to action, and Indigenous pathways. We can do better at building Indigenous pathways that honour communities and their youth.
 - positive momentum with partners in FNAC and the Equity Circle,
 - local Indigenous communities have consulted on the new build in Parry Sound,
 - new Indigenous student trustee provides a valued Indigenous student perspective. We will continue to learn from student voice.
 - NNDSB's Indigenous Education Board Action Plan (BAP) targets resources and programming and ensures accountability for Indigenous education funding that is meant to support Indigenous student learning, engagement, achievement and well-being under these four pillars: supporting students; supporting educators; engagement and awareness building; using data to support student achievement.
- In our continued work with the Equity Secretariat and demographic data, NNDSB staff worked with secondary administrator teams alongside equity school leads to use demographic data to support equity. Over multiple working sessions, secondary school based teams began to investigate disaggregated data sets aligned with other data sources to help identify potential barriers that predict success or failure and begin to actively disrupt them.
- PD has been provided for educators, support staff, and administrators from K-12 to build understanding of oppression, discrimination, and the development of cultural competence that will allow people to engage in critical self-reflection of bias, power, and privilege.

- The board's executive team was invited to participate in the Intensive Program in Human Rights for School Board Leaders offered through Osgood Professional Development. The session provided a foundational understanding of human rights standards and equity relevant to Ontario's publicly-funded school boards, and principles of the province's Human Rights Codes, with a focus on addressing systemic inequality.

2. Continue to build trust with staff in building a culture of professionalism

- Building trust with staff includes setting a climate of positivity, productivity, and professionalism. This starts with reinforcing the use of appropriate mechanisms for communication, leaders continue to reinforce communication protocols staff comfort with the communication system continues to grow. Communication clarity and consistency has improved. This has resulted in a reduction in the number of mixed messages to the system.
- Increased communication to staff as indicated in the communication section is aimed at:
 - increasing transparency where staff are informed before the public in as many instances as possible of news that is relevant to NNDSB and the community
 - creating staff awareness of system wide initiatives and organizational matters, through the Director's monthly newsletter
 - encouraging central staff to distribute monthly newsletters to inform staff of system news, i.e., safe schools' newsletter
- September marked the launch of succession planning to develop leadership through the newly introduced online modules for leadership learning and the building of a professional portfolio. The Leadership Framework is based on mentorship and is available to all staff.

3. Continuing to build trust to ensure the sustainment and building of community partnerships is an ongoing focus.

- In partnerships with Continuing Education School Board Administrators Association (CESBA) and long-term Care providers in North Bay, Parry Sound, Mattawa, and Sturgeon Falls, NNDSB has developed the innovative PSW program which allows learners to experience a living classroom in real time with 95% employment rate post-graduation.
- After months of negotiations and planning NNDSB signed an MOU in partnership with Northern Ontario Film Studios and Hideaway Pictures Inc. on Mar 1, 2022. Within the partnership we will explore opportunities to create programming aimed at student experiential learning and continuing education programs which can lead to employment in the film industry in Northern Ontario.
- NNDSB continues to investigate the potential for a hockey school program. There are many details to work out including homestay coordination and equitable opportunities for all students.
- We are currently investigating various international school opportunities whereby NNDSB can potentially host students from around the globe.
- Strengthening inter and intradepartmental relationships and communications. Board departments have been meeting on a regular basis since Jan 2020. Beginning in September, board teams have been engaging in the MYSP DIPSABW planning process. Departments are meeting to ensure alignment and improvement in efficiencies across the system.



Excellence in Teaching and Learning

Data driven

Equitable opportunities to learn and equitable outcomes for all students
Strategic planning in core learning and student achievement and well-being in all schools

It is important to acknowledge the constraints placed upon the system by a COVID -19 world. Reengagement and learning retention and staff and student wellbeing is paramount to the priority of excellence in teaching and learning. It is paramount to honour the ebb and flow, shifts and sudden changes that have affected society as a whole. NNDSB acknowledges the need for a flexible teaching and learning environment commensurate with staff and student need.

We ask ourselves; "what does achievement mean for ALL learners?"

Director's 2021/22 Goals

1. Ensure the introduction of diagnostics and data driven decision making in the interest of equitable opportunities to learn and equitable outcomes for all students.

- In December 2021, all NNDSB elementary school principals were asked to complete a survey to support data collection around Social Emotional Learning (SEL) program implementation in our schools. Responses assisted with planning around training and resource needs to support educators and their students. In January 2022, resources such as MindUp, Zones of Regulation, and Kids Have Stress Too were ordered for distribution to schools that requested them. Additional training will take place on the April 29th PD Day.
- Baseline data reveals the expected gaps due to COVID disruptions. In grade 1-3 reading and writing, Acadience Reading was introduced. Acadience Reading helps makes it easier to detect K-6 students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties. In addition, NNDSB is piloting Acadience Reading 7 & 8 universal screener. Acadience Reading assessments were distributed system-wide ensuring that all schools had access to this screener for their K-8 students.

- The extensive number sense interviews and question banks developed by the mathematics team for grades K-9 mathematics and housed on the staff share-point were revised again in Sept 2021. The interviews provide diagnostic data upon which to assess student progress throughout the year.

2. Ensure the introduction of strategic plans for literacy, numeracy, and well-being in all schools in the interest of reengagement and retention of learning, leading to student achievement.

- In the interest of universal design, to address immediate gaps indicated above in the data goal, NNDSB has introduced a transition of Flyleaf (*authentic decodable books and comprehensive, evidence-based foundational skills reading instruction for pre-K through grade 3*) from student specific intervention to all students in every classroom. Professional learning opportunities and support has been provided directly to school teams and to individual educators.
- NNDSB has purchased 500 Power up Literacy licences to support school teams in meeting the needs of grade 7 & 8 students who may benefit from additional, targeted literacy learning opportunities. Licenses have been proportionally distributed to schools to support equitable student access.
- The 2021-26 BIPSAWB, SIPSAWB and DIPSAWB plans have been strategically redesigned to support schools in setting goals aligned to the MYSP strategic priorities in the service of student achievement and wellbeing.
- The revolution of virtual learning, octomesters and COVID restrictions in schools informed this goal. The requirement to create strategic plans for literacy, numeracy and wellbeing was introduced at the leadership meeting in August and reinforced in SIPSAWB planning in September. In April 2022, principals will build their plans based on evidence gathered post gap closing efforts.
- In September 2021 staff were introduced to a new tool to promote positive school climate, equity, and student well-being. The *resiliency tool in the NNDSB SharePoint* provides the platform for school teams to complete the School Mental Health Ontario's Reflection Tool. This tool, which supports schools in identifying areas of strength and growth, examines five domains related to mental well-being, promotion of diversity, implementation of social emotional learning strategies, and community partnerships. We know that when students feel mentally and emotionally supported, and are learning in safe, inclusive and welcoming spaces, their academic performance and output improves. With this in mind, school leaders have been working with the reflection tool data to create goals for school improvement planning under the pillars of equity and well-being.
- The Safe Schools Team continues to foster positive, preventative strategies that promote the three domains found in the Safe Schools Framework: Citizenship and Community; Conflict Resolution; and Bullying Awareness. Thanks to an ongoing partnership with the Canadian Centre for Child Protection (C3P), staff, students and parents are benefiting from resources, lessons and presentations that aim to keep kids safe online. Over 75 parents learned the importance of speaking to their children about online content, contact and conduct during a November 2021 presentation. In a January 2022 presentation, over 200 staff learned about emerging online trends and the preventative actions they can take to support healthy student choices. The Keeping Students Safe Policy (PPM 166) makes it mandatory for all school boards in Ontario to create anti-sex trafficking protocols. NNDSB is thankful to C3P for their contributions to our new Anti-Sex Trafficking Administrative Guideline and for the multitude of student, staff and parent resources that they provide to our communities.
- Currently system staff are deepening their understanding of the importance of strategic planning. This will facilitate collaboration with school leaders in the development of the SIPSAWB,

Operational Approach:

Governance and School Board Operations

Director's 2021/22 Goals

1. Review the governance model

- NNDSB has been operating under the auspices of the approved bylaws since the approval of the Governance Manual in June 2020. Appropriate governance and information exchanges between the Board of Trustees and its committees is now routine. Review is ongoing. One example of the need for continual review can be found in the Extraordinary Circumstances bylaw. Governing during a pandemic has highlighted a need to respond quickly and innovatively in many situations. In order to respond to urgent and priority matters, the Board developed a bylaw with protocol for extraordinary circumstances. NNDSB's Extraordinary Circumstances bylaw is based on similar tools used by higher education institutions, municipal governments, and fellow DSBs. BL-122 was approved in September 2021, and is viewable as part of the updated Governance Manual on the board's website, [found here](#).

2. Ensure the launch and begin systemic saturation of the strategic priorities of the MYSP for staff

- Saturation began with multiple updates in 2020/21,
- Staff were invited to public information sessions.
- Launch of the plan at August principal's meeting.
- Follow up for all staff during September professional development days.
- Loaded the MYSP presentation on the Safe Schools Platform- Principals/managers to ask any staff who has missed it to view on the platform.
- MYSP priorities are stressed in all initiatives, planning and reports. Links are made to how key initiatives align with the MYSP.

3. Ensure that departments begin to review procedures and protocols i.e., admin guidelines to remain current.

- In September, NNDSB staff received the Board's expressed consent to move all administrative guidelines to public consultation once approval has been provided by executive council. This process expedites the consultation process while upholding the integrity and intent of the Board's governance policies.

4. Ensure the launch of succession planning for leadership development

- Building leadership capacity began in 2020/21 with in a new comprehensive succession planning framework and the creation of independent learning modules. In September 2021 the learning modules were launched for access by all staff. This was followed by the commencement of a leadership development team who have



been meeting monthly to refine the leadership pool interview process, review leadership administrative guidelines, build a mentorship framework, monitor online learning, and create face to face learning for delivery in 2022 post COVID restrictions.

5. Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes

- Throughout 2021, five committees brought forward their Terms of Reference for review and approval by the Board. This is expected to be a renewed area of focus for 2022, with the addition of new committees and cessation of those committees whose mandates have been fulfilled.

Human Resource Management

Director's 2021/22 Goals

1. Ensure that HR Management reviews:

policies and procedures
HR functions and required priorities,
alignment with the MYSP directions
roles and responsibilities of staff to support the key functions, activities, and practices of HR

- HR review began in September 2021 and is ongoing. In November 2021, HR management was provided training regarding strategic plans aligned to the MYSP. Roles and responsibilities have been adjusted.
- The HR department has begun a sweep of current data and is in the process of securing data accuracy and improved data processes for NTIP, ONsys, CUPE benefits eligibility, GL codes and school staffing.

2. Ensure an annual departmental plan is developed following the MYSP planning templates and "6-week cycle logic model" in place.

- Senior staff are currently working with all managers to support understanding of the planning process in order to complete mindful goals in alignment with the Multi Year Strategic Plan.

3. Seek opportunities to support continual improvement in the effectiveness and efficiency of all processes.

- The HR Manager has been working with the leadership development team to refine processes in the pre-screen interview and position interview process for principal pool and principal placement. Next steps are to refine vice principal pool and placement procedures.
- Working with Human Resources the Technology Department set up and configured the Thrive APP (online Covid 19 testing platform). These same regulations also required us to build an automated workflow to track and record vaccination attestations. Our successful employment of this tool led to Ministry recognition and a request to support the Northwest Territories in implementation of the App.

A close-up photograph of a bright yellow alarm clock with a white face and black numbers. The clock is set against a textured, knitted yellow background. The image is partially cut off on the right side, where the text of the document begins.

Financial and Facilities Management

Director's 2021/22 Goals

- 1. Ensure that Finance completes and presents the annual budget to the Board of Trustees**
 - Near North District School Board presented a compliant budget for the 2020-2021 school year. The 2020-21 operating budget projected total revenue of \$160,649,526 and total expenditures of \$160,572,833
- 2. Ensure the SBO and Finance Management Review:**
 - Established Finance procedures such as the new manual support the key finance functions, and business priorities including facilities management. Review is ongoing.
 - Finance department support of the overall goals, priorities and accountability measures established by the school board in the MYSP
- 3. Monitor reorganizational shifts in Finance and Facilities to ensure they improve efficiency and effectiveness of the departmental structure.**
 - Shifts and changes include reorganization of tasks within departments which have personnel shifts, clear job descriptions and workflow efficiencies which will be monitored over time. Several of the changes made in the reorganization affected the processes of the staff in Finance and Facilities. The shifts will be monitored to ensure positive results.
- 4. Seek opportunities to support continual improvement in the effectiveness and efficiency of all processes.**
 - Consultant Lygia Dallip's preliminary report and amalgamation proposal was submitted to the Ministry of Education in the fall of 2021. The preliminary proposal was rejected by MOE January 31st, 2022. Using what they had learned from the previous process, the North Bay Facilities team worked diligently to revise the North Bay Facilities Plan which was submitted on time within a new truncated proposal deadline of Feb 25, 2022.
 - The Finance department has worked to transition a number of wire payments for benefit plans to EFTs. This involved working with the various benefit payment recipients to complete the change. This promotes cross-training and accessibility for others in the department to complete tasks and duties in the absence of co-workers.
 - The Transportation Consortium payments were transitioned from direct deposit to EFT and the implementation of using a purchase order for this process. Again, this enhances the ability for continued operations in the absence of specific individuals and ensures the Administrative Guidelines of the Board are being followed (i.e., approval authority).

Title:	Ferris Glen Public School – HVAC Upgrade Tender Award
Contact:	Seija Van Haesendonck, Superintendent of Business
Date Submitted:	March 22, 2022
Mandate	MYSP – Excellence in Relationships <i>Enhance the safety and well-being of students and staff.</i>
Background	<p>Near North DSB received approval of \$726,000 in federal funding as part of the COVID-19 Resilience Infrastructure Stream (CVRIS), to support upgrades to the HVAC equipment at Ferris Glen Public School. Specifically, the funding was applied for in order to purchase and install fourteen (14) vertical indoor classroom ERV units and roof top air handler unit installation.</p> <p>A request for proposal was issued with a closing date of January 26, 2022. Two proposals were received, with the lowest tender price received from Kenalex Construction Company Limited at \$1,096,700.00 plus HST.</p> <p>The lowest proposal price exceeds the funding by approximately \$394,000 (including non-rebatable HST), and there will be additional engineering fees as well, with an estimated final cost of \$1,205,000.</p> <p>On February 15, 2022, Trustees approved the use of School Condition Improvement funding to support any funding deficits related to the CVRIS HVAC projects. The Ferris Glen PS HVAC project was identified on the list of approved projects, so SCI funding will be used to fund the remaining portion of the project.</p>
Recommendation	That Near North District School Board awards tender NNDSB 2022-005, HVAC Upgrades, Ferris Glen Public School to Kenalex Construction Ltd. in the amount of \$1,096,700 plus HST.

Jay Aspin, Chair

Craig Myles, Director of Education

Multi-Year Strategic Plan Committee

Thursday, February 24, 2022

Virtual meeting conducted over Zoom
videoconference

Committee Members Present

Bill Steer, Committee Chair

Craig Myles, Director of Education

Jay Aspin, Board Chair

Liana Blaskievich, Officer Corporate Affairs

Regrets:

Rob Learn, Trustee

Recording Secretary:

Krista Messenger, Executive Assistant

1.0 Call to Order

Committee Chair Steer called the meeting to order at 1:05 PM. Attendance was called to note the meeting has quorum.

1.1 Adoption of the Agenda

Review of the agenda contained in the meeting package. No amendments to note.

Moved by Board Chair Aspin and seconded by Director Myles that the agenda for the Multi-Year Strategic Plan Committee is approved as presented. - **CARRIED**

2.0 Approval of Minutes

2.1 MYSP Committee minutes- February 2, 2022

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

Moved by Board Chair Aspin and seconded by Director Myles that the Committee approves the Multi-Year Strategic Plan Committee minutes as presented for the meeting held on February 2, 2022. - **CARRIED**

3.0 Business Arising

3.1 MYSP Metrics Discussion

Recall at the previous meeting, the Committee agreed to develop metrics that would align to the strategic pillars of the MYSP to inform the board's progress on the goals

identified across each pillar. Committee Chair Steer called attention to the document shared as part of the agenda package. Director Myles was invited to speak to this item. Highlights noted as:

- Enthusiasm expressed for the momentum of this item. Outside of committee meetings, the Director and the Officer of Corporate Affairs are investing much time and focus into the work of the MYSP.
- In reference to the document, next steps will include designing the survey and distributing it for review following the committee's review and approval.
- L. Blaskievich noted she would be pleased to answer any questions about the material. The floor was opened for comments:
 - Board Chair Aspin noted he was pleased to see the metrics aligned closely to the MYSP goals, as measurement of this will be key to understanding impact. Note that the survey questions will need to be tailored slightly for individual stakeholder groups need to avoid biased results.
- Committee Chair Steer suggested the survey be mandatory for staff in order to increase the rate of return for this stakeholder group. Agreement that some questions will be more applicable to different audiences.
 - Chair Aspin noted that in his experience surveying staff in other fields, a 70% response rate was the benchmark when a survey was deemed mandatory.
- Consensus from the committee that anonymous responses will not be accepted to avoid data skew.
- Point raised that the survey medium can be adapted depending on the stakeholder group. For example- it may yield a higher response rate if paper copies were provided to students, with time allotted during the school day to complete it, whereas an electronic invitation may be more suited to seeking input from community partners.
- A consistent approach would be needed in terms of the questions, and a caution was shared on "survey exhaustion" given the number of requests shared with students recently.
- Board Chair Aspin noted the data would be most valuable when there are common elements and the ability to dig deeper with more specifics by audience or topic.
- Point raised to note the importance of emphasizing this survey will provide "progress metrics" as the baseline data was gathered by Nanos Research and Ramsey Partners as part of their work with NNDSB that lead to the creation of the MYSP. Further discussion to clarify it is best described as "baseline measurement following the implementation of the MYSP".
 - Director Myles noted that data always represents a specific point in time. Example cited regarding some recent website analytics that showed a 48% increase in traffic on the NNDSB website. This is significant progress, but there would be many reasons behind this that would be helpful to understand to properly interpret this information.
- With consensus from the committee for the survey questions, Director Myles noted he will develop a timeline that articulates the feedback shared and target having the survey out to the system within the very near future.

4.0 New Business

4.1 Communication to the Board

Committee Chair Steer canvassed members to determine if the survey questions should be brought forward to the Board for approval or as an information item. Point raised that this direction would be within the scope of the committee, so it would be reasonable to present the survey questions to the Board as part of a report for information, noting that the Board was apprised of this intention as part of the report presented February.

It is noted that the Director and Officer of Corporate Affairs will develop a report to outline the deliverables and specific timelines to share with the committee. This could be accomplished in the week ahead and a committee meeting booked for the week following this to confirm and approved this for distribution.

Committee Chair Steer suggested having a media release prepared. He would be pleased to include a quote as the Committee Chair about this survey being part of the Board's ongoing data collection strategy. It would also be meaningful to have a quote included from the Board Chair to speak to the historical significance and positive momentum of this work. Staff to follow-up and prepare a draft release as requested.

4.2 Timeline/ Next Steps

It is noted this was discussed as part of the other agenda items.

5.0 Next Meeting Date

As discussed, the next meeting date of the Multi-Year Strategic Planning Committee will be scheduled in two weeks.

6.0 Adjournment

There being no further business to discuss, on February 24, 2022, the Multi-Year Strategic Plan Committee stands adjourned, moved by Board Chair Aspin, and seconded by L. Blaskievich.

Minutes: WS/km.

BOARD REPORT

Title:	MYSP Committee Update
Contact:	Trustee Steer, Committee Chair
Date Submitted:	March 22, 2022
Mandate:	Support the Board of Trustees to maintain momentum regarding the implementation and assessment of the strategic directions within the 2021-2026 Multi-Year Strategic Plan.
Background	<p>At the Board of Trustees meeting in February, the MYSP Committee provided an update on their ongoing work regarding the evaluation of the Multi-Year Strategic Plan, with a note that the next step would be to assess the plan's effectiveness with the development of metrics.</p> <p>Since that time, the MYSP committee has continued to meet and has developed metrics to measure the goals defined under each of the four pillars of the MYSP (excellence in teaching and learning, excellence in innovation, excellence in relationships and excellence in communication).</p> <p>As a next step, a survey has been developed and the committee is seeking responses to measure the implementation status of the 2021- 2026 MYSP.</p>
Timeline	<p>It is noted that the survey was launched on Friday, March 11, 2022 and will remain open until April 15, 2022.</p> <p>In addition to the Trustee Update, a media release was shared through the board's communication protocol to invite all stakeholders to provide input. An internal communication plan has been developed to ensure staff have ample opportunity to complete the survey. The importance of providing this feedback will be reiterated by leaders in our system to ensure their direct reports understand the importance and value of their feedback. Likewise, NNDSB has extended the reach of the media release by sending additional invitations to key community partners across the districts.</p>
Next Steps	Following the closure of the survey, the MYSP Committee will meet to review the data. The key findings, trends and information provided from stakeholders be reviewed to establish metrics in preparation for providing a report to the Board. It is anticipated that this report will be presented at the May meeting.
Recommendations:	That the Board receives the update from the MYSP Committee with thanks.

Land Acknowledgement by SO Graves

1. Call to Order – 1:04 pm

2. Attendance via Zoom online meeting platform

Albina Lavictoire (Chair)	Chris Guillemette
Alan Bottomley	Susan Wilson
Kimberley Gignac	Candy St. Onge
Tim Graves	
Laura Hansman	
Lisa Paradis	
Louise Sargent	

Guests: Carole Couillards

Regrets: Nichole King, Karen Gratton-Miscio

3. Approval of Agenda:

February 17th, 2022

Moved – Chris Guillemette

Seconded – Louise Sargent

Carried. No Conflict of interest

4. Approval of Minutes:

January 20th, 2022

Moved – Chris Guillemette

Seconded - Candy St. Onge

SEA-it Presentation

- Lisa Paradis, Special Education Coordinator for the East/West and Kim Gignac, Special Education Coordinator for the North presented to the group on the SEA-it system software.
- The Board has recently purchased an electronic claims system that Learnstyle developed in support of handling SEA claims.
- Tracking of equipment prior to this was very time consuming and inefficient.
- The software allows staff to manage all aspects of the application process and connect directly with the referral source.
- This software meets all Ministry criteria for the SEA process.
- It digitizes the process and allows for live communication to everyone involved in the process including I.T. matters and receipt of devices.
- This software is tied to our student information system which allows for faster turnaround time and less paperwork.

- Lisa and Kim took the group through an example online.
- The software will also help support the repurpose of inventory as it tracks what is in storage. This will allow for more clearer fiscal decisions with easier access to inventory storage.
- The parent/guardian consent form and IEP is uploaded to the software to complete the application package.
- There are still wait times for customized equipment.
- This software also builds the ministry required report, streamlining this process, and reducing many additional staff work hours.
- The last few years have really highlighted the need for a comprehensive and live system to track our technology especially in times of virtual learning.

Business arising from the minutes

- The SEAC update at the last Board meeting informed trustees that SEAC has already written a letter in support of Bill 172 and that the committee is not intent on taking a position on mandatory school vaccinations.

Standing items

Correspondence received

Waterloo Region DSB SEAC committee – Support Bill 172

Renfrew County Catholic DSB – Online Learning Supports

- Prior to the pandemic all secondary students were required to engage in e learning.
- Materials created by school boards would meet all accessibility standards, however there are a variety of places courses could be offered that may not meet these standards.
- The group discussed a letter of support and agreed to move forward with this. Chair Lavictoire will work with Superintendent Graves and Principal Wilson on the wording of this letter for review at the March meeting.

Planning and accommodation updates – Trustees

- Both WJ Fricker and Parry Sound builds are on schedule. More updates to follow.

Ministry updates

- The Board receives differing communication from other institutions which means the COVID re-opening plan will look different for schools. We have been able to return to the semester system which will provide more stability for our system classes.
- PPM 166 – This requires all school Boards to have a guideline in place on anti sex trafficking protocols and keeping students safe. All new/revised administrative guidelines are available on the website for a 30-day consultation period. The Board's anti sex trafficking guideline has followed this process and is now available on the Board's website. This guideline provides support for all students and staff. Training is mandatory for all OTC teachers.
- PPM 167 – ongoing e learning for secondary students; not to be confused with COVID response, virtual learning, or snow days. This is not new as prior to the pandemic a requirement for secondary graduation is two e learning credits. The update to this is now all students can apply for an exemption (also principals can apply on behalf of students). Students can take an e learning course in another

school Board or private school anywhere in the province. This graduation requirement also applies to adult continuing education. Any student engaged in virtual learning last year can have this count towards one of these e learning credits. Boards have been directed to develop a policy on this so families understand how to engage in course selection and ask for exemptions. The program team is currently working on this admin guideline and communication will be circulated to the committee when it is ready for the 30-day consultation.

- Currently three administrative guidelines concerning French programs are available online for consultation.

Special Education Budget

- Superintendent Van Haesendonck will be invited to the next meeting to give an update on the budget process and planning.

Board Report

- Trustee Sargent discussed the OPSBA one day virtual symposium. The focus this year was on COVID and equity. A memorable quote from the day was "Equality is giving everyone a pair of shoes. Equity is giving everyone a pair of shoes that fit." Author unknown.
- Trustees are in support of Zoom meetings continuing for OPSBA provincial meetings. They are conscious of climate change and the effect of travel. This also allows easier access for more participants.
- Trustee Bottomley encourages everyone to get involved in climate change and work on reducing their own carbon footprint.

Special Education Report

- Principal Wilson discussed the difficulties in recruiting staff this year and the number of postings that have gone out. It has been a struggle to recruit and retain staff this year.

SEAC Chair Report

- Thanks goes out to schools and communities for all their support for our students.
- Accommodations and needs are being met so our students can be successful.

New Business

- Chair Lavictoire relayed there has been staffing changes and she is back teaching in the classroom. She will not continue as Nipissing First Nation's representative however will apply for the community rep position. A letter has been written in support of this from Nipissing First Nation along with a second letter recommending a new SEAC rep and alternate. These letters will be submitted to the Director for recommendation to the Trustees.
- Any agenda items can be sent to Krista Holmes and cc'd to Chair Lavictoire. Additional items can be circulated to the group outside of the meeting package. Agency updates will now be a standing item on the agenda.
- Chris spoke to the group about Community Living North Bay, spread the word annual campaign on March 2nd. Packages have circulated out and schools are encouraged to send in nominations for the champion of change award. People are encouraged to go to the website: respectnorthbay.ca and pledge to use respectful language. This builds towards a positive change and an inclusive future for all.

Items for next Agenda

Next meeting date: March 24, 2022

Adjourned: 2:23 pm

Moved: Alan Bottomley

Seconded: Chris Guillemette

Unofficial

Title:	Special Education Advisory Committee Update
Contact:	Tim Graves, Superintendent of Education
Date Submitted:	March 11, 2022
Mandate:	<p>MSYP linkages: Vision: We strive to ensure all members of our educational community contribute to a thriving and inclusive culture of student achievement and well-being.</p> <p>NNDSB continues to collaborate with community partners across a wide range of service mandates to support our students and their families.</p>
Background:	<p>Regulation 494/97 Requires district school boards to establish and appoint member to the Special Education Advisory Committee (SEAC). The NNDSB SEAC is pleased to have the opportunity to add additional members to the committee in accordance with the regulation and the NNDSB SEAC terms of reference.</p> <p>SEAC Membership Current SEAC chair, Albina Lavictoire, has recently changed roles within her organization and as such is no longer the representative for Nipissing First Nation. Her ongoing contributions and leadership to the SEAC committee have been greatly valued by the committee. As per the SEAC terms of reference, Mrs. Lavictoire has submitted a letter to SO Graves expressing her interest in being appointed to the vacant position of community and thereby continuing on as chair of SEAC.</p> <p>Nipissing First Nation has also submitted a letter requesting that Caroline Labrecque be appointed as SEAC rep for Nipissing First nation and that Carole Couillard be appointed alternate.</p>
Recommendation:	<ol style="list-style-type: none"> 1. That the NNDSB Board of Trustees appoint the position of community representative on SEAC. 2. That the NNDSB Board of Trustees appoint Caroline Labrecque as SEAC rep for Nipissing First nation and that Carole Couillard be appointed alternate.

Jay Aspin, Chair

Craig Myles, Director of Education

North Bay Facilities Study Committee

Friday, February 25, 2022
Head Office of the Near North District School Board
963 Airport Road, North Bay, ON

Committee Members Present

Bill Steer, Trustee
Craig Myles, Director of Education
Gay Smylie, Committee Chair
Jay Aspin, Board Chair
Liana Blaskievich, Officer Corporate Affairs
Seija Van Haesendonck, SBO

Committee Regrets:

Marianne Speirs, Capital Projects Manager

Minutes:

Krista Messenger, Executive Assistant

1.0 Call to Order

1.1 Attendance

Committee Chair Smylie called the meeting to order at 9:03 AM. Attendance was called to confirm the meeting has quorum.

2.0 Approval of the Agenda

Committee members referred to the agenda. With no additions noted, the agenda is approved as presented.

Moved by L. Blaskievich and seconded by J. Aspin that the agenda for the February 25, 2022, meeting of the North Bay Facilities Study Committee be approved as presented.
- CARRIED.

3.0 New Business

3.1 Committee Chair establishment

Committee Chair Smylie reiterated the value of establishing this role annually as a critical piece of the Board's commitment to good governance and in keeping with the direction provided to committees by the Board Chair at the January Board of Trustees meeting. The floor was opened for nominations. Director Myles nominated

Superintendent Smylie to continue in the role of Committee Chair, given her extensive experience via the consolidation process and her leadership over the capital planning portfolio. Board Chair Aspin seconded the nomination. Superintendent Smylie accepted the nomination. Consensus from all committee members to support this recommendation.

Committee Chair Smylie continued leadership over the meeting.

3.2 Terms of Reference Discussion

It is noted that Chair Aspin also directed the Board's committees to draft a Terms of Reference for approval by the Board of Trustees. Previously, the NBFS Committee agreed to forgo creating this document, given the committee was initially struck with a very narrow scope and was expected to have a time-limited nature.

Committee Chair Smylie opened the floor for comments. Highlights noted as:

- Point raised to consider amending the name of the committee, given the expanded focus and role the North Bay Facilities Study Committee has taken. A suggestion was put forward to be renamed the "North Bay Consolidation Committee" (NBCC)
 - Question raised about a name that reflects a broader geography. Further information shared to note the reference to the geography is described in the Board's Capital Plan as the "North Bay planning area" as another suggestion.
 - Point raised that having North Bay in the title reflects the focus of the committee, and should other areas require planning, another ad hoc committee could be struck to manage that as a specific focus.
- With no further comments to note, it is noted there is a consensus to support the name change and a motion was tabled to affirm the decision.

Moved by Board Chair Aspin and seconded by Director Myles that the North Bay Facilities Study Committee will be called the North Bay Consolidation Committee here forward.

- CARRIED.

- Director Myles noted that given the ongoing work of the committee, it is prudent to develop a Terms of Reference. A recommendation was tabled to develop a draft for further discussion at the next meeting. Committee consensus expressed for this approach.

4.0 In-Camera

Given the scope of the material to be discussed, Committee Chair Smylie tabled a motion to move into private session.

Moved by Director Myles, seconded by L. Blaskievich, that the Committee moves into a Private Session. - CARRIED.

5.0 Arise and Report

The Committee arose and reported.

6.0 Adjournment

Committee Chair Smylie noted the next meeting would be scheduled at the call of the Committee Chair. With no further business to discuss, a consensus was expressed to move to adjournment.

*Moved by L. Blaskievich, second by Board Chair Aspin that the North Bay Facilities Study Committee stands adjourned at 9: 55 AM. – **CARRIED.***

Unofficial

BOARD REPORT

Title:	North Bay Facilities Study Committee Update
Contact:	Superintendent Smylie, Committee Chair
Date Submitted:	March 22, 2022
Mandate:	<p>NNDSB is committed to promoting public confidence in education through timely, accurate, effective, and transparent communication of Board initiatives, vision, and goals.</p> <p>This report provides an update regarding capital priorities to the Board of Trustees.</p>
Background	<p>In May 2021, NNDSB submitted a business case to the 2021-22 Capital Priorities Program to repurpose the Widdifield building. The proposal requested funding to retrofit the building to welcome students from Alliance French Immersion School and Laurentian Learning Centre Program, as well as to use parts of the building for administrative operations and the maintenance shop.</p>
Capital Priorities Updates:	<p>In February, NNDSB received approval from the ministry to proceed to public sale regarding the maintenance shop property (located at 111 Lavase Road, North Bay) but the business case for the retrofit was declined.</p> <p>Staff were updated and the North Bay Facilities Study Committee met to discuss the next steps. Subsequently, NNDSB received notice that the Ministry was opening a 2022-23 Capital Priorities Program opportunity. Projects submitted to this round would be expected to open no later than the 2026-27 school year.</p> <p>Knowing the benefits to students and the school community that would be realized through the consolidation into Widdifield, coupled with the support expressed from the community for this idea- NNDSB has decided to resubmit to the 2022-23 Capital Priorities Program. If successful, this project consolidates Alliance elementary school, the Laurentian Learning Centre as well as the Board's administration and maintenance facilities into the former Widdifield Secondary School building. In the new Widdifield submission, further emphasis was placed on the programming benefits for students under this model as well as partnership possibilities that would significantly enrich the school/community relationships. As well, the preliminary floor plan was refined to reflect the emphasis on programming benefits.</p> <p>A secondary case was also developed to explore possibilities in the West</p>

	<p>Nipissing planning area included in the Board's 2020 Capital Plan. It is noted that the Capital Plan commits to monitoring enrollment of underutilized schools. A future option was included in the Capital Plan to consider the possibility of West Nipissing secondary students attending a North Bay planning area school. As part of the exploratory business case, this idea was not pursued further. Rather, consideration was given to how the board could continue to operate programming in West Nipissing for all students while maintaining a rich learning environment. It is noted that further consultation with the West Nipissing community and coterminous partners were firmly included as part of the exploratory business case.</p> <p>Funding requests submitted to the 2022-23 Capital Priorities Program are required to open no later than the 2026-27 school year and NNDSB looks forward to receiving a response from the Ministry.</p>
<p>Excellence in Communication</p>	<p>The committee recognized the value in sharing information in the regular session meeting in support of the Board's strategic commitment to Excellence in Communication and transparency.</p> <p>As part of a committee discussion, it is noted that the name of the committee should be updated to reflect the scope more appropriately. As such the North Bay Facilities Study Committee is seeking Board approval to change its name to the North Bay Consolidation Committee (NBCC).</p>
<p>Recommendation:</p>	<p>That the Board receive this update as presented by the North Bay Facilities Study Committee</p> <p>That the Board approve the decision to change the committee's name to the North Bay Consolidation Committee, as recommended by the committee.</p>



NEAR NORTH DISTRICT SCHOOL BOARD
North Bay Facilities Study Committee
Terms of Reference

1.0 Purpose

The North Bay Facilities Study Committee will engage in ongoing reviews of North Bay property assets to recommend potential viable options which could re-align and/or dispose of capital assets in the most appropriate manner to respond to the continuing challenges of declining enrollment and fiscal stewardship, in support of the goals identified as part of NNDSB's Capital Plan and Multi-Year Strategic Plan.

2.0 Membership

- 2.1 The following shall be full members of the North Bay Facilities Study Committee with all voting rights:
- a. The Director of Education (or designate)
 - b. The Officer of Corporate Affairs
 - c. The Superintendent of Business (or designate)
 - d. The Superintendent of Education with the capital planning portfolio
 - e. Two trustees
- 2.2 The Committee may invite other parties to attend in an information or resource capacity. Such parties shall not have voting rights.

3.0 Quorum

A quorum shall be a majority of committee members eligible to vote.

4.0 Reporting and Accountability

- 4.1 The North Bay Facilities Study Committee does not exercise any power over decision making within the Board.
- 4.2 The recommendations of the North Bay Facilities Study 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 North Bay Facilities Study Committee by way of motion.
- 4.3 The North Bay Facilities Study Committee chair shall be responsible for ensuring the agendas and minutes are prepared in accordance with the Near North District School Board By-laws.
- 4.4 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. Unofficial minutes may be added at the discretion of the committee chair.

5.0 Responsibilities/Duties

The North Bay Facilities Study Committee shall be responsible for:

- 5.1 Review, monitor, and provide recommendations to the Board regarding board owned facilities within the North Bay planning area.
- 5.2 Provide capital project oversight for capital priority projects over \$2.5 million; receive reports of projects less than \$2.5 million developed by NNDSB.
- 5.3 Review and recommend policies and actions to the Board of Trustees to ensure that assets within the North Bay Planning area are utilized in the most efficient and effective manner in support of the fulfillment of the Board's Capital Plan and Multi-Year Strategic Plan.

6.0 Meetings

The North Bay Facilities Study Committee will meet as needed and provide regular reports to the Board.

7.0 Timelines

The work of the North Bay Facilities Study Committee shall continue until the identified purpose has been fulfilled and a final report has been provided to the Board of Trustees.

8.0 Approval

The Terms of Reference and recommendations of the North Bay Facilities Study Committee shall be approved by the Board of Trustees through Motion.

Equity Advisory Circle Meeting Minutes

Wednesday, February 9, 2022 at 9:30 AM.

To be held via Zoom

Present:

Louise Sargent, Trustee
Caren Gagne, Trustee
Cecilia Darling, Student Trustee
Allen Lewis Trodd, Indigenous Student Trustee
Nathan Moore, CAS teacher Liaison Youth in Care
Sherell Pizzoferrato, CAS Equity Training and Practice Transformation Lead
Tracy Hendrick, Indigenous Education
Amanda Mathias-Mizzi, Indigenous Education
Seth Compton, Outloud North Bay
Jeannie Vaillancourt, North Bay Metis
Marcus Etienne, PIC Chair
Margaret Soroye, NNDSB Teacher
Deborah Robertson, Multi-Cultural Society
Melanie Gray, Superintendent, Teaching and Learning
Karen Waller, Principal/Equity Lead
Lisa Spencer, Coordinator
Sandra Zurbrigg, NNDSB Teacher
Albina Lavictoire, Nbisiing Secondary School
Jennifer O'Driscoll, Nbisiing Secondary School
Tim Graves, Superintendent of Education
Susan Wilson, Principal of Special Education
Chris Walking, K-12 Student Achievement and Well-Being Principal | North Region
Melanie Allard, Executive Assistant

Regrets:

Nichole King, Trustee
Laura Forget, PIC Chair
Cathy Bennett, PIC Chair

Land Acknowledgement by Superintendent Gray

Opening Circle

- Superintendent Gray and Principal Waller welcomed everyone to the meeting and had introductions around the table.
- Staff have been working hard to help support students and families as many changes have taken place this year, with the pivot to and from virtual learning, ongoing restrictions, and the re-introduction of semesters.

Previous Business

Feedback from: NEWS

- The group reviewed the graphic summary that summarizes ideas and thinking previously gathered and is helping drive the work this year.
- Principal Samuel will be invited to the next meeting to further discuss data collection and the reporting process.
- Relationships continue to grow.
- Work continues beyond the high schools into our professional support services and elementary schools around biases, privilege, and power.
- Creating diverse spaces and professional development. Working towards unlearning and breaking down barriers. Working together to examine controversial issues.

SWIS/ELL Update

- ELL learners have significantly increased in numbers in our schools.
- Principal Waller reviewed the brochure that has been circulated out to principals with high numbers of ELL learners.
- Schools are working on collecting consents so conversations and connections can take place both in and outside of school.
- This is not a new program, but new to our area and staff are excited to help develop this program.
- SWIS workers will be invited to share at a future meeting.

Terms of Reference

- The group agreed that the Terms of Reference document is ready to be presented to exec council for review and then can be shared at the next Board meeting.
- The review date will remain in November 2022, however as this is a living document feedback can be received throughout the year.

New Business

Student Trustees

- Student trustee; Cecilia Darling and Indigenous student trustee; Allen Lewis Trodd introduced themselves to the circle.
- The group is excited for their involvement to ensure student voice.

CAS/Collaboration and Connections

- CAS is involved with many types of families and if possible, tries to keep children in their homes if safe.
- Children and youth in care are no longer living with their parents and the agency is their legal guardian.
- CAS also services youth ages 16-21 years who have voluntary agreements (many are emancipated from their parents). CAS is not the legal guardian however plays a supporting role.
- Many children who come into care have been subject to abuse and neglect. It can also impact them greatly being in an unfamiliar home.
- With consent, sharing names of students in care in schools can be a tool, as it allows for achievement tracking, identifying gaps and supports needed.

- Nathan works to organize meetings with educational teams and children in care. This allows everyone at the table to learn about the student, address any concerns/needs and establish goals. This creates a “wrap around” approach.
- School teams have been very supportive and made themselves available whenever needed. Students are also linked to an education champion in their school.
- CAS works closely with our First Nation communities to best support our Indigenous learners.
- Sherell spoke about how CAS is working to build staff capacity and the equity training available. Looking at power and privilege and what it looks like in child welfare.
- CAS is collecting staff identity-based data to get an understanding of what the staff population looks like and how it can relate back to the demographic of kids they support.
- CAS is always looking for feedback: what do you need from them?
- CAS offers many services, and this can be confusing for educators. This is being looked at and will be shared out to educators and administrators in a clearer format.

Anti-Black Racism/ Anti-Racism

- The group reviewed the poster that has been distributed out to staff.
- Marcus Etienne and Regan Baker are working together on these presentations.
- Six presentations are taking place in February. All presentations keep in mind the ages of students. Ages are grouped from K-grade 2, grade 3-6 and grades 7-12.
- Topics include racial micro-aggression, culture, and discrimination, language, violence and colour and what is anti-black racism.
- Secondary lessons have been developed and can apply to various curriculum areas for teachers. It allows for teachers to review their teachings through a new lens.
- NUBASE (Nipissing University Black Association for Student Expression) is a new partnership being explored. These partnerships help our educators understand how to best represent our students and their learning.
- Links/resources will be shared out to the group.
- The group discussed “invitation” verses “expectation” and how these are first steps.
- Work continues around helping develop people’s understandings and comfort levels, so they do feel safe approaching these topics.
- Equity is everyone’s work and educators can learn alongside their classes.
- There has been a great deal of interest and feedback received is positive.
- Thanks goes out to our partners for all their valued support. The team recognizes the passion and caring shown in service of our staff, students, and families.

Reports/Updates

SEAC (Special Education Advisory Committee)

- Albina confirmed that she is the Chair for this year and Chris Guillemette is the Vice Chair.
- Meetings are still taking place virtually and are open to the public.
- Meetings include ministry and school updates and a monthly presentation.
- Staff go above and beyond for our special education students with equity/inclusion, accommodations, and modifications.
- SEAC is looking for new memberships, however the person must represent a parent association that operates locally (but has a provincial affiliation, such as Autism Ontario.)

FNAC (First Nations Advisory Committee)

- FNAC meetings occur every two months with our eight First Nation's.
- FNAC works alongside IEAC.
- Priorities and goals that drive programming flow through FNAC and IEAC.
- Tracy discussed how students decided on the Indigenous student trustee process.
- Cecilia and Allen work together to represent all students.
- Funding was approved for two cultural advisors for this year. Rodney Stanger and Tasheena Sarazin have been hired and will be working in schools to help support culture, knowledge, history, and special events. Feedback will be collected and reviewed for next year.
- Cultural competency training is available for all staff so they can build on their understanding of Indigenous history, culture, teachings, and relationships. The Board has purchased the license until next December for this training and it has been circulated out to all principals so, they can distribute to their school staff.
- Anyone who has a Board email can access this training. The link is available in the K-12 professional learning portal and Sway (embedded in Tracy's email signature). Tracy will follow up on possible access for people who do not have a Board email.
- A pilot project has been approved for similar training but starting with central staff. Although this training is normally in person with knowledge keepers and elders, it will begin virtually. It will then roll out to administration and then educators.

Trustee Update

- Trustee Sargent introduced and welcomed Trustee Gagne to the group.
- School builds continue to be on schedule. (WJ Fricker and the new Parry Sound Build)
- Two new principals have joined our team, Krista Tucker Petrick at Chippewa, and Gillian Kajganich at West Ferris.
- Thanks goes out to all members of this group for their involvement.
- A quote that is fitting: "equality is giving everyone a pair of shoes. Equity is giving everyone a pair of shoes that fit". Unknown author.

Reflections/ Next Steps

- Working towards further educator capacity around LGBTQ2+
- The group was encouraged to reach out with any areas of interest.

Next meeting date: March 30th, 2022

**Parent Involvement Committee (PIC)
Feb 16, 2022.
Teams online meeting**

Present:

Tim Graves, Superintendent of Education
Caren Gagne, Trustee
Marcus Etienne, Parent
Krista Holmes, Executive Assistant

Regrets:

Cathy Bennett, Parent
Nichole King, Trustee
Laura Forget, Parent

Welcome

- This will be an informational meeting due to not having a quorum. Meeting called to order at 1:05pm.
- Tim Graves provided a Land Acknowledgement
- SO Graves welcomed Trustee Gagne to the committee.

Approval of the Oct 28th, 2021 notes

- Minutes will come back to the next meeting for approval, along with the notes from this meeting

Program Dept presentation

- Principal Stephen Krause joined for a presentation, K-12 Student Achievement
- Here is the link to Steve's presentation. https://nearnorthschools-my.sharepoint.com/:p/g/person/stephen_krause_nearnorthschools_ca/EXLq8YtO0fpOvAVzIzTwOTEBhiODinHfo5yzycFxpaskRq?e=4%3AhJzzNi&at=9&wdLOR=c1349AAFC-FA56-0B43-8FB9-51AFDADF3ECB
- Trustee Gagne thanked Steve for the presentation and inquired about the follow-up after these great tools.
- Steve said that they're not there yet but knows that moving forward that there is a need, so that we can find out where parents are at, and what will serve them.
- Trustee Gagne inquired about deaf students, and what work we do. One PIC member provided personal experience/feedback from one of their children who has grown so much with working with a teacher at the NNDSB. The teacher has so many resources and a wonderful team that provides great support.

Business Arising from the minutes

2021/2022 PIC actions

- We have sent the SAC survey to all schools. So far we have 14 out of 38 responses, and we quickly reviewed. Deadline March 8th – will bring to March 9th meeting
- Peg Dawson update/fee and dates (2 presentations – 1 for staff after school and 1 for parents in the evening), we hope to choose a date soon.

Parent Volunteers in schools - update

- Mandatory vaccination is required, or rapid test within 48 hours (this applies to anyone going into schools, and/or coming in contact with students)
- We want to make sure anyone is welcome in the school – be it related to curriculum or well-being experience of the students (ie. Breakfast club, etc)
- Message went out to Principals – stating message above; and anyone that meets the criteria, are welcome to come into their school.
- SO Graves - . School boards have COVID-19 guidelines the come from the Ministry and the Health Unit. These differ from community COVID-19 rules. We have heard nothing about mandatory vaccination being removed from schools, and we have no intention to keep restrictions in place that are not required. Will continue to work with Health Unit and Ministry re rules, etc.

PRO Grant \$15,995.69 (38 schools)

- Due back March 8th. March 9th meeting for approval.
- So far no applications received.
- The money needs to be spent by the end of this school year.

Next Meetings:

- March 9th – 1 pm (PRO and SAC survey results)
- April 6th - 1pm (regular meeting)
- June 1st - 1pm (review results, and planning for next year)

New business

- Please review before next meeting the by-laws, and we can discuss them then.
- It is not in our by-laws, but SO Graves included in package, an application form. He would like to look at the membership, and have more people at the meeting.
- More than pleased to receive any items/suggestions for the PIC agenda. Please send them to Krista Holmes.

Other:

- Trustee Gagne excited to be a part of the Committee, and we will add Trustee Updates to future agendas.

Meeting adjourned at 2:37pm.

Unofficial