

BOARD MEETING

Tuesday February 13, 2024 | 6:30 pm

Virtual:	In-Person:
Join zoom meeting Meeting ID: 899 1167 8742 Passcode: 859936 Dial in: 1 855 703 8985	North Bay Boardroom NNDSB Head Office 963 Airport Rd., North Bay, ON.

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.

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 February 13, 2024 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 ✓

Motion:

That the agenda for the Board meeting of February 13, 2024 be approved.

5.0 Approval of Previous Minutes ✓

5.1 2024 01 09 Board of Trustee- Regular meeting minutes

Motion:

That the minutes of the regular Board meeting of January 9, 2024 be approved.

6.0 Communication to the Board

6.1 Community Involvement

6.1.1 Scheduled Delegations

6.1.2 Question Period ✓

6.2 Information Items

6.2.1 Monthly Tender Report- December 2024 ✓

6.2.2 Administrative Guideline Reports ✓

6.2.2.1 School Opening, Closures and Consolidations Administrative Guideline

6.2.3 Professional Development Opportunities Calendar ✓

6.2.4 Monthly Meeting Calendar ✓

6.3 Director's Update - Director Myles to lead this item. Board Report ✓

6.4 Chair's Remarks - Chair Lougheed to lead this item. Vice-Chair's Remarks

6.5 OPSBA Report - Trustee Steer to lead this item.

6.5.1 Public Education Symposium – roundtable remarks

6.5.2 OPSBA update

6.6 Student Trustees' Update

6.6.1 Indigenous Youth Circle Update

6.6.2 Student Trustee Report

7.0 Items for Decision

7.1 Report from Committee of the Whole Private Session

7.2 Report from Committee of the Whole Public Session

7.3 2024-25 School Year Calendar ✓

Motion:

That the Board approve the 2024-25 School Year Calendar for submission to the Ministry of Education.

8.0 Committee Reports and Minutes

8.1 Audit Committee ✓

Motion:

That the Board of Trustees appoint Theresa Graham to the Audit Committee as an external member to fill a three-year term effective immediately and ending on February 12, 2027, as recommended by the Audit Selection Committee.

8.1.2 Audit Member Selection Committee Minutes – December 20, 2023 (unofficial) ✓

8.1.3 Special Education Advisory Committee Minutes - December 21, 2023 (official) ✓

9.0 Next meeting Date: March 19, 2024

10.0 Adjournment

Motion:

That on February 13, 2024 we do now adjourn at _____ pm.



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Phone: 705.472.8170
Website: www.nearnorthschools.ca

Erika Lougheed, Chair

Craig Myles, Director of Education

The January 9, 2024 **Public Session Board Meeting** of the Near North District School Board was held in person at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

Erika Lougheed, Chair
Ashley St. Pierre, Vice-Chair ®
Bill Steer
Chantal Phillips ®
Howard Wesley ®
Jeanie Fuscaldo ®
Julie Bertram ®
Louise Sargent
Shane Hall ®
Albany Benson, Student Trustee®
Dora Chen, Student Trustee®

Administrative Staff Present:

Craig Myles, Director of Education
Gay Smylie, Superintendent of Education ®
Melanie Gray, Superintendent of Teaching and Learning ®
Seija Van Haesendonck, Superintendent of Business
Maureen Egan, Executive Assistant ®
Deb Bartlett, Communications Officer ®

Other:

Staff, media, union and community partners

® attended remotely via Zoom video or audio conference

Trustees Absent:

Nil.

1.0 Call to Order

Chair Lougheed called the meeting to order at 8:00 pm. Members of the public were welcomed in person and virtually and directed to the question period submission forms/survey link.

Motion: 24-01-01, L. Sargent/C. Phillips

That the Board approve the extension of the January 9, 2024 Regular Board meeting to 9:15 pm. - CARRIED

1.1 Land Acknowledgement

Chair Lougheed read the Land Acknowledgement.

2.0 Requests for Leaves of Absence

The Director confirmed for the Chair that there were no notices of regret provided by trustees for the meeting this evening.

3.0 Attendance

3.1 Confirmation of Quorum

Attendance indicated that 11 trustees were present for the meeting, including both Student Trustees.

3.2 Declaration of Conflict of Interest

The floor was opened for trustees to declare conflicts of interest, with none rose.

4.0 Approval of the Agenda

Review of the agenda for the meeting of January 9, 2024. The floor was opened for amendments or additions. Trustee Steer added OSTA Conference under 8.4 Items for Decision.

Motion: 24-01-02, B. Steer/ L. Sargent

That the agenda for the Board meeting of January 9, 2024 be approved. – CARRIED.

5.0 Presentation: Demographic Data Trends-

Principals L. Lamoureux, C. Walkling and Data Analyst and System Planner Frank Albeartie presented the results of the *This is Me* survey, conducted in the spring of 2023. The census collects voluntary demographic student data that is used to identify, monitor and address inequities with respect to student outcomes.

The presenters explained that under the guidance of the Ministry of Education, NNDSB collects demographic data to help identify groups of students being underserved to ensure that programs, supports, strategies, policies and teaching practices may be developed and revised. The data is used to honour students' voices and learn more about their school experiences to be responsive to their needs.

Chair Loughheed thanked presenters for such a valuable presentation and asked trustees for comments. Trustees asked questions and echoed the Chair's thanks for such a meaningful presentation.

6.0 Review of Previous Minutes

It is noted that the minutes of the regular session held on December 12, 2023 were included in the agenda package. The floor was opened for amendments or additions, with none rose.

Motion: 24-01-03, L. Sargent/S. Hall

That the minutes of the regular Board meeting of December 12, 2023, be approved. – CARRIED.

7.0 Communication to the Board

7.1 Community Involvement

7.1.1 Scheduled Delegations

7.1.2 Question Period

Chair Lougheed noted the community involvement section of the Board's agenda has been advanced on the order of items, following a recommendation stated as an OBSPA Leader's Academy professional development session.

It is noted that there are no scheduled delegations for this evening. Chair Lougheed noted the Board would move to its public question period. Submissions of questions will now be closed to organize the list for review. It is noted that there are no questions submitted in—person or virtually for review by trustees.

Due to time restraints, Chair Lougheed referred trustees to the board reports submitted as part of the agenda package for items 7.2 to 7.6 and moved to agenda item 8.0.

7.2 Information Items

7.2.1 Monthly Tender Report- December 2023

7.2.2 Professional Development Opportunities Calendar

7.2.3 Monthly Meeting Calendar

7.3 Director's Update

7.4 Chair's Remarks

7.5 OPSBA Report

7.6 Student Trustees' Update

7.6.1 Indigenous Youth Circle Update

7.6.2 Student Trustee Report

8.0 Items for Decision

8.1 Report from Committee of the Whole Private Session

8.1.1 Motion: 24-01-04 H. Wesley/S. Hall

That the Board approve SBO Van Haesendonck to proceed with the disposition of property. – CARRIED

8.1.2 Motion: 24-01-05 B. Steer/H. Wesley

That the Board approve the extension of the Director of Education's contract.
– CARRIED

8.2 Report from Committee of the Whole Public Session

It was noted that Trustee Bertram's Notice of Motion was deferred to February.

8.3 2023-24 Capital Projects

SBO Van Haesendonck reviewed the board report provided in the agenda package. She noted that the list includes estimates as provided by engineers and architects. She also stated that projects may become more complex and there are funding issues to consider. Chair Lougheed opened the floor to trustees for questions. Trustees provided comments and asked questions.

Motion: 24-01-06 S. Hall/H. Wesley

That the Near North District School Board approve proceeding with the 2023-24 Capital Projects as listed, as recommended by the Finance Committee.

– CARRIED

8.4 Student Trustee Conference

Motion: 24-01-07 L. Sargent/H. Wesley

That the Board approve the attendance of the Student Trustees Benson and Chen to the OSTA conference in Ottawa February 8 to 11, 2024. – CARRIED

9.0 Committee Reports

9.1 Parry Sound Building Committee Report

9.1.1. Meeting minutes October 27, 2023 (official)

9.1.2. Terms of Reference for Approval

Motion: 24-01-08 S. Hall/H. Wesley

That the changes to the Parry Sound Building Committee's Terms of Reference are approved as presented, as recommended by the Parry Sound Building Committee.

– CARRIED

9.2 Committee Meeting Minutes Presented for Information

Special Education Advisory Committee- November 16, 2023

9.0 Next Meeting Date

Chair Lougheed confirmed the Board of Trustees will meet next on February 13, 2024.

10.0 Motion to Adjourn

Motion: 24-01-09, C. Phillips/J. Bertram

Be it resolved, that on January 9, 2024 we do now adjourn at 8:59 pm. – CARRIED

EL/me

Erika Lougheed
Chair

Craig Myles
Director of Education

RESOLUTION SUMMARY

<p>24-01-01 L. Sargent C. Phillips</p>	<p>That the Board approve the extension of the January 9, 2024 Regular Board meeting to 9:15 pm. - CARRIED</p>
<p>24-01-02 B. Steer L. Sargent</p>	<p>That the agenda for the Board meeting of January 9, 2024 be approved. – CARRIED.</p>
<p>24-01-03 gent S. Hall</p>	<p>That the minutes of the regular Board meeting of December 12, 2023, be approved. – CARRIED.</p>
<p>24-01-04 H. Wesley S. Hall</p>	<p>That the Board approve SBO Van Haesendonck to proceed with the disposition of property. – CARRIED</p>
<p>24-01-05 B. Steer H. Wesley</p>	<p>That the Board approve the extension of the Director’s contract. – CARRIED.</p>
<p>24-01-06 S. Hall H. Wesley</p>	<p>That the Near North District School Board approve proceeding with the 2023-24 Capital Projects as listed, as recommended by the Finance Committee. – CARRIED</p>
<p>24-01-07 L. Sargent H. Wesley</p>	<p>That the Board approve the attendance of the Student Trustees Benson and Chen to the OSTA conference in Ottawa February 8 to 11, 2024. – CARRIED</p>
<p>24-01-08 S. Hall H. Wesley</p>	<p>That the changes to the Parry Sound Building Committee’s Terms of Reference are approved as presented, as recommended by the Parry Sound Building Committee. – CARRIED</p>
<p>24-01-09 C. Phillips J. Bertram</p>	<p>Be it resolved, that on January 9, 2024 we do now adjourn at 8:59 pm. – CARRIED</p>

2023 - 2024 Monthly Tender Report - Dec. 2023

Closing Date	Project	Location	Bidders Submitting Bids	Awarded to	Rationale
December 22, 2023	NNSB 2024-004 Supply of Propane	Board	Moore Propane Superior Propane	Not yet awarded	Evaluation matrix to be completed

Title:	Revised Administrative Guideline: School Openings, Closures and Consolidations
Contact:	Superintendent Gay Smylie
Date Submitted:	February 13, 2024
Background:	<p>It is imperative that school boards engage in regular review of their policies and procedures to ensure alignment and compliance with provincial and federal legislation. While conducting work within a renaming committee last spring, it was noted that the School Openings, Closures and Consolidations Administrative Guideline (AG) was out of date; the guideline made no reference to using an anti-oppressive approach, nor did it take into account equity, diversity or human rights.</p> <p>In order to ensure alignment with the Ontario Human Rights Code and to express the Board’s mission and vision of creating equitable spaces where all learners can thrive, as well as to reflect the Board’s commitment to Indigenous sovereignty, equity and human rights, a review of the School Openings, Closures and Consolidations Administrative Guideline was undertaken.</p>
Feedback Received and Response to Feedback:	<p>The draft changes to the Administrative Guideline underwent 30 days of public consultation. Given that this period began in June and the process excludes summer breaks and board holidays, the consultation actually went much longer (June 9 – Sept 13, 2023).</p> <p>To make things more clear, a colour coded draft Administrative Guideline is attached (Appendix A). In this colour coded draft, you will find the original proposed changes highlighted in yellow. Following public consultation, and having taken that feedback into account, further changes to the proposed draft have been highlighted in green.</p> <p>The feedback received included a request to change the order of presenters/speakers in section 5.5. Although this section had not been altered from the original guideline, we thank the contributor for bringing the correct order of service to our attention. Action was taken and the order of presenters/speakers was altered to reflect the Ontario Government Order of Precedence. Please see the changes made as a result of this feedback, found in section 5, and highlighted in green.</p>

	<p>Additional feedback received included a request to remove the reference to exonyms found in section 2.6. Action was taken and that language was struck from the proposed AG, which is highlighted in green.</p> <p>Further feedback indicated that it was not within the purview of board operations to tell Board Trustees how to vote, with reference given to section 2.12. It must be noted that section 2.12 was not amended in any way from the original administrative guideline. Section 2.12 states: “while the Board does not have to select the top choice of the Committee, the Board must select one (1) of the three options put forward.” This reflects value given to the work being done by the appointment committee; the Board must select from one of the three names provided, however does not need to endorse the recommended name, but must select one name from the top 3. This has been past practice and ensures that the name chosen is reflective of the committee’s findings.</p> <p>Additional feedback suggested that students and staff of a school be involved in the naming process. Again, this is an already established practice that occurs with much support from the school staff and administration in order to ensure student suggestions are provided to the committee.</p>
<p>Summary of changes:</p>	<p>The proposed changes ensure that schools are not named after individuals, corporations, or names that can contravene an individual’s rights under Section 1 of the Human Rights Code. The addition of another Trustee to the naming committee (section 2.2) allows for diverse representation across our district.</p>
<p>Recommendation(s):</p>	<p>That the Board of Trustees receive the updated School Openings, Closures and Consolidations Administrative Guideline as an information item</p>

ADMINISTRATIVE GUIDELINE

Title: School Openings, Closures and Consolidations

Effective Date: May 25, 2020
Updated Date: March 16, 2021
February 13, 2024

Responsibility: Superintendent of Education

1.0 Rational

The Near North District School Board recognizes that changes in enrolment patterns, population demographics, funding and operational realities, educational policies and curriculum, provincial legislation and aging facilities and infrastructure may result in the need to consolidate, close, or relocate a school or school programs in order to develop viable accommodation options and solutions that support student success.

This Administrative Guideline has been developed to provide consistency across the board in managing the changing of school structures, school re-configurations, opening new and consolidated schools, naming or renaming schools, and/or the closure of schools.

2.0 Official Naming/Renaming of School, School Logo and Board Facilities

- 2.1 At the request of the Board of Trustees of the Near North District School Board, as elected representatives of their community, the Director of Education will, through the Superintendent of Education, establish a Naming/Renaming Committee to make a recommendation to the Board.
- 2.2 The Naming/Renaming Committee shall reflect the diverse communities that the NNDSB serves and be comprised of a minimum of:
- three trustees, appointed by the board;
 - one Superintendent of Education (acting in an ex-officio role available for consultation)
 - one school administrator or one school administrator from each impacted school (in the case of school consolidations)
 - one staff representative
 - a parent representative of the School Advisory Council, (if it is a new build naming, renaming or school consolidation, one parent representative from each School Advisory Council);
 - one student (secondary only);
 - the education representative (or designate) from the local First

- Nation where connected to an Education Service Agreement;
- one community member;
- Any other person(s) directed by the Director of Education through the Superintendent of Education;
- One representative from the Indigenous Education Department; and
- One representative from the Equity Department.

No two members of the committee shall be members of the same immediate family.

2.3 A school or facility will undergo the process for renaming when: undergoing extensive renovations (including program change, i.e., JK-6 to a JK-8), relocating to another building, consolidations, extensive boundary changes that markedly change the makeup of the student population or where a current school name no longer aligns with Human Rights policies. In any of these cases, it is possible that the Naming Committee may recommend retaining the current name of the school so long as the current name meets the criteria as set forth in Section 2.6. In the case of a new build or two or more schools being consolidated, the process for naming/renaming a school will be followed to select a new name for the school.

2.4 Naming a section or an area of the school will follow the same process.

2.5 Prior to the consultative process, the Naming Committee will determine from what area the name may be chosen, as outlined in the Committee's Terms of Reference. Areas of choice that align with Human Rights policies may include, but are not limited to:

- a) the street on which the facility is located;
- b) the area which the facility serves;
- c) a geographical feature specific to Near North District School Board;
- d) wording that is supportive of the Board's mission and vision and meets the best interests of the school's students and is culturally responsive to the community.

2.6 The Naming Committee must select names that meet the following guidance criteria:

- Schools or sections of the school may not be named or renamed after individual people, or groups of people, including exonyms. Exonyms are external names for a place, people, or language used by foreigners instead of the Indigenous language version;
- Schools or sections of the school may not be named or renamed after corporations or companies;
- The new school name will reflect the Board's commitment to promote

equity, human rights, and inclusive learning and working environments for all students and staff;

- The new name of the school should be representative of our legal responsibilities to Indigenous sovereignty, equity and human rights;
- The school name will not cause harm to any member of the NNDSB community based on grounds protected under the Ontario Human Rights Code. Administrative Guideline; Human Rights;
- All members of the renaming committee will ensure they follow the NNDSB's Code of Conduct to ensure respect and dignity for all; and
- Following the determination of the new name, the school will consult with the student body, along with other community stakeholders, to rebrand the school with the new name and through school level consultation determine the new mascot, logo and slogan to accompany the new name.

2.7 The Naming Committee will establish appropriate timelines, as outlined in their Terms of Reference, for the collection of student and community input.

2.8 The Naming Committee will follow a fair process for the evaluation, review and consideration of all submissions received pertaining to the naming of the specific site being reviewed.

2.9 The Naming Committee will consult with the community through the use of a variety of methods which may include; surveys, contests, or public forums and will bring a recommendation of up to three names for the Board of Trustees' consideration. The Naming Committee will contact the board's Communication Officer to coordinate notices of the consultation on the board website.

2.10 Suggestions received through the consultation process will be reviewed by the Naming Committee to ensure that criteria from 2.6 is achieved.

2.11 The Naming Committee, through the Superintendent of Education, will prepare a report with recommendations for the Board of Trustees to assist them in making the final determination.

2.12 While the Board does not have to select the top choice of the Committee, the Board must select one (1) of the three options put forward.

2.13 Once the Board of Trustees selects the name for the school or facility, the naming/renaming process is considered concluded.

2.14 Once the name has been approved by the Board of Trustees, the Superintendent of Education will notify the appropriate staff to ensure ongoing accurate school data reporting to the Ministry of Education.

2.15 A media release announcing the new school name will be coordinated by the Superintendent of Education through the Office of the Director of Education.

3.0 Building Dedication

3.1 The cost of a building dedication will be incorporated into the building cost of a new school building, or the refurbishment costs for a significant school renovation.

3.2 To maintain consistency, a building dedication shall include the following as a guideline:

i. The font used will be consistent with Board Logo and Publishing Standards;

ii. The following information shall be included:

a) Near North District School Board logo;

b) name of building;

c) opening date;

d) names of the following people (as of opening date):

i. Chair of the Board,

ii. Director of Education,

iii. Trustees;

e) a statement of purpose for the new building/addition;

iii. The final size will be determined by the finished artwork.

3.3 The building dedication shall be developed in consultation with the school community and Indigenous partners and shall incorporate a land acknowledgement.

3.4 The building dedication will be unveiled at the official school opening (see section 5.0).

4.0 Ground breaking at a New School

4.1 For all new school builds there will be a planned ceremony, the purpose of which will be to celebrate the opening of the new school.

4.2 The Office of the Director, the school Superintendent of Education and Plant Services will coordinate to plan this event.

4.3 As per Ministry direction, the Plant Services department will coordinate with the Ministry of Education to prominently display signage at the site of construction that

identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education.

Invitees to the ceremony should include, but not be limited to:

- i. Minister of Education;
- ii. Ministry of Education Regional Manager, Field Services Branch;
- iii. Mayor and or City Councilor(s);
- iv. Chair of the Board;
- v. Director of Education;
- vi. Trustees;
- vii. Superintendent of Education;
- viii. Student Senator/Trustee representative;
- ix. All schools working with First Nation Communities through an Education Service Agreement are to extend invitations to the Chief & Council through designated Education designate;
- x. Communications Officer;
- xi. Local media.

5.0 Official Opening, Consolidation or Closing Ceremony

5.1 General Information

- i. An official opening shall be held for a newly built school, or as appropriate, due to significant building renovations and/or the consolidation of two or more schools. Similarly, a ceremony celebrating the history of a school may be held when it is to be closed.
- ii. The principal of the school has the responsibility of coordinating the celebration in co-operation with the Office of the Director of Education, the school Superintendent of Education and a Ceremony Planning Committee (see Section 5.2)
- iii. A budget for such events shall be developed by the principal and Superintendent of Education for review.

5.2 Ceremony Planning Committee

- i. The principal shall establish a Ceremony Planning Committee including representation of the following groups:

- a) Teaching and support staff;
 - b) School Council;
 - c) Student Council;
 - d) Key community members including those serving within our First Nations Community.
- II. The principal will:
- a) Prepare a ceremony checklist (see Appendix A for an example);
 - b) Request a permit for the use of the school, if necessary.

It is important to note that school closures/consolidations can be very emotional for all school community stakeholders. It is key to establish a positive tone/celebratory atmosphere in the school very early on. All speeches/comments should be vetted through the Office of the Director of Education and the Communication Officer.

5.3 Date, Time and Location

- I. A ceremony commemorating the history of a school to be closed should be held prior to the date of closure.
- II. An official opening of a school/consolidation of schools should be held within the first two months of the first year of operation of the new school/consolidation.
- III. The principal will be responsible for arranging the necessary permits for the event (see Appendix A: Principal's Sample Ceremony Checklist).

5.4 Invitations

- 5.4.1 Invitations should be sent with as much advance notification as possible
- 5.4.2 Develop guest list as follows:
- 5.4.3 Generally, the platform invitation list should include, but not be limited to:
 - I. Chair of the Board and trustees;
 - II. Director of Education;
 - III. Superintendent(s) of Education;
 - IV. All schools working with First Nation Communities through an Education Service Agreement are to extend invitations to the Chief & Council through designated Education designate;
 - V. Other guests may be added at the discretion of the principal, in consultation with the Superintendent of Education.
 - VI.

NOTE: For all new school openings, or openings of major additions that include childcare, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca, with a copy sent to the Regional Manager, Field Services Branch. The event cannot proceed until a response is received from the Minister's Office regarding the Minister's attendance.

- a. The principal shall forward the names and addresses of invitees to the Communication Officer for distribution. Assistance from the Office of the Director of Education may be provided in designing and printing invitations upon request of the principal. All communication is to be approved by the Office of the Director of Education and the Communication Officer.
- ii. Prepare specific invitations for those in the platform party to include:
 - a. Invitation to attend and speak, and expected length of remarks;
 - b. Expected arrival time;
 - c. Draft program;
 - d. Where platform guests will meet;
 - e. RSVP information.
- iii. Design with support of the Office of the Director of Education regarding printing and distribution. All final designs must be approved by the Office of the Director of Education and the Communication Officer prior to distribution.
- iv. The Communication Officer will send out a Media Release.
- v. Distribution of Media Release to:
 - a. Local newspaper for Community Events page;
 - b. Local media;
 - c. Municipal and township offices;
 - d. Community businesses;
 - e. School newsletters, school website and social media sites.

5.5 Programs

- I. The Principal (in coordination with the Communication Officer and the Officer of the Director) and Ceremony Planning Committee will be responsible for the

following elements of the program:

- a. Planning the program, and a tour of the school and/or refreshments;
- b. Involving as many students and staff as possible. (e.g., choir, band, greeters, tour guides, hosts to special guests, ushers, MC, etc.);
- c. Preparing name tags for platform guests, and guides/greeters, etc.;
- d. Posting welcome signs and directions signs if required.
- e. Other special activities may be included, such as:
 - i. Developing a time capsule;
 - ii. Displaying historical memorabilia;
 - iii. Inviting attendees to sign a guest book;
 - iv. Developing a media presentation of the building progress.

II. The principal of the new school (or the school into which students will be consolidated), along with the Ceremony Planning Committee will plan and print the programs including:

- a. Indigenous Land Acknowledgement;
- b. “Official Opening”, School with Board Logo, Building Name, Date of Event;
- c. Background information of new building (e.g., size, capacity, grades, schools replaced, etc.);
- d. Welcome;
- e. Greetings/Speakers;
- f. Ribbon Cutting (if applicable);
- g. Unveiling of the Building Dedication;
- h. Closing Remarks.

III. Order of Presenters/Speakers

The order of presenters/speakers for all ceremonies shall be as follows: (where applicable):

- a. Chair of the Board;
- b. Provincial representative;
- c. Federal representative;
- d. Municipal representative;
- e. Chief of local First Nation or designate
- f. Director of Education / School Superintendent;
- g. Principal / Vice-principal;
- h. Student Senator/Trustee who represents students at the school;
- i. School Council Chair;

~~Chief of local First Nation or designate~~

5.6 Thank You Notes

The Principal and Ceremony Planning Committee will be responsible for assigning a committee member(s) to send thank you notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.

6.0 Records and memorabilia from Closed or Consolidated Schools

The proper retention of records and Memorabilia from closing or consolidated schools is key to ensuring transitions between schools are well received by staff and students and is essential to the maintenance of school board history.

The principal must ensure that:

- a. the Board of Education Records Management System (BOERMS) is reviewed to determine which recorded information (records) are to be transferred and maintained at the new school or consolidated school(s), disposed of or transferred to the vault at West Ferris for storage; and
- b. that disposal and/or transfer of records identified in (a) complies with the Near North District School Boards Retention and Disposal of Records Process and Procedures;
- c. the Administrative Guideline: Disposal of Surplus Furniture and Equipment is followed.

6.1 Ownership of Materials

- a. All records, memorabilia, and any other materials housed at the school are board- owned property.
- b. Principals are ultimately responsible for the care of board-owned property and must exercise discretion before considering relinquishing school material to a third party. In the vast majority of cases, board-owned material must remain within the custody and control of the board for legal, accountability, transparency, and operational reasons.
- c. After careful consideration of the above factors, if principals are considering relinquishing any material to a third party, they are asked to consult with the school Superintendent of Education before making final decisions/commitments.

6.2 Ontario Student Records (OSRs)

- a. Ontario Student Records (OSRs) will be transferred to student's new school, as per the OSR Guidelines.
- b. Inactive OSRs must be retained for 55 years after the student last attended school and will be transferred to the school where the majority of students are now attending.

6.3 Office Index Cards

- a. Office index cards need to be retained for 55 years after the student last attended school and will be transferred to the school where the majority of students are now attending.

6.4 Build Considerations

- a. Builder plaques will not be sold or disposed with the old school. They will be removed and permanently installed at the new school. In the case of a school closure, where students are consolidated at current school site(s) (e.g., no new build), the builder plaque from the old school will be installed at the school where the majority of students are now attending.
- b. Display cabinets may be installed in new school builds and should be dedicated to house materials from the closed schools.
- c. Display space including cabinets and/or walls shall be made available for memorabilia from the closed or consolidated school(s), in the receiving school.

6.5 Memorabilia

Principals must ensure that the Administrative Guideline: Disposal of Surplus Furniture and Equipment is followed prior to identifying items as memorabilia and/or for possible distribution outside of the board.

For the purposes of this procedure, Memorabilia will be defined as objects that maintain historical significance or value. Items identified as memorabilia will be retained utilizing the Board of Education Records Management System (BOERMS), which identifies retention and disposal periods. See Appendix B "Memorabilia Retention Timeline" for a list of such items, including the item specific process for documentation, dispersal, and retention.

Yearbooks are not considered memorabilia and must be transferred to the new/consolidated school(s).

Memorabilia includes, but is not limited to, school property in the form of:

- i. School photos (if the school name is not listed on the front, write it on the back);
- ii. Trophies, sports banners, and flags;
- iii. Gavels, mascots, crests;
- iv. School stamps, seals;
- v. Time capsules;
- vi. Special event books (e.g., commemorations, anniversaries, etc.), informal school histories, architectural drawings.

6.5.1 The principal or designate will create a Memorabilia Inventory List that may include photo documentation of all memorabilia within the school. Each item will be photographed (digitized) as part of the inventory process.

6.5.2 The Memorabilia Inventory List will be shared with the school Superintendent of Education. In the case of consolidation, the list will be presented to the principal(s) of the welcoming school(s), at which time they may choose specific items to come to their school.

6.5.3 At the discretion of the principal, in consultation with the school Superintendent of Education, the Memorabilia Inventory List will be reviewed, and either identified to transfer to the new/consolidated school(s) or identified for possible donation to a historical society/archive/museum (see (i) below). All other memorabilia will be handled in accordance with Appendix A “Memorabilia Retention Guideline”.

- i. Donation to Historical Society/Archive/Museum

For those items identified for donation, the principal (or designate) will contact local historical societies/archives/museums to confirm interest in receiving specific items. Once interest has been confirmed, the principal will contact the school Superintendent of Education for final review and approval to donate each item.

6.6 Photographs

6.6.1 Class photos, graduate photos, staff photos/portraits (photographs should include date and school event information if possible – historical context required to be considered significant for retention) will also be included as

part of the Memorabilia Inventory List and photographed (digitized) as part

of the process. The process may be in the form of electronic archiving of some of these items (i.e. Graduation photographs from multiple schools).

- 6.6.2 At the discretion of the principal, in consultation with the school Superintendent of Education, each inventoried item will be reviewed, and either identified to transfer to the new school/consolidated school(s) or identified for possible donation to a historical society/archive/museum. The school Superintendent of Education will be informed of the decisions and

have the final say. All other photographs will be handled in accordance with Appendix A “Memorabilia Retention Guideline”.

6.7 Artwork

- vii. An inventory of professional artwork (e.g., paintings, prints, ceramics) is maintained at the school and kept on file. Decisions regarding professional artwork (e.g., retention, donation, etc.) are to be made in consultation with the school Superintendent of Education and follow direction as set out in Appendix A “Memorabilia Retention Guideline”.

7.0 Planning for Consolidation/Significant Renovation/New Build – Best Practices

7.1 Communications – Students, Staff and Community

- I. Timelines for a New Build/Significant Renovation
- i. Timelines for a new build/significant renovation varies from project to project, but a general guideline is approximately 24-36 months from the time the project has received Ministry of Education approval to proceed to design, to the move- in date.
 - ii. The Plant Services Department, in coordination with the Superintendent of Education, will develop a timeline and share it with Executive Council.
 - iii. The timeline may incorporate the following:
 - a. Project start and end dates
 - b. Packing timelines
 - c. Health and safety review timelines/dates

d. Demolition timelines

e. Move-in timelines

II. Communications

- a. Communication is a critical component of a successful new build, significant renovation and/or consolidation of schools. It is expected that regular and ongoing communication, and feedback will take place with staff, students and community members throughout the project from school administration and board staff.
- b. The principal will coordinate with the support of the Office of the Director

all communication with students, staff and community and will provide regular and ongoing updates on project status.

III. Feedback System

- a. Regular and on-going site meetings will occur through the new build/consolidation project. Minutes are to be taken at these meetings.
- b. The Plant Services Department will communicate to senior administration when critical milestones have been reached, and to Principals.

7.2 Transition / Integration Planning – Operations

I. Operational Issues

- a. Building a new school or consolidating multiple schools into one site are complex situations that must consider multiple factors, such as:
 - i. Pre-move, move-in and post-move processes;
 - ii. Health and Safety; Instructional and programming requirements;
 - iii. Integration of elementary and secondary students when needed;
 - iv. Special needs for students and staff;
 - v. Community partnerships (i.e. childcare spaces);
 - vi. Communications;
 - vii. Blending of two or more school cultures;
 - viii. Impact of new build/consolidation on students, staff and community well-being;
 - ix. Levels of administration;
 - x. Anticipated budget and allocation;

xi. Budget and school funds integration;

xii. Efficiencies and scheduling;

xiii. Record keeping and archiving;

xiv. Storage;

xv. Busing.

b. The Plant Services Department shall update the Board of Trustees and the Senior Team on the above-mentioned items as required.

II. Storage

a. Storage will be a component of the Transitions Plan developed by the Plant

Services Department.

b. The following components will be reviewed:

i. Elementary and secondary needs;

ii. Program needs;

iii. Retention and archiving;

iv. Specialized equipment needs;

v. Provincial benchmarks and storage space generation;

vi. Physical and electronic storage;

vii. Ontario Student Records (OSRs);

viii. Alternate uses of the school (e.g., before and after school programs, childcare).

III. Building Design

a. Feedback from each new build will be compiled by The Plant Services Department and will be reviewed with Senior Administration to identify best practices for building design.

IV. Ministry of Education Enrolment Benchmarks

Building design, size and capacity needs to follow Ministry Benchmarks based on enrolment. The benchmark funding does not include new furniture or specialized equipment such as gym mats, score clocks and boards, data technology upgrades, interior security cameras, technology program equipment upgrades, playground equipment, outside storage.

a. The cost of a site supervisor who can maintain a schedule, maintain quality control of the trades and work with the construction priorities will be included in the

bidding process.

V. Pre-Move Process

- a. Pre-move planning is an important part of the overall transition/integration planning process for a new or consolidated schools build.
- b. Pre-move planning will be an integral part of the Transition Plan developed by the Plant Services Department for the build or consolidation.
- c. If the sharing and/or division of resources is necessary, the Plant Services Department will be responsible for drafting a plan for those resources and submitting that plan to the applicable Superintendent of Education for approval.
- d. Time for purging will be incorporated into any plan.

VI. Move-In Process

- a. Unless exceptional circumstances dictate a different move-in date, students and staff will move into a new build only after the construction is complete and a safety review has been completed.
- b. Consideration will be given to the time that staff will require to pack their instructional materials without students present. The Plant Services Department will assist wherever possible.
- c. A comprehensive integration plan will be developed to assist with the transition when multiple schools are being combined.

VII. Board Support

- a. Consistency of support and accessibility of system staff for a new build or consolidation project is essential.
- b. The Office of the Director in consultation with the Plant Services Department and the school Superintendent of Education will generate a list of support staff for each project, clearly identifying *who does what* and *who to contact*.
 - c. Where possible, there will be consistent system staff assigned to support a project from beginning to end (e.g., Superintendent of Education, Plant Services Department, etc.)

7.3 School Culture Integration – Student and Staff Well-Being

I. School Culture Integration

In any school build or consolidation where there are multiple schools coming together, all schools involved play an integral role in the development of the Transition Plan for the new school. The principal has a significant leadership role to play in bringing the school staffs and students together to develop a new school culture that respects the traditions of

the past and creates the opportunities to move forward with new traditions.

II. Impacts

- a. There are many impacts of a new build on the students, staff and community.
- b. The well-being of students, staff and community will be monitored regularly by the school principal during a new build.
- c. The Principal(s) will incorporate student, staff and community well-being into the development of the Transition Plan for the new build or school(s) consolidation.

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APPENDIX A: PRINCIPAL’S SAMPLE CEREMONY CHECKLIST

Please note that the timelines included in this checklist are generally applicable to new builds, although the tasks noted might also be appropriate for ceremonies surrounding closures/renovations/ consolidations (with modified timelines).

Some new builds are a result of consolidations and will also include the transition of students and staff from other schools. It is important throughout this process to be inclusive of all parties as they are to be involved in the new school.

Principals should work in coordination with the Office of the Director of Education and the school Superintendent of Education to apply/modify these timelines, as appropriate.

I. Minimum five months (if possible)

- a. Refer to Administrative Guideline on School Openings, Closures & Consolidations. Call the school Superintendent of Education with any questions.
- b. Discuss the ceremony with your school Superintendent of Education related to available dates, the event budget, clarification of the invitation list, format of the event, etc.

II. Four months (minimum) before

- a. Create a committee to plan and organize the details of the ceremony. Consider teaching, support staff, students, school council and community members. It is important to remain aware of the contextual and cultural makeup of stakeholders in the new school and the importance of inclusion of appropriate content greetings, treaty acknowledgments coupled with reconciliation statements etc.
- b. At the first planning meeting, prepare a To Do list with timelines and assigned responsibilities for each facet of the event. Discuss what your committee would like to do to make it unique to your school considering what is appropriate given the reason for the event, i.e., rededication, opening or closure. Assign responsibilities to committee members with completion dates identified.
- c. Assign a budget code for all anticipated costs.

III. Three months before

Contact the proposed speakers for the ceremony. Discuss the format for

the event, their time frame for speaking, and request a confirmation of their participation one month prior to the event. Follow-up immediately in writing to confirm the details you have discussed.

- a. Speak with staff about student involvement. Consider songs, presentations and dances by classes or groups as well as choir and band participation. It is important to focus on inclusiveness such as culturally sensitive songs and welcome messages. Have teachers confirm their group's participation by an established date.
- b. Design invitation and programs. Decide if they will be school or board- produced, or a combination of both and consider the format, stock and quantity. Contact your school Superintendent of Education if you require assistance with the printing. Allow for at least two weeks for completion.
- c. Contact the Plant Services Department regarding the presentation of school keys and a plaque, if applicable.
- d. Identify any other presentations to be made and make arrangements for them.

IV. Two months before

- a. Speak with staff about additional student involvement to reflect all stakeholders including those involved in the consolidation or the new build. Consider the Master of Ceremonies, Student hosts for dignitaries, door greeters, tour guides, refreshment hosts, coat-check people, and set-up, sound, lighting, audiovisual support and breakdown teams.
- b. Speak with selected students and send permission forms home for all student participants with return date to confirm their participation.
- c. Mail invitations or forward to the Office of the Director of Education and the school Superintendent of Education for mailing. In addition, consider invitations for the following: construction supervisor, manager of plant services, former principals of the school, bus drivers, crossing guards, School-Age Program staff and community partners. Set an RSVP date for one month prior to the event.
- d. Create a photomontage or video loop of the phases of construction if applicable.
- e. Call the Office of Director of Education to arrange photography and coverage of the event
- f. Work with the Communication Officer to create appropriate messages to inform the local newspaper and other media.
- g. Work with the students on speeches, presentations, greetings, touring, thanking dignitaries and any other duties they have been asked to perform.

- h. Reserve any required equipment, e.g., audio visual, choir risers, etc.

V. One month before

- a. Order decorations, flowers, refreshments, linens.
- b. Write your speech for the event, if applicable.
- c. Meet with the students participating regarding their responsibilities.
- d. Identify a room for special guests to meet prior to the ceremony and assign greeters and hosts along with refreshments.

VI. Three weeks before

Confirm with the Plant Services Department when presentation items such as keys or plaques will arrive (if applicable)

- a. Follow-up on any equipment that will be required.

VII. Two weeks before

- a. Do a walk-through of the school to ensure that the rooms being used are ready for visitors.
- b. Consult with your school custodian about arrangements for the event room – podium, microphone, platform seating, audience chairs, flag stands, physical displays (i.e. memorabilia, photos, floral etc.) and any special attention that may be required to the rooms.

VIII. 3-5 days before

- a. Follow-up with participating students and staff regarding their responsibilities.
- b. Provide pictures, if possible, of special guests to assist staff and assign greeters to the front doors. Request that all speakers enter through the front doors as students will need to recognize them on their arrival.
- c. Confirm receipt of presentation items or follow-up as necessary.
- d. Prepare archival and display items.
- e. Confirm flower order, if appropriate.
- f. Prepare nametags if they are being used.

IX. Day of

- a. Set-up the room where the ceremony will take place, the main entrance, foyer, signage for directions, guest meeting room and any rooms being used for refreshments, decorations, etc.
- b. Provide reserved seating near the podium for the dignitaries, speakers and

- c. the platform guests.
 - c. Set-up a coat check area, if necessary.
 - d. Arrange for a staff member(s) to look after flowers when they arrive.
 - e. Review tasks with staff and students.
 - f. Have presentation items ready.
 - g. Meet with participating students regarding their specific responsibilities.
 - h. Set up displays.
- X. Follow-up after ceremony
- a. Contact all participants – thanking them for their participation.
 - b. Complete any budget reconciliations.
 - c. Contact the Director’s Office regarding the proper retention process for any archival items.

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Appendix B: Memorabilia Retention Timeline

Item	NNDSB Documentation, Dispersal and BOERMS retention timelines
Architectural drawings	1) Transfer to the Board office for retention by the appropriate department 2) Drawings retained as per BOERMS guideline B14 (Drawings) 20 years as long as the building remains in the Board's possession.
Artwork: by students or professional	1) A percentage is displayed at consolidating school, Board office or other NNDSB sites 2) If professional artwork, name of donor may be on back. Attempt to contact donor for retrieval. 3) Remaining pieces are inventoried, following the "Surplus Furniture and Equipment" Administrative Guideline 4) If student pieces remain, they should not be made available to the public.
Awards: Given to a group	1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Awards: Given to an individual	1) All awards are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Awards: In memory or in honour of an individual	1) All awards will be digitized as part of the Memorabilia Master List 2) Every attempt will be made to contact the owner/family who donated the award; the school board will coordinate the return of wanted items 4) Items that families have expressed that they do not want will be disposed of 5) Remaining items will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Banners: Drama, Dance, Music, Sport or Academic	1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining banners are retained as per BOERMS guideline P20 (Memorabilia) for 4 years.
Composite Graduation Pictures	1) All composite pictures are digitized as part of the Memorabilia Master List 2) All composites are retained as per BOERMS guideline P09 (Photographs) for 2 years

Gavels, mascots, crests, stamps, seals	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining items are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Ontario Scholar Certificates	<ol style="list-style-type: none"> 1) All certificates are digitized as part of the Memorabilia Master List 2) All certificates are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Photos of Individuals, Teams, Groups, etc. taken by unknown photographers	<ol style="list-style-type: none"> 1) All Sports Teams, Dance Troops, Theater Casts and Music Band photographs that were on public display in the hallways, offices or display cases will be digitized as part of the Memorabilia Master List 2) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Building Photos and Builders Plaque	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Council Awards, Leadership Awards	<ol style="list-style-type: none"> 1) All awards are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Special Event books, informal school histories	<ol style="list-style-type: none"> 1) These will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years.
Time Capsules	<ol style="list-style-type: none"> 1) All attempts will be made to have the Time Capsule transferred to another school 2) If transferring the Time Capsule is not possible, it will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years

ADMINISTRATIVE GUIDELINE

Title: School Openings, Closures and Consolidations

Effective Date: May 25, 2020
Updated Date: March 16, 2021
February 13, 2024

Responsibility: Superintendent of Education

1.0 Rational

The Near North District School Board recognizes that changes in enrolment patterns, population demographics, funding and operational realities, educational policies and curriculum, provincial legislation and aging facilities and infrastructure may result in the need to consolidate, close, or relocate a school or school programs in order to develop viable accommodation options and solutions that support student success.

This Administrative Guideline has been developed to provide consistency across the board in managing the changing of school structures, school re-configurations, opening new and consolidated schools, naming or renaming schools, and/or the closure of schools.

2.0 Official Naming/Renaming of School, School Logo and Board Facilities

- 2.1 At the request of the Board of Trustees of the Near North District School Board, as elected representatives of their community, the Director of Education will, through the Superintendent of Education, establish a Naming/Renaming Committee to make a recommendation to the Board.
- 2.2 The Naming/Renaming Committee shall reflect the diverse communities that the NNDSB serves and be comprised of a minimum of:
 - three trustees, appointed by the board;
 - one Superintendent of Education (acting in an ex-officio role available for consultation)
 - one school administrator or one school administrator from each impacted school (in the case of school consolidations)
 - one staff representative
 - a parent representative of the School Advisory Council, (if it is a new build naming, renaming or school consolidation, one parent representative from each School Advisory Council);
 - one student (secondary only);
 - the education representative (or designate) from the local First

- Nation where connected to an Education Service Agreement;
- one community member;
- Any other person(s) directed by the Director of Education through the Superintendent of Education;
- One representative from the Indigenous Education Department; and
- One representative from the Equity Department.

No two members of the committee shall be members of the same immediate family.

2.3 A school or facility will undergo the process for renaming when: undergoing extensive renovations (including program change, i.e., JK-6 to a JK-8), relocating to another building, consolidations, extensive boundary changes that markedly change the makeup of the student population or where a current school name no longer aligns with Human Rights policies. In any of these cases, it is possible that the Naming Committee may recommend retaining the current name of the school so long as the current name meets the criteria as set forth in Section 2.6. In the case of a new build or two or more schools being consolidated, the process for naming/renaming a school will be followed to select a new name for the school.

2.4 Naming a section or an area of the school will follow the same process.

2.5 Prior to the consultative process, the Naming Committee will determine from what area the name may be chosen, as outlined in the Committee's Terms of Reference. Areas of choice that align with Human Rights policies may include, but are not limited to:

- a) the street on which the facility is located;
- b) the area which the facility serves;
- c) a geographical feature specific to Near North District School Board;
- d) wording that is supportive of the Board's mission and vision and meets the best interests of the school's students and is culturally responsive to the community.

2.6 The Naming Committee must select names that meet the following guidance criteria:

- Schools or sections of the school may not be named or renamed after individual people, or groups of people.
- Schools or sections of the school may not be named or renamed after corporations or companies;
- The new school name will reflect the Board's commitment to promote

equity, human rights, and inclusive learning and working environments for all students and staff;

- The new name of the school should be representative of our legal responsibilities to Indigenous sovereignty, equity and human rights;
- The school name will not cause harm to any member of the NNDSB community based on grounds protected under the Ontario Human Rights Code. Administrative Guideline; Human Rights;
- All members of the renaming committee will ensure they follow the NNDSB's Code of Conduct to ensure respect and dignity for all; and
- Following the determination of the new name, the school will consult with the student body, along with other community stakeholders, to rebrand the school with the new name and through school level consultation determine the new mascot, logo and slogan to accompany the new name.

- 2.7 The Naming Committee will establish appropriate timelines, as outlined in their Terms of Reference, for the collection of student and community input.
- 2.8 The Naming Committee will follow a fair process for the evaluation, review and consideration of all submissions received pertaining to the naming of the specific site being reviewed.
- 2.9 The Naming Committee will consult with the community through the use of a variety of methods which may include; surveys, contests, or public forums and will bring a recommendation of up to three names for the Board of Trustees' consideration. The Naming Committee will contact the board's Communication Officer to coordinate notices of the consultation on the board website.
- 2.10 Suggestions received through the consultation process will be reviewed by the Naming Committee to ensure that criteria from 2.6 is achieved.
- 2.11 The Naming Committee, through the Superintendent of Education, will prepare a report with recommendations for the Board of Trustees to assist them in making the final determination.
- 2.12 While the Board does not have to select the top choice of the Committee, the Board must select one (1) of the three options put forward.
- 2.13 Once the Board of Trustees selects the name for the school or facility, the naming/renaming process is considered concluded.

2.14 Once the name has been approved by the Board of Trustees, the Superintendent of Education will notify the appropriate staff to ensure ongoing accurate school data reporting to the Ministry of Education.

2.15 A media release announcing the new school name will be coordinated by the Superintendent of Education through the Office of the Director of Education.

3.0 Building Dedication

3.1 The cost of a building dedication will be incorporated into the building cost of a new school building, or the refurbishment costs for a significant school renovation.

3.2 To maintain consistency, a building dedication shall include the following as a guideline:

- i. The font used will be consistent with Board Logo and Publishing Standards;
- ii. The following information shall be included:
 - a) Near North District School Board logo;
 - b) name of building;
 - c) opening date;
 - d) names of the following people (as of opening date):
 - i. Chair of the Board,
 - ii. Director of Education,
 - iii. Trustees;
 - e) a statement of purpose for the new building/addition;
- iii. The final size will be determined by the finished artwork.

3.3 The building dedication shall be developed in consultation with the school community and Indigenous partners and shall incorporate a land acknowledgement.

3.4 The building dedication will be unveiled at the official school opening (see section 5.0).

4.0 Ground breaking at a New School

4.1 For all new school builds there will be a planned ceremony, the purpose of which will be to celebrate the opening of the new school.

4.2 The Office of the Director, the school Superintendent of Education and Plant Services will coordinate to plan this event.

4.3 As per Ministry direction, the Plant Services department will coordinate with the Ministry of Education to prominently display signage at the site of construction that

identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education.

Invitees to the ceremony should include, but not be limited to:

- i. Minister of Education;
- ii. Ministry of Education Regional Manager, Field Services Branch;
- iii. Mayor and or City Councilor(s);
- iv. Chair of the Board;
- v. Director of Education;
- vi. Trustees;
- vii. Superintendent of Education;
- viii. Student Senator/Trustee representative;
- ix. All schools working with First Nation Communities through an Education Service Agreement are to extend invitations to the Chief & Council through designated Education designate;
- x. Communications Officer;
- xi. Local media.

5.0 Official Opening, Consolidation or Closing Ceremony

5.1 General Information

- i. An official opening shall be held for a newly built school, or as appropriate, due to significant building renovations and/or the consolidation of two or more schools. Similarly, a ceremony celebrating the history of a school may be held when it is to be closed.
- ii. The principal of the school has the responsibility of coordinating the celebration in co-operation with the Office of the Director of Education, the school Superintendent of Education and a Ceremony Planning Committee (see Section 5.2)
- iii. A budget for such events shall be developed by the principal and Superintendent of Education for review.

5.2 Ceremony Planning Committee

- i. The principal shall establish a Ceremony Planning Committee including representation of the following groups:

- a) Teaching and support staff;
 - b) School Council;
 - c) Student Council;
 - d) Key community members including those serving within our First Nations Community.
- II. The principal will:
- a) Prepare a ceremony checklist (see Appendix A for an example);
 - b) Request a permit for the use of the school, if necessary.

It is important to note that school closures/consolidations can be very emotional for all school community stakeholders. It is key to establish a positive tone/celebratory atmosphere in the school very early on. All speeches/comments should be vetted through the Office of the Director of Education and the Communication Officer.

5.3 Date, Time and Location

- I. A ceremony commemorating the history of a school to be closed should be held prior to the date of closure.
- II. An official opening of a school/consolidation of schools should be held within the first two months of the first year of operation of the new school/consolidation.
- III. The principal will be responsible for arranging the necessary permits for the event (see Appendix A: Principal's Sample Ceremony Checklist).

5.4 Invitations

- 5.4.1 Invitations should be sent with as much advance notification as possible
- 5.4.2 Develop guest list as follows:
- 5.4.3 Generally, the platform invitation list should include, but not be limited to:
 - I. Chair of the Board and trustees;
 - II. Director of Education;
 - III. Superintendent(s) of Education;
 - IV. All schools working with First Nation Communities through an Education Service Agreement are to extend invitations to the Chief & Council through designated Education designate;
 - V. Other guests may be added at the discretion of the principal, in consultation with the Superintendent of Education.
 - VI.

NOTE: For all new school openings, or openings of major additions that include childcare, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca, with a copy sent to the Regional Manager, Field Services Branch. The event cannot proceed until a response is received from the Minister's Office regarding the Minister's attendance.

- a. The principal shall forward the names and addresses of invitees to the Communication Officer for distribution. Assistance from the Office of the Director of Education may be provided in designing and printing invitations upon request of the principal. All communication is to be approved by the Office of the Director of Education and the Communication Officer.
- ii. Prepare specific invitations for those in the platform party to include:
 - a. Invitation to attend and speak, and expected length of remarks;
 - b. Expected arrival time;
 - c. Draft program;
 - d. Where platform guests will meet;
 - e. RSVP information.
- iii. Design with support of the Office of the Director of Education regarding printing and distribution. All final designs must be approved by the Office of the Director of Education and the Communication Officer prior to distribution.
- iv. The Communication Officer will send out a Media Release.
- v. Distribution of Media Release to:
 - a. Local newspaper for Community Events page;
 - b. Local media;
 - c. Municipal and township offices;
 - d. Community businesses;
 - e. School newsletters, school website and social media sites.

5.5 Programs

- I. The Principal (in coordination with the Communication Officer and the Officer of the Director) and Ceremony Planning Committee will be responsible for the

following elements of the program:

- a. Planning the program, and a tour of the school and/or refreshments;
 - b. Involving as many students and staff as possible. (e.g., choir, band, greeters, tour guides, hosts to special guests, ushers, MC, etc.);
 - c. Preparing name tags for platform guests, and guides/greeters, etc.;
 - d. Posting welcome signs and directions signs if required.
 - e. Other special activities may be included, such as:
 - i. Developing a time capsule;
 - ii. Displaying historical memorabilia;
 - iii. Inviting attendees to sign a guest book;
 - iv. Developing a media presentation of the building progress.
- II. The principal of the new school (or the school into which students will be consolidated), along with the Ceremony Planning Committee will plan and print the programs including:
- a. Indigenous Land Acknowledgement;
 - b. “Official Opening”, School with Board Logo, Building Name, Date of Event;
 - c. Background information of new building (e.g., size, capacity, grades, schools replaced, etc.);
 - d. Welcome;
 - e. Greetings/Speakers;
 - f. Ribbon Cutting (if applicable);
 - g. Unveiling of the Building Dedication;
 - h. Closing Remarks.
- III. Order of Presenters/Speakers
- The order of presenters/speakers for all ceremonies shall be as follows: (where applicable):
- a. Chair of the Board;
 - b. Provincial representative;
 - c. Federal representative;
 - d. Municipal representative;
 - e. Chief of local First Nation or designate
 - f. Director of Education / School Superintendent;
 - g. Principal / Vice-principal;
 - h. Student Senator/Trustee who represents students at the school;
 - i. School Council Chair;

5.6 Thank You Notes

The Principal and Ceremony Planning Committee will be responsible for assigning a committee member(s) to send thank you notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.

6.0 Records and memorabilia from Closed or Consolidated Schools

The proper retention of records and Memorabilia from closing or consolidated schools is key to ensuring transitions between schools are well received by staff and students and is essential to the maintenance of school board history.

The principal must ensure that:

- a. the Board of Education Records Management System (BOERMS) is reviewed to determine which recorded information (records) are to be transferred and maintained at the new school or consolidated school(s), disposed of or transferred to the vault at West Ferris for storage; and
- b. that disposal and/or transfer of records identified in (a) complies with the Near North District School Boards Retention and Disposal of Records Process and Procedures;
- c. the Administrative Guideline: Disposal of Surplus Furniture and Equipment is followed.

6.1 Ownership of Materials

- a. All records, memorabilia, and any other materials housed at the school are board- owned property.
- b. Principals are ultimately responsible for the care of board-owned property and must exercise discretion before considering relinquishing school material to a third party. In the vast majority of cases, board-owned material must remain within the custody and control of the board for legal, accountability, transparency, and operational reasons.
- c. After careful consideration of the above factors, if principals are considering relinquishing any material to a third party, they are asked to consult with the school Superintendent of Education before making final decisions/commitments.

6.2 Ontario Student Records (OSRs)

- a. Ontario Student Records (OSRs) will be transferred to student's new school, as per the OSR Guidelines.
- b. Inactive OSRs must be retained for 55 years after the student last attended school and will be transferred to the school where the majority of students are now attending.

6.3 Office Index Cards

- a. Office index cards need to be retained for 55 years after the student last attended school and will be transferred to the school where the majority of students are now attending.

6.4 Build Considerations

- a. Builder plaques will not be sold or disposed with the old school. They will be removed and permanently installed at the new school. In the case of a school closure, where students are consolidated at current school site(s) (e.g., no new build), the builder plaque from the old school will be installed at the school where the majority of students are now attending.
- b. Display cabinets may be installed in new school builds and should be dedicated to house materials from the closed schools.
- c. Display space including cabinets and/or walls shall be made available for memorabilia from the closed or consolidated school(s), in the receiving school.

6.5 Memorabilia

Principals must ensure that the Administrative Guideline: Disposal of Surplus Furniture and Equipment is followed prior to identifying items as memorabilia and/or for possible distribution outside of the board.

For the purposes of this procedure, Memorabilia will be defined as objects that maintain historical significance or value. Items identified as memorabilia will be retained utilizing the Board of Education Records Management System (BOERMS), which identifies retention and disposal periods. See Appendix B "Memorabilia Retention Timeline" for a list of such items, including the item specific process for documentation, dispersal, and retention.

Yearbooks are not considered memorabilia and must be transferred to the new/consolidated school(s).

Memorabilia includes, but is not limited to, school property in the form of:

- i. School photos (if the school name is not listed on the front, write it on the back);
 - ii. Trophies, sports banners, and flags;
 - iii. Gavels, mascots, crests;
 - iv. School stamps, seals;

 - v. Time capsules;
 - vi. Special event books (e.g., commemorations, anniversaries, etc.), informal school histories, architectural drawings.
- 6.5.1 The principal or designate will create a Memorabilia Inventory List that may include photo documentation of all memorabilia within the school. Each item will be photographed (digitized) as part of the inventory process.
- 6.5.2 The Memorabilia Inventory List will be shared with the school Superintendent of Education. In the case of consolidation, the list will be presented to the principal(s) of the welcoming school(s), at which time they may choose specific items to come to their school.
- 6.5.3 At the discretion of the principal, in consultation with the school Superintendent of Education, the Memorabilia Inventory List will be reviewed, and either identified to transfer to the new/consolidated school(s) or identified for possible donation to a historical society/archive/museum (see (i) below). All other memorabilia will be handled in accordance with Appendix A “Memorabilia Retention Guideline”.
- i. Donation to Historical Society/Archive/Museum
For those items identified for donation, the principal (or designate) will contact local historical societies/archives/museums to confirm interest in receiving specific items. Once interest has been confirmed, the principal will contact the school Superintendent of Education for final review and approval to donate each item.

6.6 Photographs

6.6.1 Class photos, graduate photos, staff photos/portraits (photographs should include date and school event information if possible – historical context required to be considered significant for retention) will also be included as part of the Memorabilia Inventory List and photographed (digitized) as part of the process. The process may be in the form of electronic archiving of some of these items (i.e. Graduation photographs from multiple schools).

6.6.2 At the discretion of the principal, in consultation with the school Superintendent of Education, each inventoried item will be reviewed, and either identified to transfer to the new school/consolidated school(s) or identified for possible donation to a historical society/archive/museum. The school Superintendent of Education will be informed of the decisions and

have the final say. All other photographs will be handled in accordance with Appendix A “Memorabilia Retention Guideline”.

6.7 Artwork

- vii. An inventory of professional artwork (e.g., paintings, prints, ceramics) is maintained at the school and kept on file. Decisions regarding professional artwork (e.g., retention, donation, etc.) are to be made in consultation with the school Superintendent of Education and follow direction as set out in Appendix A “Memorabilia Retention Guideline”.

7.0 Planning for Consolidation/Significant Renovation/New Build – Best Practices

7.1 Communications – Students, Staff and Community

- I. Timelines for a New Build/Significant Renovation
 - i. Timelines for a new build/significant renovation varies from project to project, but a general guideline is approximately 24-36 months from the time the project has received Ministry of Education approval to proceed to design, to the move- in date.
 - ii. The Plant Services Department, in coordination with the Superintendent of Education, will develop a timeline and share it with Executive Council.

- iii. The timeline may incorporate the following:
 - a. Project start and end dates
 - b. Packing timelines
 - c. Health and safety review timelines/dates
 - d. Demolition timelines

 - e. Move-in timelines

II. Communications

- a. Communication is a critical component of a successful new build, significant renovation and/or consolidation of schools. It is expected that regular and ongoing communication, and feedback will take place with staff, students and community members throughout the project from school administration and board staff.
- b. The principal will coordinate with the support of the Office of the Director

all communication with students, staff and community and will provide regular and ongoing updates on project status.

III. Feedback System

- a. Regular and on-going site meetings will occur through the new build/consolidation project. Minutes are to be taken at these meetings.
- b. The Plant Services Department will communicate to senior administration when critical milestones have been reached, and to Principals.

7.2 Transition / Integration Planning – Operations

I. Operational Issues

- a. Building a new school or consolidating multiple schools into one site are complex situations that must consider multiple factors, such as:
 - i. Pre-move, move-in and post-move processes;
 - ii. Health and Safety; Instructional and programming requirements;
 - iii. Integration of elementary and secondary students when needed;
 - iv. Special needs for students and staff;
 - v. Community partnerships (i.e. childcare spaces);
 - vi. Communications;

- vii. Blending of two or more school cultures;
- viii. Impact of new build/consolidation on students, staff and community well-being;
- ix. Levels of administration;
- x. Anticipated budget and allocation;
- xi. Budget and school funds integration;

- xii. Efficiencies and scheduling;
- xiii. Record keeping and archiving;
- xiv. Storage;
- xv. Busing.

- b. The Plant Services Department shall update the Board of Trustees and the Senior Team on the above-mentioned items as required.

II. Storage

- a. Storage will be a component of the Transitions Plan developed by the Plant

Services Department.

- b. The following components will be reviewed:
 - i. Elementary and secondary needs;
 - ii. Program needs;
 - iii. Retention and archiving;
 - iv. Specialized equipment needs;
 - v. Provincial benchmarks and storage space generation;
 - vi. Physical and electronic storage;
 - vii. Ontario Student Records (OSRs);
 - viii. Alternate uses of the school (e.g., before and after school programs, childcare).

III. Building Design

- a. Feedback from each new build will be compiled by The Plant Services Department and will be reviewed with Senior Administration to identify best practices for building design.

IV. Ministry of Education Enrolment Benchmarks

Building design, size and capacity needs to follow Ministry Benchmarks based on enrolment. The benchmark funding does not include new furniture or specialized equipment such as gym mats, score clocks and boards, data technology upgrades, interior security cameras, technology program equipment upgrades, playground equipment, outside storage.

- a. The cost of a site supervisor who can maintain a schedule, maintain quality control of the trades and work with the construction priorities will be included in the bidding process.

V. Pre-Move Process

- a. Pre-move planning is an important part of the overall transition/integration planning process for a new or consolidated schools build.
- b. Pre-move planning will be an integral part of the Transition Plan developed by the Plant Services Department for the build or consolidation.
- c. If the sharing and/or division of resources is necessary, the Plant Services Department will be responsible for drafting a plan for those resources and submitting that plan to the applicable Superintendent of Education for approval.
- d. Time for purging will be incorporated into any plan.

VI. Move-In Process

- a. Unless exceptional circumstances dictate a different move-in date, students and staff will move into a new build only after the construction is complete and a safety review has been completed.
- b. Consideration will be given to the time that staff will require to pack their instructional materials without students present. The Plant Services Department will assist wherever possible.
- c. A comprehensive integration plan will be developed to assist with the transition when multiple schools are being combined.

VII. Board Support

- a. Consistency of support and accessibility of system staff for a new build or consolidation project is essential.
- b. The Office of the Director in consultation with the Plant Services Department and the school Superintendent of Education will generate a list of support staff for each project, clearly identifying *who does what* and *who to contact*.
 - c. Where possible, there will be consistent system staff assigned to support a project from beginning to end (e.g., Superintendent of Education, Plant Services Department, etc.)

7.3 School Culture Integration – Student and Staff Well-Being

I. School Culture Integration

In any school build or consolidation where there are multiple schools coming together, all schools involved play an integral role in the development of the Transition Plan for the new school. The principal has a significant leadership role to play in bringing the school staffs and students together to develop a new school culture that respects the traditions of the past and creates the opportunities to move forward with new traditions.

II. Impacts

- a. There are many impacts of a new build on the students, staff and community.
- b. The well-being of students, staff and community will be monitored regularly by the school principal during a new build.
- c. The Principal(s) will incorporate student, staff and community well-being into the development of the Transition Plan for the new build or school(s) consolidation.

APPENDIX A: PRINCIPAL’S SAMPLE CEREMONY CHECKLIST

Please note that the timelines included in this checklist are generally applicable to new builds, although the tasks noted might also be appropriate for ceremonies surrounding closures/renovations/ consolidations (with modified timelines).

Some new builds are a result of consolidations and will also include the transition of students and staff from other schools. It is important throughout this process to be inclusive of all parties as they are to be involved in the new school.

Principals should work in coordination with the Office of the Director of Education and the school Superintendent of Education to apply/modify these timelines, as appropriate.

- I. Minimum five months (if possible)
 - a. Refer to Administrative Guideline on School Openings, Closures & Consolidations. Call the school Superintendent of Education with any questions.
 - b. Discuss the ceremony with your school Superintendent of Education related to available dates, the event budget, clarification of the invitation list, format of the event, etc.
- II. Four months (minimum) before
 - a. Create a committee to plan and organize the details of the ceremony. Consider teaching, support staff, students, school council and community members. It is important to remain aware of the contextual and cultural makeup of stakeholders in the new school and the importance of inclusion of appropriate content greetings, treaty acknowledgments coupled with reconciliation statements etc.
 - b. At the first planning meeting, prepare a To Do list with timelines and assigned responsibilities for each facet of the event. Discuss what your committee would like to do to make it unique to your school considering what is appropriate given the reason for the event, i.e., rededication, opening or closure. Assign responsibilities to committee members with completion dates identified.
 - c. Assign a budget code for all anticipated costs.

III. Three months before

Contact the proposed speakers for the ceremony. Discuss the format for

the event, their time frame for speaking, and request a confirmation of their participation one month prior to the event. Follow-up immediately in writing to confirm the details you have discussed.

- a. Speak with staff about student involvement. Consider songs, presentations and dances by classes or groups as well as choir and band participation. It is important to focus on inclusiveness such as culturally sensitive songs and welcome messages. Have teachers confirm their group's participation by an established date.
- b. Design invitation and programs. Decide if they will be school or board- produced, or a combination of both and consider the format, stock and quantity. Contact your school Superintendent of Education if you require assistance with the printing. Allow for at least two weeks for completion.
- c. Contact the Plant Services Department regarding the presentation of school keys and a plaque, if applicable.
- d. Identify any other presentations to be made and make arrangements for them.

IV. Two months before

- a. Speak with staff about additional student involvement to reflect all stakeholders including those involved in the consolidation or the new build. Consider the Master of Ceremonies, Student hosts for dignitaries, door greeters, tour guides, refreshment hosts, coat-check people, and set-up, sound, lighting, audiovisual support and breakdown teams.
- b. Speak with selected students and send permission forms home for all student participants with return date to confirm their participation.
- c. Mail invitations or forward to the Office of the Director of Education and the school Superintendent of Education for mailing. In addition, consider invitations for the following: construction supervisor, manager of plant services, former principals of the school, bus drivers, crossing guards, School-Age Program staff and community partners. Set an RSVP date for one month prior to the event.
- d. Create a photomontage or video loop of the phases of construction if applicable.
- e. Call the Office of Director of Education to arrange photography and coverage of the event
- f. Work with the Communication Officer to create appropriate messages to inform the local newspaper and other media.
- g. Work with the students on speeches, presentations, greetings, touring, thanking dignitaries and any other duties they have been asked to perform.

- h. Reserve any required equipment, e.g., audio visual, choir risers, etc.

V. One month before

- a. Order decorations, flowers, refreshments, linens.
- b. Write your speech for the event, if applicable.
- c. Meet with the students participating regarding their responsibilities.
- d. Identify a room for special guests to meet prior to the ceremony and assign greeters and hosts along with refreshments.

VI. Three weeks before

Confirm with the Plant Services Department when presentation items such as keys or plaques will arrive (if applicable)

- a. Follow-up on any equipment that will be required.

VII. Two weeks before

- a. Do a walk-through of the school to ensure that the rooms being used are ready for visitors.
- b. Consult with your school custodian about arrangements for the event room – podium, microphone, platform seating, audience chairs, flag stands, physical displays (i.e. memorabilia, photos, floral etc.) and any special attention that may be required to the rooms.

VIII. 3-5 days before

- a. Follow-up with participating students and staff regarding their responsibilities.
- b. Provide pictures, if possible, of special guests to assist staff and assign greeters to the front doors. Request that all speakers enter through the front doors as students will need to recognize them on their arrival.
- c. Confirm receipt of presentation items or follow-up as necessary.
- d. Prepare archival and display items.
- e. Confirm flower order, if appropriate.
- f. Prepare nametags if they are being used.

IX. Day of

- a. Set-up the room where the ceremony will take place, the main entrance, foyer, signage for directions, guest meeting room and any rooms being used for refreshments, decorations, etc.
- b. Provide reserved seating near the podium for the dignitaries, speakers and

- c. the platform guests.
 - c. Set-up a coat check area, if necessary.
 - d. Arrange for a staff member(s) to look after flowers when they arrive.
 - e. Review tasks with staff and students.
 - f. Have presentation items ready.
 - g. Meet with participating students regarding their specific responsibilities.
 - h. Set up displays.
- X. Follow-up after ceremony
- a. Contact all participants – thanking them for their participation.
 - b. Complete any budget reconciliations.
 - c. Contact the Director’s Office regarding the proper retention process for any archival items.

Appendix B:

Memorabilia Retention Timeline

Item	NNDSB Documentation, Dispersal and BOERMS retention timelines
Architectural drawings	<ol style="list-style-type: none"> 1) Transfer to the Board office for retention by the appropriate department 2) Drawings retained as per BOERMS guideline B14 (Drawings) 20 years as long as the building remains in the Board's possession.
Artwork: by students or professional	<ol style="list-style-type: none"> 1) A percentage is displayed at consolidating school, Board office or other NNDSB sites 2) If professional artwork, name of donor may be on back. Attempt to contact donor for retrieval. 3) Remaining pieces are inventoried, following the "Surplus Furniture and Equipment" Administrative Guideline 4) If student pieces remain, they should not be made available to the public.
Awards: Given to a group	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Awards: Given to an individual	<ol style="list-style-type: none"> 1) All awards are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Awards: In memory or in honour of an individual	<ol style="list-style-type: none"> 1) All awards will be digitized as part of the Memorabilia Master List 2) Every attempt will be made to contact the owner/family who donated the award; the school board will coordinate the return of wanted items <li style="padding-left: 40px;">4) Items that families have expressed that they do not want will be disposed of 5) Remaining items will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Banners: Drama, Dance, Music, Sport or Academic	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining banners are retained as per BOERMS guideline P20 (Memorabilia) for 4 years.
Composite Graduation Pictures	<ol style="list-style-type: none"> 1) All composite pictures are digitized as part of the Memorabilia Master List 2) All composites are retained as per BOERMS guideline P09 (Photographs) for 2 years

Gavels, mascots, crests, stamps, seals	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) Remaining items are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Ontario Scholar Certificates	<ol style="list-style-type: none"> 1) All certificates are digitized as part of the Memorabilia Master List 2) All certificates are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Photos of Individuals, Teams, Groups, etc. taken by unknown photographers	<ol style="list-style-type: none"> 1) All Sports Teams, Dance Troops, Theater Casts and Music Band photographs that were on public display in the hallways, offices or display cases will be digitized as part of the Memorabilia Master List 2) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Building Photos and Builders Plaque	<ol style="list-style-type: none"> 1) All pieces are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All photos are retained as per BOERMS guideline P09 (Photographs) for 2 years
School Council Awards, Leadership Awards	<ol style="list-style-type: none"> 1) All awards are digitized as part of the Memorabilia Master List 2) A percentage is displayed at consolidating school, Board office or other NNDSB sites 3) All remaining awards are retained as per BOERMS guideline P20 (Memorabilia) for 4 years
Special Event books, informal school histories	<ol style="list-style-type: none"> 1) These will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years.
Time Capsules	<ol style="list-style-type: none"> 1) All attempts will be made to have the Time Capsule transferred to another school 2) If transferring the Time Capsule is not possible, it will be retained as per BOERMS guideline P20 (Memorabilia) for 4 years

PD Opportunities Report

Title:	February 2024 Trustee Professional Development Opportunities Report
Ongoing Opportunities and Resources	<ul style="list-style-type: none"> • Ontario Public School Board Association’s “Trustee Development Program” modules https://modules.ontarioschooltrustees.org/ • Ontario Public School Board Association’s “Guide to Good Governance” https://www.opsba.org/wp-content/uploads/2023/01/EN_Good-Governance-Guide-2022-2026_en_aoda_final.pdf • Ontario Public School Board Association’s 2024 Public Education Symposium- workshop and panel discussion resources – via email to pdevents@opsba.org • Ministry of Education Governance Resources http://www.edu.gov.on.ca/eng/policyfunding/leadership/govern_resources.html • Canadian School Boards Association (CSBA) Governance Resources https://www.cdnsba.org/governance-resources • Ontario Student Trustees Association- List of publications https://osta-aeco.org/our-work/publications/
Scheduled Opportunities	<p>2024 Education Labour Relations and Human Resources Symposium April 25 & 26, 2024 at the Sheraton Centre Toronto Hotel</p> <p>Osgoode Hall: Mental Health Law for Children & Youth April 10, 2024 Human Resources Law for Education Professionals March 2024</p>
Registration Support	<p>Trustees may reach out to the Director’s Office via email at maureen.egan@nearnorthschools.ca for registration support if they are unsuccessful in self-registering.</p>

BOARD REPORT

Title:	Board of Trustees Committee Meeting Calendar
Board Committees	<p>It is noted that the Board of Trustees has structured committees for the purposes of conducting its work more effectively. Committees of the Board of Trustees are comprised of:</p> <ul style="list-style-type: none"> • Statutory Committees- which are established under Provincial Regulations and have mandates, composition, and terms of reference as required by the Regulations; • Ad Hoc Committees- which are formed to assist the Board by doing “pre-Board work” to address a specific topic or project. <p>The NNDSB Board of Trustees welcomes members of the public to attend as observers to public Board of Trustee committee meetings. In support of this commitment, upcoming committee dates are listed below.</p>
Currently Scheduled Meetings	<p><u>Special Education Advisory Committee</u> February 15, 2024 at 1:00 pm via Zoom (contact Krista Holmes for link)</p> <p><u>Finance Committee</u> March 5, 2024 at 11:00 am via Zoom (contact Lesley Marshall for link)</p> <p><u>Multi-Year Strategic Planning Committee</u> March 2024 <i>to be confirmed</i></p>
Participation Support	<p>Trustees and members of the public are encouraged to view the website for the most current committee meeting information.</p> <p>Trustees and members of the public may reach out to the Director’s Assistant via email at maureen.egan@nearnorthschools.ca for any further support.</p>

Title:	Director's Update
Contact:	Craig Myles, Director of Education
Date Submitted:	Board Meeting February 14, 2024
Welcome	<p>February is recognized as Black History month in Canada. We celebrate Black culture and history and applaud the achievements and significant contributions Black Canadians have made to our nation. Please refer to the board's social media channels for highlights of the activities the school community has organized. Also, in February our students are invited to participate in learning opportunities related to the following significant dates:</p> <p>February 4 <i>World Cancer Day</i>. This day honours and remembers everyone affected by cancer.</p> <p>February 6 <i>Safer Internet Day</i>. This day promotes a safer and more responsible use of online technology.</p> <p>February 10 <i>Chinese New Year</i>. This is the Chinese festival that celebrates the beginning of the new year on the traditional Chinese calendar.</p> <p>February 15 <i>National Flag of Canada Day</i>. This is observed annually on February 15 to commemorate the inauguration of the Flag of Canada on that date in 1965.</p> <p>February 20 <i>World Day of Social Justice</i>. This is an international day recognizing the need to promote social justice, which includes efforts to tackle issues such as poverty, exclusion, gender inequality, unemployment, human rights, and social protections.</p> <p>February 19 <i>Family Day</i>. Family Day is observed in Ontario on the third Monday in February. This holiday celebrates the importance of families and family life.</p> <p>February 28 <i>Pink Shirt Day</i>. This day is celebrated on the last Wednesday in February each year. Wearing pink symbolizes that we as a society will not tolerate bullying anywhere.</p>
Student Well-Being	<p>I am very pleased to recognize the work of our Equity and Well-Being team who have recently launched the first edition of the Near North Student Well-Being newsletter. The goal of the newsletter is to support student well-being as well as share resources with staff and families. The newsletter is put together by Equity and Well-Being leads including: Superintendent Tim</p>

	<p>Graves, Principal of Student Well-Being and Equity Lisa Lamoureux, Mental Health Lead Lana St-Louis and Supervisor of Library Services & Classroom Support Centre, Jessica Feick who consulted with the Student Senate and Indigenous Youth Circle.</p> <p>I invite you to click on the link to the newsletter: https://sway.cloud.microsoft/jE0L9xWanaq3qrHA?ref=email found on the website.</p>
<p>MYSP Priority Excellence in Relationships</p>	<p>This month I am happy to feature three MYSP priorities, Excellence in Relationships, Teaching and Learning and Innovation.</p> <p>I'd like to point out the important ongoing community partnerships that exemplify excellence in relationships because they benefit student achievement and well-being and help build character traits of care and citizenship. Recent school and board social media posts feature how schools are supported with product donations such as food and monetary donations to breakfast programs. An example of excellence in relationships and character-building experiential learning was the act of kindness shown by Chippewa Secondary student ambassadors and members of the North Bay Police Service who shovel driveways for neighbours near the school. We are grateful for the many community agencies that support the core purpose of student achievement and wellbeing.</p>
<p>MYSP Priority Excellence in Teaching and Learning</p>	<p>Excellence in Teaching and Learning can most definitely be derived from Excellence in Innovation through innovative approaches to student achievement. This month, this combination can be seen in <u>Innovative Equitable Exams or Culminating Activities</u></p> <p>The end of January marks a week of culminating activities for secondary students. NNDSB teachers evaluate student knowledge and understanding and critical thinking skills by providing a variety of means for students to demonstrate their learning. Students showed their learning in a variety of ways including but certainly not limited to:</p> <ul style="list-style-type: none"> • demonstrating mathematics skills and learning through visual representations • engaging in science-based CSI investigations including evidence labs and critical thinking in the creation and proving of hypothesis • answering essential higher order thinking questions in human growth • use of French conversational skills in teaching and mentoring others • Presentation of portfolios and journals • Creation of model manufacturing systems using robotics <p>These are just a few of the many ways teachers are providing equitable opportunities to demonstrate thorough understanding of curriculum.</p>

	<p>In addition to culminating activities, exam week is very busy, as educators provide additional support to students who may have fallen behind in the submission of key evidence of learning. NNDSB educators are providing extensive opportunities for students to be successful.</p> <p><u>OTIP Teaching Awards – Nominations Open</u> Nominations are open for the OTIP Teaching Awards. There are three categories of awards: elementary school teacher, secondary school teacher and beginning teacher in the first five years of teaching. A teacher may be nominated by professional colleagues, students, parents, and the public. These awards recognize the excellence of our teachers in publicly funded education and are sponsored by The Ontario Teachers Insurance Plan (OTIP) and the Ontario Teachers’ Federation (OTF). The deadline for nominations is March 31, 2024.</p>
<p>Event Updates</p>	<p><u>Anti-Racism Presentations</u> The equity team and school administrators have been supporting both elementary and secondary schools with anti-racism presentations for students and staff. The workshop presentations have been focused on creating equitable and inclusive environments that champion learning opportunities for all students. The presentations have embraced the culture and diversity of all students and are building positive relationships with all members involved in our education community.</p> <p>The presentations have been taking place at West Ferris Intermediate/Secondary School, Alliance Public School with additional presentations scheduled at Woodland Public School in February. The Equity and Well-being team were pleased to have student mentors from West Ferris Secondary School supporting them with the presentations at the elementary schools.</p> <p><u>School Open Houses</u> It is that time of year again when our secondary schools are hosting welcome events for prospective students and families. We encourage families to come out and explore what our schools have to offer. Open houses will be posted on school websites and on the Near North School Board site and social media.</p>

Student Trustee Report

Regular Board Meeting

February 13, 2024

Students at the Near North District School Board have continued to be strong in academics, athletics, arts, and activism this past month.

Secondary students completed first semester culminating tasks and exams successfully and have had a good start into the second semester.

Parry Sound Student Senators talked about local authors which had opportunities to present original books to Parry Sound High School and lead a Q and A with interested students. FJ McElligott is also beginning to plan their annual winter festival, which students, staff and members of the community look forward to.

NNDSB students continue to perform exemplarily in athletic teams. Boys' basketball and girls' volleyball's regular NDA season has been completed, with exciting playoff games last week. Additionally, Parry Sound High School's volleyball intermural season has been completed. After seeing the success from the intermural, the student council is now preparing more activities for the student body.

As for arts highlights within the community, Parry Sound High School's student lead rock band was able to play songs at a school assembly and students had fun showing their music talent and adding to the musical community at school. Additionally, the Chippewa Secondary School Senior Band is practicing hard for a regional competition at the end of the month.

In terms of activism, Almaguin Highlands Secondary School held a charity collection for food banks and gave cookies to seniors this past winter season. Another highlight was FJ

McElligott's bottle drive and cash donations, which raised over 800 dollars for the girls' volleyball team. Students board wide also participated in Bell, Let's Talk Day, raising awareness for mental health with social media posts and announcements throughout the day.

In terms of Student Senate advocacy, at the Jan 8th meeting, time was allocated for each school specific Student Senator to work on individualised scripts and organization for the Student Senate introduction video. We then filmed the video at our most recent meeting on February 12th, here at the board office. We hope this video will go out on all secondary school's social media at the beginning of March. Along with this, we plan to market Student Senate applications with school wide announcements, encouraging the next generation of student leaders to apply for a position within Student Senate, and help bring their schools voices to the board level.

Additionally, Student Senators have decided to move forwards with a Board-Wide Spirit Competition, to help build inter-school relationships, and encourage students to become more involved within their school community. We have chosen the date of March 7th to be the date of the competition.

As well, at the Ontario Student Trustees Association Conference in Ottawa, I had the opportunity in my role as the Public Cabinet Northern Regional Representative to present a session about special education in Ontario. I had an amazing time meeting Student Trustees from all over Ontario and learning about different impactful initiatives which I hope to bring back to the NNDSB Student Senate. I also had the opportunity to present the NNDSB Student Senate's Career Education initiative to all the other Student Trustees from all over Ontario. It was great to be able to share the great work from student leaders from our board.

I will also be reporting back on the proposal of the Toronto Youth Cabinet to address food insecurity, which I brought back to Student Senate. Student Senate was able to bring in student perspective when discussing the benefits and drawbacks that the proposed initiative would bring to students in the Near North District School Board.

We support the work in which the Toronto Youth Cabinet has put into reaching out to us, and completely agree with their statement that *“In a province as wealthy and abundant as Ontario, it is unacceptable to have children be deprived of their right to food and adequate nutrition in supporting them to reach their full potential”*.

However, we have concluded that their initiative lacks logistical detail and fails to provide a plan for proper infrastructure, resources, and staff.

Student Senators discussed the lack of space in their secondary schools, as well as surrounding elementary schools. They were concerned about each school’s capability to build proper infrastructure (ex. kitchens), which would be used for the breakfast and lunch programs. Student Senators were also apprehensive about the timeline and budget that would be assigned to each school to construct and renovate proper structures and wondered if the addition to that provincial funding would be taking money away from another fund.

Student Senate was also able to focus on the fact that within this initiative, schools would have to train and hire specialized staff to cook the breakfast and lunch. Student Senators were able to highlight the similarity of the job timing to bus drivers. They noted that due to the split shifts which bus drivers are subject to, there is a lack of available drivers for jobs. Student Senators worried that this would be the case for the food program workers as well. Additionally, we touched upon the fact that these trained workers would have to go through youth training,

criminal offense checks and culinary lessons, which could add immensely to the timeline of hiring and training.

At this time, the NNDSB Student Senate does not agree with the organized approach that the TYC is taking with this food insecurity initiative. We do not wish to move forwards in endorsing a plan which we feel does not benefit the logistics of our northern, rural location or suit the needs of NNDSB schools.

Instead, Student Senators believed the initiative could better suit our northern school board if each school's food programing was funded through a budget. Schools could then collect data on individualized preferences from students, guardians, and community members about how to best allocate their funds and create a tailored approach to support student nutrition.

Student Senators also discussed nutrition programs already in place for students in the NNDSB, in which many local community members offer contribution. Student Senate believes it would be beneficial to see the strengthening of these relationships, especially in funding of elementary foods programs, building upon what we already have.

I look forwards to the upcoming month, where our student body will most definitely continue to excel, and student leaders continue to create positive change within schools.

Title:	2024-2025 School Year Calendar
Contact:	Superintendent Gay Smylie
Date Submitted:	February 13, 2024
Mandate:	<p>As per regulation 304 of the Education Act, school boards are required to submit a School Year Calendar by March 1st for the following school year to the Ministry of Education.</p> <p>A Committee of representatives from the four school boards in our region work together to create a calendar that meets the needs of our students, staff, parents, volunteers and community partners. By working together, the Committee aims to provide consistency across the geographical region and ensure a range of perspectives/needs are taken into account.</p> <p>The committee must also follow Ministry of Education guidelines, which state that all School Year Calendars must include:</p> <ul style="list-style-type: none"> • 194 mandatory instructional days; • Maximum of seven (7) Professional Activity Days (PA Days); • Maximum of ten (10) examination days (for secondary schools). <p>Further, Community Consultation occurs with parents, staff, students and other stakeholders via our School Year Calendar (SYC) survey prior to the calendar's finalization. The SYC will be submitted to the Ministry of Education pending Board approval, accompanied by a letter signed by the Director of Education.</p>
Background:	<p>Student learning, success and well-being are integral considerations for boards in their decision-making. All four local school boards are mindful of the broad reaching impact the placement of the school year calendar can have on students, parents, staff and volunteers. Committee representatives have taken into account several factors in determining the final calendar.</p> <p><u>Calendar Considerations:</u></p> <p>P.A. Days</p> <p>We are proposing to continue with 2 Professional Activity Days (August 28 and 29) prior to the start date of September 3, 2024, with a Board holiday scheduled for Friday, August 30, 2024.</p>

An overview of our P.A. days for the 2024-2025 school year would be:
August 28 and 29, 2024: MOE and Board initiatives, with a half day of Violence Prevention Training for all ETFO and OSSTF members as per their Collective Agreement.

September 27, 2024: Student Achievement Plans with a focus on goals related to literacy, numeracy, equity and student well-being.

November 15, 2024: Elementary Parent/Teacher Conferencing, Secondary MOE and Board initiatives.

January 31, 2025: Elementary Term 1 Report Card Writing, Secondary Semester 1 Turnaround.

April 4, 2025: MOE and Board initiatives for both Elementary and Secondary panels.

June 9, 2025: Elementary Term 2 Report Card Writing, Secondary MOE and Board initiatives.

Secondary Semesters

The allotted days in the Secondary Semesters will be as follows:

- 90 instructional days in Semester 1
- 88 instructional days in Semester 2

Neither of these totals include exam days (10) or Professional Activity days (7).

Option to be included in the Survey: Placement of Board Holiday

Option 1: Start of the school year on September 3, 2024, a **board holiday on March 7, 2025** before the March Break and end of the school year on June 27, 2025.

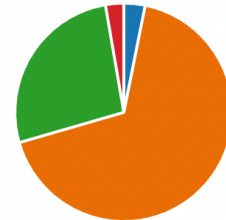
Option 2: Start of the school year on September 3, 2024 and end of the school year on June 26, 2025 with a **board holiday on June 27, 2025**.

Survey Response:

1. Please identify yourself

[More Details](#)

● Student	22
● Parent	471
● Staff	187
● Community Member	19



2. Board Holiday

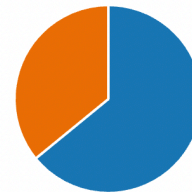
Please indicate your preference between the 2 options below:

Option 1: Start of the school year on September 3, 2024, a board holiday on March 7, 2025 before the March Break and end of the school year on June 27, 2025.

Option 2: Start of the school year on September 3, 2024 and end of the school year on June 26, 2025 with a board holiday on June 27, 2025.

[More Details](#)

● Option 1	448
● Option 2	251



All co-terminus boards had similar results, with Option 1 being favored for the Board Holiday placement on March 7, 2025, with school ending on June 27, 2025. Therefore, the School Year Calendar Committee determined that this option was the preferred and would inform the final 2024-2025 calendar, which is attached.

It is worth mentioning that many parents took the time to provide additional comments and input for further consideration. While some of these suggestions are not possible due to Ministry mandates, we wanted to provide a sampling of responses so that their feedback is captured:

“Like the Friday before March break off better. Head start on traveling.”

“Much easier to book time off in winter than it is in summer.”

“Decrease the winter break to 1 week and have a full week in Feb off to lessen the financial and resource burden in December.”

	<p>“I would prefer after having the summer off that the first board holiday is not September 3rd as well as June 27th. These kids have struggled enough and these dates don’t benefit the kids whatsoever. I believe it would be best to keep the additional day before March break, an additional day around Thanksgiving and an additional day around Easter. Longer breaks spread out throughout the year with the exception of summer break.”</p> <p>“I don’t think June 21st should be counted as an exam day. We are not permitted to give an exam during National Indigenous Day (rightly so) so perhaps the secondary exam block needs to be revisited.”</p> <p>“The extra day for March Break as we really need a break after a long January and February.”</p> <p>“Having the day before March Break instead of at the end of the year is more useable. Getting out June 26 or June 27 doesn’t really matter. That day is more useful before March Break when families can get away on a trip a day earlier. It also gives them another day to enjoy their trip. For those who stay home, that extra day allows for time to catch up on things and get some rest before returning to school/work.”</p> <p>“There are no day camps in the Friday before March break and so that is very hard to accommodate for families with young kids. Also, please don’t split the Christmas break half way through the week like what was done a few years ago. Very disruptive for anyone who has children and works outside the home.”</p> <p>“I believe the school system need to strongly look at changing when our children go to school with the amount of snow days and missed days due to bad weather. Our children are missing far too many days of school. The school board needs to look into what many parents have been asking for for years, which is changing school to being off in the winter and at school in the summer.”</p>
<p>Recommendation:</p>	<p>That the Trustees approve the 2024-2025 school year calendar for submission to the Ministry of Education.</p>

School Year Calendar 2024 - 2025

START: Tuesday September 3, 2024

END: Friday June 27, 2025

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

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2024		2					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
September 2024		1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30									
October 2024					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
November 2024		1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
December 2024				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
January 2025		1				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
February 2025				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28										
March 2025				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
April 2025		1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30							
May 2025							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
June 2025		1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30									
July 2025					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
TOTAL		7		<p>Note: The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																													

Title:	Audit Committee External Member Vacancy- Recruitment Update
Prepared by:	Audit Selection Committee
Date Submitted:	January 18, 2024
Background	<p>On March 8, 2023, Marc Morin notified the SBO's Office that he would be resigning from his position as an external member of the Board's Audit Committee.</p> <p>As per O. Reg. 361/10, the Selection Committee was composed to recruit to fill the vacancy. Selection Committee members included Trustee Hall, Director Myles, and SBO Van Haesendonck.</p>
Recruitment Process	<p>In order to fill the vacancy, a recruitment posting was created. This posting was placed on the Board's website, featured across social media channels, and regularly refreshed.</p> <p>The recruitment period was open for many months. The posting was refreshed throughout this period and added to the board's calendar of events for added attention. Direct messages were shared with multiple organizations, such as the North Bay CPA Chapter Association, the Parry Sound Chamber of Commerce, Nipissing University economics department head, Canadore College accounting department head, as well as the board's previous audit team at BDO with a request to share the volunteer opportunity within their networks.</p> <p>Candidates were directed to reach out to SBO Van Haesendonck with any questions regarding participation, and to the SBO's Executive Assistant with their expression of interest.</p>
Outcome	In early December 2023, one application was received from an interested candidate. The Selection Committee met on December 20, 2023, to review the application. The candidate was identified as qualified for appointment to the Audit Committee, and a recommendation was formed to support the nomination of Theresa Graham as the successful candidate to fill the external member vacancy on the Board's Audit Committee.
Recommendation	That the Board of Trustees appoints Theresa Graham to the Audit Committee as an External Member to fill a three-year term effective immediately and ending on February 12, 2027, as recommended by the Audit Selection Committee.

Erika Lougheed, Chair

Craig Myles, Director of Education

Audit Selection Committee Meeting
Wednesday, December 20, 2023
via Zoom

Present

Shane Hall, Trustee

Craig Myles, Director of Education

Seija Van Haesendonck, Superintendent of Business

1.0 Call to Order 2.0 Review of Recruitment Report

SBO Van Haesendonck called the meeting to order at 2:00 PM and confirmed agenda item 2 (review of application) and that the Committee received one applicant (Theresa Graham) to approve.

3.0 Development of a Recommendation

Motion: SH/SVH

That the Audit Selection Committee recommend to the Board the appointment of Theresa Graham to the Near North DSB Audit Committee for a three-year term. – **Carried**

4.0 Communication Plan/Next Steps

SBO Van Haesendonck to advise the Director's Office that the Selection Committee is recommending that Theresa Graham be appointed as the new member of the Audit Committee for a three-year term and that a motion be drafted for the February 2024 board meeting for approval. Theresa Graham to be notified and thanked for her willingness to join the committee and for her patience throughout this process.

SBO Van Haesendonck advised that the next Audit Committee meeting will be scheduled for the end of March.

5.0 Adjournment

Motion: SVH/SH

There being no further business to discuss, on December 20, 2023, the Audit Selection Committee adjourned. - Carried

Minutes: SH/SVH

Special Education Advisory Minutes (SEAC)

Thursday, December 21, 2023 | 1:00pm
Zoom Online Meeting & North Bay Board Office

Present:

Tim Graves, Superintendent of Education
Chantal Phillips, Trustee and Chair
Alison Clarke, Acting Principal of Special Education
Chantal Phillips, Trustee and Chair
Jeanie Fuscaldo, Trustee
Louise Sargent, Trustee

Kimberly Gignac, Special Education Coordinator – North Region
Lisa Paradis, Special Education Coordinator – East & West Regions
Candy St. Onge, Almaguin Highlands Community Living

Guests:

Gail Degagne, Special Education Math Lead

Land Acknowledgement by Principal Alison Clarke.

Meeting called to order at 1:05 pm.

Agenda Approval:

Motioned by Trustee Sargent and seconded by Trustee Fuscaldo. *Carried*

Approval of the Minutes of the November 16, 2023, meeting:

Motioned by Trustee Fuscaldo and seconded by Candy St Onge. *Carried*.

6. Business Arising from the Minutes

- This is a new role funded by the Ministry that supports both students and staff in the area of mathematics. Gail Degagne brings a wealth of experience and knowledge to facilitate this important learning with extensive experience in Special Education.
- A Math Achievement Action Plan was developed by the team and is guiding the work at various schools in the North region to date.
- The goals are: Strengthen educator content knowledge, improve educator confidence/develop abilities, increase parent engagement, and support professional learning.
- Gail noted that when they establish predictable math routines, there are benefits to student learning as it reduces classroom management issues, allows for differentiation with open tasks and allows for more effective use of class time.
- Summary chart of tools and resources available within the board was shared and can be found in the slide deck from the presentation.
- Gail is working with educators on knowing their students and knowing where they are at. Her role is to promote inclusion, close gaps and provide targeted intentional academic growth

opportunities. Plan, teach and assess in a responsive manner.

- Worksheet for planning school support that identifies what is working, next steps and opportunities for growth.
- Tier 3 supports and next steps will be informed by the learning this year.
- Working in the second school for this year and focusing on Tier 2 supports.
- This work digs deeper into IEPs, Behaviour Management Plans, One Page Profiles and considers each student's unique background and experience with learning mathematics. It is critical to plan, teach and assess in a culturally responsive and relevant way.
- Implementation is going well and is allowing for targeted intentional academic growth.

Standing Items

- Community Partner updates: No updates.
- Correspondence Received: Letter from Lambton Kent DSB, dated November 14, 2023, regarding retention and recruitment of Educational Assistant Staff. Letter discussed, no further action regarding this letter will be taken by SEAC.
- Ministry/MACSE updates: SO Graves; No updates this month.

Reports

- Board report (oral) – (Board Trustee): At the last Board meeting, the motion to re-name and rebrand Chippewa was rescinded.
- Special Education Report – Alison Clarke; To support staffing shortages we have been engaged in discussion with school teams. We have been working to address EA and staffing shortages in classrooms. We anticipate this will continue. We have been working with the itinerant team to consider redeployment as they are able. The process of hiring for vacancies is ongoing. We look for creative and unique opportunities to support schools on a case-by-case basis. Currently, we are working with Canadore SSW students by providing placements in schools in hopes that upon graduation, they will look to be employed as EAs with the NNDSB. The Behaviour Team continues to support students with challenging behaviours and to work alongside school teams. Funds for Teacher Additional Qualification courses have been made available, and 11 teachers will receive them. Funds to contract professional assessments have been provided by the Ministry and we are looking to procure contract staff for both Speech and Language and Psychoeducational assessments to reduce wait times for these assessments. Discussion took place around vacancies, recruitment, trends and needs as it relates to maintaining programming and keeping classrooms open.
- SEAC chair report (if applicable)

New Business

- Draft Letter Review Re: EQAO by Trustee Fuscaldo; input was sought from the SEAC committee. The letter will be shared with the SEAC committee for further review and input can be shared at the January meeting.

Next meeting: Thursday, January 18 at 1pm.

Adjournment Motion Trustee Fuscaldo Second Trustee Sargent, Carried

Meeting adjourned at 2:20 p.m.

Official