

## COMMITTEE OF THE WHOLE

Tuesday, March 19, 2024 | 6:00 PM

Virtual:	In-Person:
<a href="#">Join zoom meeting</a> Meeting ID: 856 3321 7981   Passcode: 769627 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.

#### 1.2 Attendance

Confirmation of Quorum

#### 1.3 Declaration of Conflict of Interest

### 2.0 Closed Session

### 3.0 Arise and Report

### 4.0 Approval of the Agenda ✓

Motion: That the agenda for the Committee of the Whole meeting of March 19, 2024, be approved.

### 5.0 Review of Previous Minutes ✓

Motion: That the minutes for the Committee of the Whole meeting of February 13, 2024, be approved.

**6.0 Business Arising**

6.1 School Openings Closures and Consolidations Administrative Guideline ✓

**7.0 New Business**

7.1 Notice of Motion- Trustee Steer ✓

7.2 Notice of Motion – Trustee Fuscaldo ✓

**8.0 Adjournment**

Motion: That on March 19, 2024 we do now adjourn at \_\_\_\_pm.



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

Erika Lougheed, Chair

Craig Myles, Director of Education

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The February 13, 2024 **Committee of the Whole Public Session** 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 ®  
Howard Wesley ®  
Bill Steer ®  
Chantal Phillips  
Jeanie Fuscaldo  
Julie Bertram ®  
Louise Sargent  
Shane Hall ®  
Albany Benson, Indigenous Student  
Trustee  
Dora Chen, Student Trustee

**Administrative Staff Present:**

Craig Myles, Director of Education  
Seija Van Haesendonck, Superintendent of Business  
Melanie Gray, Superintendent of Education ®  
Gay Smylie, Superintendent of Education  
Timothy Graves, Superintendent of Education ®  
Deb Bartlett, Communications Officer ®  
Maureen Egan, Executive Assistant  
Glenn Morrison, Manager IT  
**Other:**  
Staff, media, and community partners

® attended remotely via Zoom video or audio conference

**1.0 Call to Order**

Chair Lougheed called the Committee of the Whole meeting to order at 5:30 pm.

**1.1 Land acknowledgement**

Chair Lougheed read the declaration aloud.

**1.2 Attendance**

Attendance indicated that 11 trustees were present, including the two Student Trustees.

**1.3 Declaration of Conflict of Interest Nil**

**2.0 In-Camera**

At approximately 5:35 pm, Chair Lougheed advised the Committee of the Whole would be moving into a private session. Members of the public were excused and advised they would be permitted back into the meeting once the Board arose in public session.

Motion: CW 2024 02 01 L. Sargent/ C. Phillips

That the Board move into a Committee of the Whole Private Session in order to discuss items pertaining to *The Education Act* R.S.O. 1990, c. E.2 section 207(2)(b). - CARRIED.

A brief pause was noted to coordinate the appropriate video conference controls and allow staff and community members time to exit the meeting room. Trustees attending virtually were reminded to secure their space as well to ensure confidentiality.

**3.0 Arise and Report**

At approximately 6:07 pm, the Committee arose and reported in the public session of the Committee of the Whole. A brief pause was noted to coordinate the appropriate video conference controls to permit members of the public to re-enter the virtual meeting and open the physical meeting space for in-person guests to re-enter.

**4.0 Approval of the Agenda**

Trustees were referred to the agenda included in the agenda package. The floor was opened for comments or corrections, with none rose.

Motion: CW 2024 02 02 J. Bertram/H. Wesley

That the agenda for the Committee of the Whole meeting of February 13, 2024, be approved. - CARRIED.

**5.0 Review of Previous Minutes**

CW 2024 02 03 B. Steer/A. St. Pierre

That the minutes for the Committee of the Whole meeting of January 9, 2023 be approved. – CARRIED.

**6.0 New Business**

**6.1 Notices of Motion**

**6.1.1 Motion: CW 24 02 04 J. Bertram/J. Fuscaldo**

Trustees were referred to the Notice of Motion filed by Trustee Bertram contained in the agenda package seeking clarification on Governance Policy GP 212 Community Planning and Partnerships.

It is noted that to proceed to discussion, the motion requires a seconder. The floor was open for expressions of support. Trustee Fuscaldo seconded the motion. Following questions and comments by trustees Director Myles suggested that this be referred to the MYSP committee for further examination. Consensus reached by trustees to refer to MYSP committee. Chair Lougheed thanked Trustee trustees for the discussion.

**6.1.2 Motion: CW 24-02-05, B. Steer/L. Sargent**

Trustees were referred to the Notice of Motion filed by Trustee Steer contained in the agenda package requesting the Board approve a motion that will see the formation of a school-based committee to oversee the rebranding of Chippewa Secondary School.

It is noted that to proceed to discussion, the motion requires a seconder. The floor was open for expressions of support. Trustee Sargent seconded the motion. Trustee Steer introduced the motion by providing background and thanking Vice-Chair St. Pierre and Trustee Sargent for their input. Trustees voiced their opinions on the motion including seeing this as a valuable opportunity to build community relationships. Chair Lougheed thanked Principal Tucker-Petrick for her exceptional leadership surrounding this matter noting that it is administration's role to re-brand schools. She also noted that the re-branding issue was raised at the OPSBA conference in January specifically re Human Rights Code legalities to consider. Consensus was reached to move the motion to Board for approval. Director Myles thanked the trustees for their work understanding the intent of the motion is clear and that there is an understanding that trustees do not direct staff and that the Director's office will work with administration to move this forward.

With no further comments to note, the motion was read aloud by the Chair. Closing comments from Chair Lougheed to note there is consensus to move the recommendation forward to the Board meeting for review and approval.

**7.0 Motion to Adjourn**

Motion: CW 24-02-06 J. Bertram/ S. Hall

That we do now adjourn at 6:39 pm. – CARRIED.

## **ADMINISTRATIVE GUIDELINE**

### **Title: School Openings, Closures and Consolidations**

**Effective Date: May 25, 2020**

**Updated Date: March 16, 2021**  
**March 19, 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 Once the Board of Trustees selects the name for the school or facility, the naming/renaming process is considered concluded.
- 2.13 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.

- 2.14 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.

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

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

<b>Title:</b>	<b>Notice of Motion - “Living Consciously” Secondary School Course</b>
<b>Contact:</b>	Trustee Bill Steer
<b>Date Submitted:</b>	Feb. 22, 2024
<b>Mandate:</b>	In alignment with NNDSB Bylaw 102, Trustee Steer provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the March 19 Committee of the Whole meeting.
<b>Background:</b>	<p>There is an educational opportunity to create a mandatory, Ministry of Education, high school course that addresses the broader definition of <b>“Living Consciously,”</b> (draft-working title). Consciously suggests there is intention, through education, experiences and awareness, to initiate change. Living is what humankind does within a climate of kindness, trust and happiness.</p> <p>All within the realm of student wellbeing and success. the following.</p> <p>There are four areas within the course to be addressed.</p> <ol style="list-style-type: none"> <li>1. Equity, Diversity and Inclusion. Diversity, Equity, and Inclusion are three closely linked values held by society to be supportive of different groups of individuals, including people of different races, ethnicities, religions, abilities, genders, and sexual orientations.</li> <li>2. Food Security and Nutrition. Food security is defined when all people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.</li> <li>3. Wellness. This is the active pursuit of activities, choices and lifestyles that lead to a state of holistic health.</li> <li>4. Climate change mitigation and living with climate change. This involves making lifestyle choices to address consumptive behaviors.</li> </ol> <p>All of the above to be within a context of <i>kindness, happiness and trust</i>, among many societal and community values.</p> <p>*This course could be taught “experientially” and for assessment, be “project based.”</p>

	<p><b>This is in alignment with the OPSBA Mission, Vision and Values</b></p> <p><b>MISSION</b></p> <p>The Ontario Public School Boards’ Association (OPSBA) advocates for public education in Ontario.</p> <p><b>VISION</b></p> <p>OPSBA will be public education’s expert voice, promoting a high-quality system, focused on improving every student’s success and well-being.</p> <p><b>VALUES</b></p> <p>OPSBA operates by the following guiding principles:</p> <ul style="list-style-type: none"> <li>• Equity, Diversity, and Inclusion</li> <li>• Truth and Reconciliation</li> <li>• Valuing Student Voice</li> <li>• Quality and Innovation</li> <li>• Environmental Stewardship, Good Governance, Accountability, Collaboration, and Integrity</li> </ul> <p><a href="https://www.opsba.org/about-us/mission-vision-and-values/">https://www.opsba.org/about-us/mission-vision-and-values/</a></p>
<p><b>Resolution:</b></p>	<p>Be it resolved that THE NNDSB requests OPSBA to petition the Ministry of Education to create and develop a mandatory Ministry of Education, high school course entitled ‘<i>Living Consciously</i>’ (draft – working title) that includes four sections: Equity, Inclusion and Diversity (social norms); Food Security and Nutrition; Wellness (active lifestyle choices and mental health) and Climate Change (mitigation and living with); in accordance with the OPSBA Mission, Vision and Values.</p> <p>Moved by: _____</p> <p>Seconded by: _____</p> <p>Trustee Bill Steer March 19, 2024</p>

<b>Title:</b>	<b>Notice of Motion</b>
<b>Contact:</b>	Trustee Fuscaldo
<b>Date Submitted:</b>	March 19 2024
<b>Mandate:</b>	In alignment with NNDSB Bylaw 102, Trustee Fuscaldo provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the January Committee of the Whole meeting.
<b>Background:</b>	Whereas the Near North District School Board recognizes Communication as a pillar within our MYSP.
<b>Resolution:</b>	Be it resolved that The Near North District School Board add a standing item to our regular board meetings to include, a round table forum to allow Trustee's to bring items to the table.